Content Standard	***CCSS.Math.Content.4.OA*** *Operations and Algebraic Thinking*
	Math.Content.4.OA.A *Use the four operations with whole numbers to solve problems.*
	[Math.Content.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.
Content Limits	*Whole numbers
	*Only easy- and medium-difficulty addition and subtraction problems of numbers up to 1 million
	*Multiplication of numbers of up to four digits by a one-digit number or of two numbers with two digits
	*Quotients and remainders with up to four-digit dividends and one-digit divisors
	*Only 2- and 3-step problems
	*Problems involving remainders should require the student to interpret and use the remainder with respect to context
	*Variables must be represented by a letter.
Calculator	None
Acceptable Response Mechanisms	Equation response
	Proposition response
	Multiple choice response
	Multi-select response
Math Practice Cluster	PC1, PC2
DOK	2, 3
Model Task	

Context	All items must include a context.					
DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Interpret remainders within the context of a division situation by giving a numeric answer or interpretation.	• Equation response • Proposition response • Multiple choice response	X	X		
	2. Explain the reasonableness of a solution in words.	• Proposition response • Multiple choice response	X			
	3. Reason through a word problem to find an unknown value (either the final answer or a key piece of information, given the final solution – e.g., working backward).	• Equation response • Multiple choice response • Multi-select response	X	X		
DOK 3	4. Reason through a word problem to find an unknown value given only some information.	• Equation response • Multiple choice response • Multi-select response • Proposition response	X	X		
Example						
Context	Use some numbers that make the operations more difficult: • Addition – several carryings • Subtraction – several borrowings • Multiplication – use some easier factors (1, 2, 3, 5) and some more difficult factors (4, 6, 7, 8) • Division – either use zero as a digit in the quotient or use 4, 6, 7, 8 or 9 as the divisor • Partial information with a final value can be given, but the calculations should be easy to complete..					
Context easier	Use numbers that make the four operations easier: • Addition - no carrying • Subtraction - no borrowing • Multiplication- use 1, 2, 3, 5 as the factors in each partial multiplication • Division- use 2, 3, and 5 for the divisor, no remainders All information is given in a straightforward manner.					

Context more difficult	Use numbers that make the four operations more difficult:
	- Addition – multiple carryings - Subtraction- multiple borrowings - Multiplication- use 4, 6, 7, 8 as factors and minimize 2, 3, 5 as factors in each partial multiplication - Division- have zero be a digit in the quotient and use 4, 6, 7, 8, 9 as the divisor, allow for remainders Partial information with a final value is given, and the student needs to work backwards to find a solution.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Jack bought 2 umbrellas, each costing $13. He bought 3 hats, each costing $4. How much did Jack spend in all?	Easy	1	Equation response	This is DOK 2 because it involves reasoning through a word problem to find an unknown value. This is an easy problem because information is given in a straightforward manner and all of the calculations are easy to complete.
	Jack bought 2 umbrellas and 3 hats for $18.00. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is $4.00. What is the cost of 1 umbrella?	Medium	1	Equation response	This is DOK 2 because it involves reasoning through a word problem to find an unknown value. This is medium difficulty because, although the student does need to work backwards to find a solution, the calculations are easy to complete.
	Jack bought 3 umbrellas and 4 hats. The umbrellas cost $15 dollars each, and the hats cost $5 each. Write an	Medium	2	Equation response	This is DOK 2 because it involves reasoning through a

	equation to show the total cost *c*, in dollars, of the items Jack bought.				word problem to find an unknown value.

This is medium difficulty because it requires the student to create an equation to represent the situation. |
| | Jack has $53, and each umbrella costs $12. He writes the equation shown.

$52 \div 12 = 4\ R\ 5$

What does the number 5 represent in terms of Jack's money? | Medium | 2 | Proposition response | This is DOK 2 because it involves interpreting remainders within the context of a division situation.

This is medium difficulty because the student must display understanding of what the remainder means in context. |
| | Jack wants to buy the same number of hats for 3 of his friends. He has $57 dollars, and each hat costs $5. What is the largest number of hats that Jack buy for each friend? | Hard | 1 | Equation response | This is DOK 2 because it involves reasoning through a word problem to find an unknown value.

This is hard because it involves division with a remainder, working backwards, and more difficult numbers. |
| DOK 3 | Jack bought 2 umbrellas and 3 hats and spent between $30 and $50. Each umbrella costs the same amount. Each hat costs the same amount. The price of a hat is | Medium | 1 | Equation response | This is DOK 3 because it involves more strategic thinking in a problem that gives only partial information. |

| | $4.00. What is the least amount Jack could have spent on an umbrella? What is the most Jack could have spent on an umbrella? | | | | This is medium difficulty because it involves working backwards with easier numbers for the calculations. |

Content Standard	**MA.4.AT.2:** Recognize and apply the relationships between addition and multiplication, between subtraction and division, and the inverse relationship between multiplication and division to solve real-world and other mathematical problems.
Content Limits	Items include whole numbers less than 1000 for adding and subtracting. Items include whole numbers for multiplication and division. Items that use division should not include remainders.
Construct-Relevant Vocabulary	addend, difference, dividend, divisor, factor, inverse relationship, product, quotient, sum
Recommended Response Mechanisms (Item Types)	Embedded Text Entry Equation Response Multiple Choice Multi-Select Short Answer
DOK	2
Model Task	
Context	Context Optional
Allowable Stimulus Material	N/A
Evidence Statements	
Students explain how (a multiplication expression) can be simplified using addition.	
Students select/complete the (addition expression) that is equivalent to (multiplication expression).	
Students create an equation that models a story problem.	
Sample Item	

Which expression is equivalent to 8 × 4?
 	
  A. 8 + 8 + 8 + 8
  B. 8 + 8 + 4 + 4
  C. 8 × 8 × 8 × 8
  D. 12 + 12 + 12 + 12	

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.4.OA*** *Operations & Algebraic Thinking*
	Math.Content.4.OA.A *Use the four operations with whole numbers to solve problems*
	Math.Content.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.
Content Limits	*Whole numbers within 100 *Item must either include a verbal description of an equation of a multiplication equation *Multiplication situation must be a comparison, e.g. three times as many
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response Multi-select response Matching response
Math Practice Cluster	PC2
DOK	2, 3

Model Task

Context	Items with real-world context are allowed, though should constitute the minority of items. Any situation including multiplicative comparison.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Given a verbal description, create an equation that models the multiplication context.	• Equation response		X		

	2. Given a multiplication equation, select a multiplicative comparison that describes the equation or vice versa.	• Multiple choice response • Multi-select response • Matching item response		X		

Example						
Context	Pat has 8 times as many model cars as John. John has 2 model cars. Create an equation that represents the situation. Items without a context using larger numbers (one double-digit factor). Items within a context using smaller numbers (single-digit factors).					
Context easier	Items without a context. Generally small numbers (single-digit factors)					
Context more difficult	Items within a context using larger numbers (one double-digit factor). Item requires student to identify multiple versions of the same equation/comparison (12 x 3 = 36, 3 x 12 = 26); generally applicable to task demand 2					

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Select the statement that represents 35 = 5 x 7.	Easy	2	Multiple choice response	This is DOK 2 because it involves selecting a comparison statement for a multiplication statement. This is easy because it does not involve a context and works with single digit factors.
	Pat has 8 times as many model cars as John. John has 2 model cars. Create a multiplication equation that represents the situation.	Medium	2	Equation response	This is DOK 2 because it involves creating an equation that models the multiplication context. This is medium difficulty because it contains a

					context and works with single digit factors.
	Pat has 12 times as many model cars as John. John has 5 model cars. Select all of the math equations that represent the situation.	Hard	2	Multi-select response	This is DOK 2 because it involves choosing equations that models the multiplication context. This is hard because it contains a double digit factor and asks the student to select multiple representations.

Content Standard	**CCSS.Math.Content.4.OA** *Operations & Algebraic Thinking*
	Math.Content.4.OA.A *Use the four operations with whole numbers to solve problems*
	[Math.Content.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.
Content Limits	*Multiplication situation must be a comparison, e.g. three times as many *Operations limited to multiplication and division *Limit multiplication and division to 2-digit by 2-digit
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response
Math Practice Cluster	PC1, PC2
DOK	2

Model Task					
Context	Context is required. Any situation including multiplicative comparison.				

DOK Demands					
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Given a situation involving multiplicative comparison, create a multiplication or division equation (with an unknown value) to represent the situation.	• Equation response • Multi-select response		X		

| | 2. Given a situation involving multiplicative comparison, solve a multiplication or division word problem (i.e. give a numeric answer.) | • Equation Response | | X | | |

Example

Context	Johnny has 12 marbles. Mark has 10 times as many marbles. How many marbles does Mark have? Also, division with two one-digit numbers.
Context easier	Multiplication with at least one one-digit number.
Context more difficult	Division with at least one two-digit number.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Johnny has 10 marbles. Mark has 3 times as many. How many marbles does Mark have?	Easy	2	Equation response	This is DOK 2 because it involves giving a numeric answer to a multiplication word problem. This is easy because it is framed as multiplication and has one one-digit number.
	Johnny has 30 marbles. Mark has M marbles. If Johnny has 10 times as many marbles as Mark, create an equation that shows how many marbles Mark has.	Medium	2	Equation Response	This is DOK 2 because it involves creating an equation to represent a situation. This is medium difficulty because it involves

					multiplication with two two-digit numbers.

Content Standard	***CCSS.Math.Content.4.NF*** *Number and Operations - Fractions* ***CCSS.Math.Content.4.NF.B*** *Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.* CCSS.Math.Content.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. CCSS.Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. CCSS.Math.Content.4.NF.B.3b 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*. CCSS.Math.Content.4.NF.B.3c 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. CCSS.Math.Content.4.NF.B.3d 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.
Content Limits	*Denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 100 *Use mixed numbers and fractions with like denominators *Incorporate the concept of the same whole. *Circle based models, rectangular models, and numbers line models, do not over use circle based area food models (i.e., pizza).
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Drag-and-drop (DND), Hot Spot (HS), Draw Multiple-Choice response Multi-Select response Matching response
Math Practice Cluster	PC1, PC3

DOK	1, 2

Model Task	
Context	Allowable. Items aligned to 3d require a real world context, while items aligned to other standards should mostly be without context. Add and subtract fractions a/b and mixed numbers with like denominators as a sum of fractions 1/b or sum of fractions with same denominator in more than one way with or without a situational context.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Add or subtract fractions with like denominators.	• Equation response • Multiple choice response	x		x	
DOK 2	2. Decompose a fraction into a sum of fractions in multiple ways.	• Equation response • Graphic response - DND, Draw, HS • Multiple choice response • Multi-select response	x		x	
	3. Add or subtract mixed numbers.	• Equation response • Multiple choice response	x		x	
	4. Solve word problems involving fractions or mixed numbers and represent sums and differences of fractions or mixed numbers.	• Equation response • Graphic response - DND, Draw, HS • Multiple-Choice response	x		x	

Example	
Context	Find the sum or difference of fractions with visual models or an equation including decomposition of fractions. • Unit fraction and non-unit fraction addends that sum to an improper fraction/factors in decomposition of fractions • Non-unit fraction addends that sum to a proper fraction/factors in decomposition of fractions
Context easier	• One or more unit fractions that sum to a proper fraction included in addends/factors in decomposition of fractions
Context more difficult	• Non-unit fraction addends that sum to an improper fraction/factors in decomposition of fractions • More than 1 fraction representation or decomposition of fraction representation

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	An expression is shown. 1/6 + 1/6 What is the value of the expression?	Easy	3	Equation Response	This is a DOK 1 because students are adding fractions with like denominators. It is easy because it contains at least one unit fraction, and the sum is a proper fraction.
	An expression is shown. 9/10 - 4/10 What is the value of the expression?	Medium	3	Equation Response	This is a DOK 1 because students are subtracting fractions with like denominators. It is medium because non-unit fractions sum to a proper fraction.
	An expression is shown. 2/10 + 9/10 What is the value of the expression?	Hard	3	Equation	This is a DOK 1 because students are adding fractions with like denominators. It is hard because non-unit fractions sum to an improper fraction.
DOK 2	Sue had 7/8 of a cup of flour. She used 1/8 of a cup. How much flour, in cups, does Sue have left?	Easy	1,3	Equation	This is a DOK 2 because students are solving a word problem involving subtraction of fractions.

					It is easy because subtraction of a unit fraction is involved.
	Which sums show different ways to express 7/8? [options are sums of fractions, such as 2/8 + 2/8 + 3/8]	Medium	1,3	Multi-select response	This is a DOK 2 because students are decomposing fractions. It is medium because non-unit fraction addends are summed to a proper fraction
	What is the sum of 2 2/3 and 1 2/3? A. Enter your answer as a mixed number. B. Enter your answer as a fraction.	Hard	1	Equation	This is a DOK 2 because students are adding mixed numbers. It is hard because more than 1 fraction representation is involved.

Content Standard	**CCSS.Math.Content.4.OA** *Operations and Algebraic Thinking*
	Math.Content.4.OA.C *Generate and analyze patterns.*
	[Math.Content.4.OA.C.5](#) Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.*
Content Limits	*Whole numbers
	*Operations in patterns limited to addition, subtraction, multiplication, and division
	Growing shape patterns
Calculator	None
Acceptable Response Mechanisms	Equation response
	Graphic response - Drawing or Drag and Drop
	Multiple choice response
	Multi-select response
	Proposition response
	Table item response
Math Practice Cluster	PC1, PC2, and PC3
DOK	2

Model Task

Context	Context is allowed. Any situation which includes a growing pattern (such as allowance, saving money, tickets sold, etc.) may be used.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 2	1. Generate a number or shape pattern that follows a given rule.	• Equation response • Graphic response • Table response	X	X	X	
	2. Identify apparent features (such as the pattern of odd and even numbers, all numbers are even, all numbers are odd, etc.) of the pattern.	• Multiple choice response • Multi-select response • Proposition response			X	

Example						

Context	A pattern is shown. Intermediate initial terms (between 10 and 100) Intermediate rates of change (ex. Between 10 and 20 for addition/ subtraction; Between 5 and 10 for multiplication/division)
Context easier	Addition and subtraction patterns. Smaller initial terms (less than 10). Smaller rates of change
Context more difficult	Multiplication and division patterns. Larger initial terms (greater than 100) Larger rates of change Rules that use two operations Shape patterns are generally more difficult than numeric patterns

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	The first number in a pattern is 5. The pattern follows the rule "Add 3". What is the next number in the pattern?	Easy	2	Equation response	This is DOK 2 because it generates a number that follows a given rule. This is easy because the rule is addition and the rate of change is small and starting term are small.

	The first number in a pattern is 3. The pattern follows the rule "Divide by 2, and then add 8". What are the next three numbers in the pattern?	Medium	2	Table response	This is DOK 2 because it generates numbers that follow a given rule. This is medium difficulty because the rule has a small initial term and contains addition, but also uses two operations and included division.
	A shape pattern is shown. [four ordered rectangular grids, increasing in size] Describe how the number of total squares in each shape is related to the shape's number.	Hard	3	Proposition response	This is DOK 2 because it involves identifying features of the pattern. This is hard because it relates a rule to geometric shapes.

Content Standard	**CCSS.Math.Content.4.NBT** *Number & Operations in Base Ten*
	Math.Content 4.NBT.B *Use place value understanding and properties.*
	Math.Content.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
Content Limits	Whole numbers greater than 1,000 and within 1,000,000
Calculator	None - all
Acceptable Response Mechanisms	Equation response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2

Model Task	
Context	No 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			x	
DOK 2	2. Identify a missing digit in an addition or subtraction problem.	• Equation response	x	x	x	

Example	
Context	62,829 + 24,343 + 1,424

Add/subtract two or more numbers where the student carries/borrows two non-consecutive digits.

Use addends and subtrahends from 10,000 to 100,000. |

Context easier	Add/subtract two numbers where the student will not carry/borrow. Use addends and subtrahends from 1,000 to 10,000.				
Context more difficult	Add/subtract two or more numbers where the student carries/borrows two or more consecutive digits. Use addends and subtrahends from 100,000 to 1,000,000				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	What is the sum of 42,436 and 21,352?	Easy	PC3	Equation response	DOK 1 because sum of two numbers. Easy difficulty because no carrying.
	An addition problem is shown. 63,829 24,343 + 1,424 Calculate the sum.	Medium	PC3	Equation response	DOK 1 because sum of three numbers. Medium difficulty because carrying two non-consecutive digits and three addends.
	What is the difference of 31,678 and 28,995?	Hard	3	Equation response	DOK 1 because difference of two numbers. Hard difficulty because borrowing from three consecutive digits.
DOK 2	Enter the missing digit to complete the subtraction statement.	Medium	2	Equation response	DOK 2 because missing digit in subtraction.

	4 0 9, 8 4 5 − 1 □ 6, 6 7 5 2 1 3, 1 7 0				Medium difficulty because borrowing from two non-consecutive digits.
	Enter the missing digit to complete the subtraction statement 2 6, □ 5 4 1 8, 8 9 9 + 1 2, 3 5 1 5 8, 0 0 4	Hard	2	Equation response	DOK 2 because missing digit in addition. Hard difficulty because carrying three consecutive digits and three addends.

Content Standard	**CCSS.Math.Content.4.NBT** *Number and Operations in Base Ten*
	Math.Content.4.NBT.B *Use place value understanding and properties of operations to perform multi-digit arithmetic.*
	Math.Content.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.
Content Limits	*Products up to 89,991 (9,999 x 9). *Multiply four digits by one digit, three digits by one digit, two digits by one digit, and two digits by two digits
Calculator	None
Acceptable Response Mechanisms	Equation response Multi-select response
Math Practice Cluster	PC3
DOK	2

Model Task					

Context	No context				

DOK Demands					

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Calculate the product of 2 numbers.	• Equation response			x	
	2. Select expressions that are equivalent to a given product.	• Multi-select response			x	

Example					

Context	2830 x 3

	Restrict multiplication to 3 or 4 digits by 1 digit. Include additional carrying.				
Context easier	Restrict multiplication to 2 or 3 digits by 1 digit. Use small digits that do not require additional carrying in problem solving.				
Context more difficult	Include multiplication of two digit by two digit numbers, with or without additional.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Find the product of 220 and 4.	Easy	3	Equation response	DOK 2 because calculating the product of 2 numbers using strategies based on place value with no real-world context. Easy difficulty because it uses small digits that do not require additional "carrying" in problem solving.
	Find the product of 2830 and 3.	Medium	3	Equation response	DOK 2 because calculating the product of 2 numbers using strategies based on place value with no real-world context. Medium difficulty because includes "carrying".
	Select all expressions that have a product of 420. A. 35 x 12 B. (3 x 5)x (10 x2) C. (40 x 10) x (2 x4) D. 40 x 20 E. 14 x 30	Hard	3	Multi-select response	DOK 2 because calculating the product of 2 numbers using strategies based on place value with no real-world context. Hard difficulty because multiplication of two digit by two digit numbers and includes "carrying".

Content Standard	**CCSS.Math.Content.4.NBT** *Number & Operations in Base Ten*
	Math.Content.4.NBT.B *Use place value understanding and properties of operations to perform multi-digit arithmetic.*
	Math.Content.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.
Content Limits	3-digit dividend and 1-digit divisor and 4-digit dividend and 1-digit divisor
Calculator	None -all
Acceptable Response Mechanisms	Equation response Multi-select response
Math Practice Cluster	PC3
DOK	2

Model Task

Context	No context

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Calculate the quotient of 2 numbers.	• Equation response			x	
	2. Select expressions that are equivalent to a given quotient.	• Multi-select response			x	

Example

Context	$200 \div 8$

| | Include division by non-skip counting numbers without a remainder.

Include division by common skip counting numbers (multiples of 2 and 5) with a remainder. | | | | |
|---|---|---|---|---|---|
| Context easier | Divisor includes common skip counting numbers (multiples of 2 and 5)

Include division by skip counting numbers without a remainder. | | | | |
| Context more difficult | Include 4-digit dividends.

Include division by non-skip counting numbers with a remainder. | | | | |
| **Item Models** | **Sample Item** | **Difficulty** | **PC** | **Response Mechanism** | **Notes, Comments** |
| DOK 2 | What is 400 divided by 5? | Easy | PC3 | Equation response | DOK 2 because calculating the quotient of two numbers.

Easy difficulty because item includes skip counting divisor and does not involve a remainder. |
| | Select all expressions that have a value of 25.

A. $500 \div 5$
B. $600 \div 3$
C. $100 \div 4$
D. $150 \div 5$
E. $200 \div 8$ | Medium | PC2 | Multi-select response. | DOK 2 because calculating the quotient of two numbers.

Medium difficulty because includes a divisor that is not multiples of 2 or 5, and does not involve remainders. |
| | What is 402 divided by 8? | Medium | PC2 | Equation response | DOK 2 because calculating the quotient of two numbers.

Medium difficulty because item includes a remainder. |

| | What is 1356 divided by 3? | Hard | PC2 | Equation response | DOK 2 because calculating the quotient of two numbers.

Hard difficulty because item includes a 4-digit dividend, a divisor that is not a multiple of 2 or 5, and a remainder. |

Content Standard	***CCSS.Math.Content.3.OA*** *Operations and Algebraic Thinking*
	CCSS.Math.Content.3.OA.C *Multiply and divide within 100.*
	[CCSS.Math.Content.3.OA.C.7](#) Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
Content Limits	*Whole numbers. *Multiply and divide within 100.
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple choice response Multi-select response Table response
Math Practice Cluster	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. Find the product or dividend.	• Equation response • Multi-select response • Multiple choice response • Table response		X	X	

Example						

Context	Solve a given multiplication or division problem with a product or dividend from between 20 and 50.					

Context easier	Solve a given multiplication or division problem with a product or dividend from 0-20.				
Context more difficult	Solve a given multiplication or division problem with a product or dividend from 50-100.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Solve: • 8 X 2 = ? • 18 ÷ 6 = ?	Easy	2, 3	Equation response	This is a DOK 2 because students are using strategies to find the product or dividend. This will ultimately lead to recall but is still a relatively new skill for students in Grade 3. This is easy because the product or dividend is from 0 – 20.
	Select the factor pairs that equal 24.	Medium	2, 3	Multi-select response	This is a DOK 2 because students are using strategies to find the product or dividend. This will ultimately lead to recall but is still a relatively new skill for students in Grade 3. This is medium because the product or dividend is from 20 – 50.
	Complete the table to find the quotients. 	Problem	Quotient
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64 ÷ 8	
63 ÷ 9			Hard	2, 3	Table Response	This is a DOK 2 because students are using strategies to find the product or dividend. This will ultimately lead to recall but

	56 ÷ 7					is still a relatively new skill for students in Grade 3. This is hard because the product or dividend is from 50 - 100.

Content Standard	***CCSS.Math.Content.4.NF*** *Number and Operations - Fractions*
	CCSS.Math.Content.4.NF.B *Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.*
	CCSS.Math.Content.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
	CCSS.Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
	CCSS.Math.Content.4.NF.B.3b 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*.
	CCSS.Math.Content.4.NF.B.3c 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.
	CCSS.Math.Content.4.NF.B.3d 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.
Content Limits	*Denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 100
	*Use mixed numbers and fractions with like denominators
	*Incorporate the concept of the same whole.
	*Circle based models, rectangular models, and numbers line models, do not over use circle based area food models (i.e., pizza).
Calculator	None
Acceptable Response Mechanisms	Equation response
	Graphic response - Drag-and-drop (DND), Hot Spot (HS), Draw
	Multiple-Choice response
	Multi-Select response
	Matching response
Math Practice Cluster	PC1, PC3

DOK	1, 2

Model Task

Context	Allowable. Items aligned to 3d require a real world context, while items aligned to other standards should mostly be without context. Add and subtract fractions a/b and mixed numbers with like denominators as a sum of fractions 1/b or sum of fractions with same denominator in more than one way with or without a situational context.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Add or subtract fractions with like denominators.	• Equation response • Multiple choice response	x		x	
DOK 2	2. Decompose a fraction into a sum of fractions in multiple ways.	• Equation response • Graphic response - DND, Draw, HS • Multiple choice response • Multi-select response	x		x	
	3. Add or subtract mixed numbers.	• Equation response • Multiple choice response	x		x	
	4. Solve word problems involving fractions or mixed numbers and represent sums and differences of fractions or mixed numbers.	• Equation response • Graphic response - DND, Draw, HS • Multiple-Choice response	x		x	

Example

Context	Find the sum or difference of fractions with visual models or an equation including decomposition of fractions. • Unit fraction and non-unit fraction addends that sum to an improper fraction/factors in decomposition of fractions • Non-unit fraction addends that sum to a proper fraction/factors in decomposition of fractions
Context easier	• One or more unit fractions that sum to a proper fraction included in addends/factors in decomposition of fractions
Context more difficult	• Non-unit fraction addends that sum to an improper fraction/factors in decomposition of fractions • More than 1 fraction representation or decomposition of fraction representation

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	An expression is shown. 1/6 + 1/6 What is the value of the expression?	Easy	3	Equation Response	This is a DOK 1 because students are adding fractions with like denominators. It is easy because it contains at least one unit fraction, and the sum is a proper fraction.
	An expression is shown. 9/10 - 4/10 What is the value of the expression?	Medium	3	Equation Response	This is a DOK 1 because students are subtracting fractions with like denominators. It is medium because non-unit fractions sum to a proper fraction.
	An expression is shown. 2/10 + 9/10 What is the value of the expression?	Hard	3	Equation	This is a DOK 1 because students are adding fractions with like denominators. It is hard because non-unit fractions sum to an improper fraction.
DOK 2	Sue had 7/8 of a cup of flour. She used 1/8 of a cup. How much flour, in cups, does Sue have left?	Easy	1,3	Equation	This is a DOK 2 because students are solving a word problem involving subtraction of fractions.

				It is easy because subtraction of a unit fraction is involved.
Which sums show different ways to express 7/8? [options are sums of fractions, such as 2/8 + 2/8 + 3/8]	Medium	1,3	Multi-select response	This is a DOK 2 because students are decomposing fractions. It is medium because non-unit fraction addends are summed to a proper fraction
What is the sum of 2 2/3 and 1 2/3? A. Enter your answer as a mixed number. B. Enter your answer as a fraction.	Hard	1	Equation	This is a DOK 2 because students are adding mixed numbers. It is hard because more than 1 fraction representation is involved.

Content Standard	**CCSS.Math.Content.4.NF** *Number and Operations - Fractions* **CCSS.Math.Content.4.NF.B** *Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.* CCSS.Math.Content.4.NF.B.3 Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. CCSS.Math.Content.4.NF.B.3a Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. CCSS.Math.Content.4.NF.B.3b 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*. CCSS.Math.Content.4.NF.B.3c 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. CCSS.Math.Content.4.NF.B.3d 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.
Content Limits	*Denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 100 *Use mixed numbers and fractions with like denominators *Incorporate the concept of the same whole. *Circle based models, rectangular models, and numbers line models, do not over use circle based area food models (i.e., pizza).
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Drag-and-drop (DND), Hot Spot (HS), Draw Multiple-Choice response Multi-Select response Matching response
Math Practice Cluster	PC1, PC3

DOK	1, 2				

Model Task					

Context	Allowable. Items aligned to 3d require a real world context, while items aligned to other standards should mostly be without context. Add and subtract fractions a/b and mixed numbers with like denominators as a sum of fractions 1/b or sum of fractions with same denominator in more than one way with or without a situational context.				

DOK Demands					

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Add or subtract fractions with like denominators.	• Equation response • Multiple choice response	x		x	
DOK 2	2. Decompose a fraction into a sum of fractions in multiple ways.	• Equation response • Graphic response - DND, Draw, HS • Multiple choice response • Multi-select response	x		x	
	3. Add or subtract mixed numbers.	• Equation response • Multiple choice response	x		x	
	4. Solve word problems involving fractions or mixed numbers and represent sums and differences of fractions or mixed numbers.	• Equation response • Graphic response - DND, Draw, HS • Multiple-Choice response	x		x	

Example					

Context	Find the sum or difference of fractions with visual models or an equation including decomposition of fractions. • Unit fraction and non-unit fraction addends that sum to an improper fraction/factors in decomposition of fractions • Non-unit fraction addends that sum to a proper fraction/factors in decomposition of fractions
Context easier	• One or more unit fractions that sum to a proper fraction included in addends/factors in decomposition of fractions
Context more difficult	• Non-unit fraction addends that sum to an improper fraction/factors in decomposition of fractions • More than 1 fraction representation or decomposition of fraction representation

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	An expression is shown. 1/6 + 1/6 What is the value of the expression?	Easy	3	Equation Response	This is a DOK 1 because students are adding fractions with like denominators. It is easy because it contains at least one unit fraction, and the sum is a proper fraction.
	An expression is shown. 9/10 - 4/10 What is the value of the expression?	Medium	3	Equation Response	This is a DOK 1 because students are subtracting fractions with like denominators. It is medium because non-unit fractions sum to a proper fraction.
	An expression is shown. 2/10 + 9/10 What is the value of the expression?	Hard	3	Equation	This is a DOK 1 because students are adding fractions with like denominators. It is hard because non-unit fractions sum to an improper fraction.
DOK 2	Sue had 7/8 of a cup of flour. She used 1/8 of a cup. How much flour, in cups, does Sue have left?	Easy	1,3	Equation	This is a DOK 2 because students are solving a word problem involving subtraction of fractions.

				It is easy because subtraction of a unit fraction is involved.
Which sums show different ways to express 7/8? [options are sums of fractions, such as 2/8 + 2/8 + 3/8]	Medium	1,3	Multi-select response	This is a DOK 2 because students are decomposing fractions. It is medium because non-unit fraction addends are summed to a proper fraction
What is the sum of 2 2/3 and 1 2/3? A. Enter your answer as a mixed number. B. Enter your answer as a fraction.	Hard	1	Equation	This is a DOK 2 because students are adding mixed numbers. It is hard because more than 1 fraction representation is involved.

Content Standard	**MA.4.C.7:** Show how the order in which two numbers are multiplied (commutative property) and how numbers are grouped in multiplication (associative property) will not change the product. Use these properties to show that numbers can by multiplied in any order. Understand and use the distributive property.
Content Limits	Students should know the names of the properties.
	Addition only is used in the parentheses when assessing the distributive property.
	Multiplication only is used when assessing the commutative and associative properties.
	Students may be required to perform the calculation.
Construct-Relevant Vocabulary	Associative property, commutative property, distributive property
Recommended Response Mechanisms (Item Types)	Embedded Text Entry Equation Response Multiple Choice Multi-Select Short Answer Table Matching
DOK	2

Model Task	
Context	No Context
Allowable Stimulus Material	N/A

Evidence Statement	
Students apply the definition of a property to identify an equivalent expression or a missing number in an equation.	

Sample Item	

An expression is given.
100 + 25
Which expression is equivalent?
  A. 5 × (25 + 5)
  B. 5 × (100 + 5)
  C. 25 × (4 + 25)
  D. 25 × (4 + 1)	

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	**MA.4.DA.1:** Formulate questions that can be addressed with data. Use observations, surveys, and experiments to collect, represent, and interpret the data using tables (including frequency tables), line plots, and bar graphs.
Content Limits	Items use only whole numbers.
	Items use only line plots, tables, or bar graphs.
	Scales can be 1 or more, and appropriate to the context and reasonable.
	Contexts are grade-level appropriate (be mindful of reading load).
	If information is given using words and graphics, the same information should be in the same area of the item.
Construct-Relevant Vocabulary	bar graph, collect, data, experiment, frequency table, line plot, observation, survey
Recommended Response Mechanisms (Item Types)	Drag and Drop Equation Response Graphic Response Hot Text Multiple Choice Short Answer Table Input
DOK	3

Model Task	
Context	Context Required
Allowable Stimulus Material	Data displays

Evidence Statements
Students create a data display, with scale, for given data.
Students identify what type of graph is best to display given data.
Students interpret a given data display.
Students create a question that could represent the given data display.

Sample Item

Jackie asks some students in her school a question, and then she records the responses. She decides that a line plot is the best way to display her data.
Which question could Jackie have asked?

  A. What is your age?
  B. What street do you live on?
  C. Do you have more than two pets?
  D. What is your favorite subject in school?

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.4.MD Measurement and Data***
	CCSS.Math.Content.4.MD.B *Represent and interpret data.*
	Math.Content.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.*
Content Limits	*Measurement units are limited to halves, quarters, and eighths.
	*Addition and subtraction of fractions is limited to fractions with the same denominators.
	*Multiplication and division is limited to 2-digit by 1-digit, or 2-digit by 2-digit, where one number is a multiple of 10
	*Addition and subtraction within 1000.
Calculator	None
Acceptable Response Mechanisms	Equation response
	Graphic response - hot spot
Math Practice Cluster	PC1
DOK	2

Model Task						
Context	Allowed – The majority of items at this standard should have a real-world contest. The context should focus on information presented on line plots.					

DOK Demands						
DOK	Task Demand	Response Mechanism	PC1	PC2	PC3	None
DOK 2	1. Construct a line plot based on given data (only easy and medium difficulty).	• Graphic response - hot spot	X			

	2. Interpret data in a line plot to solve problems involving addition and subtraction.	• Equation response	X			
DOK 3	3. Construct or complete a line plot based on the information about the sum or difference of the data.	• Graphic response - hot spot	X			

Example	
Context	Long jump measurements are given. For construction, data is in eighths, with wholes, halves, and quarters optional. For problem solving, data is in quarters, with wholes and halves optional.
Context easier	For construction, data is in quarters, with wholes and halves optional. For problem solving, data is in halves, with wholes optional. Decrease the amount of data.
Context more difficult	For problem solving, data is in eighths, with wholes, halves, and quarters optional. Increase the amount of data.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Long jump measurements are given. <insert a table with 6 measurements in quarters, halves, and wholes> Click above the number line to create a line plot of the data.	Easy	1	Graphic response - hot spot	This item is a DOK 2 because it requires the student to construct a line plot based on provided data. It is easy because the data includes quarters, but not eighths.
	A line plot with long jump measurement data is given. <insert a line plot with 10 measurements in halves, wholes, and quarters>	Medium	1	Equation response	This is a DOK 2 item because it focuses on problem solving given a line plot. It is medium difficulty because it includes

	How many students jumped at least 4 feet?				quarters, but not eighths.
	A line plot with long jump data is given. <insert a line plot with 12 measurements in halves, wholes, quarters, and eighths, with largest value in eights> Ben jumped 3/8 foot less than the furthest jump. Based on the line plot, how far did Ben jump?	Hard	1	Equation response	This is a DOK 2 item because it requires the student to solve a problem given a line plot. This is a hard item because it includes eighths.
DOK 3	Benny recorded the results for his top four long jump attempts. The total was 57 feet. <In the grid space provide a line plot with the following values: 13, 13 ½, 14, 14 1/2, 15, 15 1/2 > Click above the number line to create a possible line plot for this data.	Easy	1	Graphic response - Hot spot	This is a DOK 3 item because of the student is constructing a line plot based on parameters. The difficulty is easy because the data is in halves and wholes.
	Benny recorded the results for his top four long jump attempts. The total was 57 feet. The first two jumps are shown in the number line. <In the grid space provide a line plot with the following values: 13 2/4, 14 ¾, 15, 15 ¼, with three values indicated>	Medium	1	Graphic response - Hot spot	This is a DOK 3 item because of the student is constructing a line plot based on parameters. The difficulty is medium because the data includes quarters.

Click above the number line to show the length possible lengths of Benny's last two jumps.				
Benny recorded the results for his top four long jump attempts. The total was 65 1/8 feet. <In the grid space provide a line plot with the following values: 15 3/8, 16, 16 5/8, 16 7/8> Click above the number line to show the length possible lengths of Benny's last two jumps.	Hard	1	Graphic response - hot spot	This is a DOK 3 item because of the student is constructing a line plot based on parameters. The difficulty is medium because the data includes eighths.

Content Standard	**MA.4.DA.3:** Interpret data displayed in a circle graph.
Content Limits	For items that require the student to identify the fraction of the circle graph for a particular section, the denominator of the fraction can only be 2, 3, or 4.
	For items that require the student to compare the magnitude of quantities represented in a circle graph (and not to identify the specific fractions), other denominators can be used. In this case, care should be taken to make sure the areas of each section are distinguishable.
	The circle graph should be divided into at most 4 sections.
Construct-Relevant Vocabulary	circle graph, pie chart, pie graph
Recommended Response Mechanisms (Item Types)	Hot Text Multi-Select Table Matching
DOK	2
Model Task	
Context	Context is not required but may be used when construct relevant.
Allowable Stimulus Material	Circle graphs
Evidence Statements	
Given a circle graph, students place categories in order from least to greatest.	
Students interpret a given circle graph.	

Sample Item

A teacher asks students how long it takes them to travel to school. She makes the given circle graph.
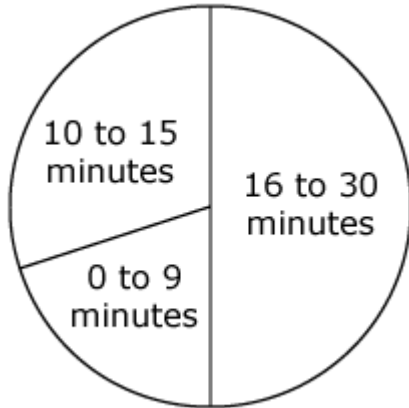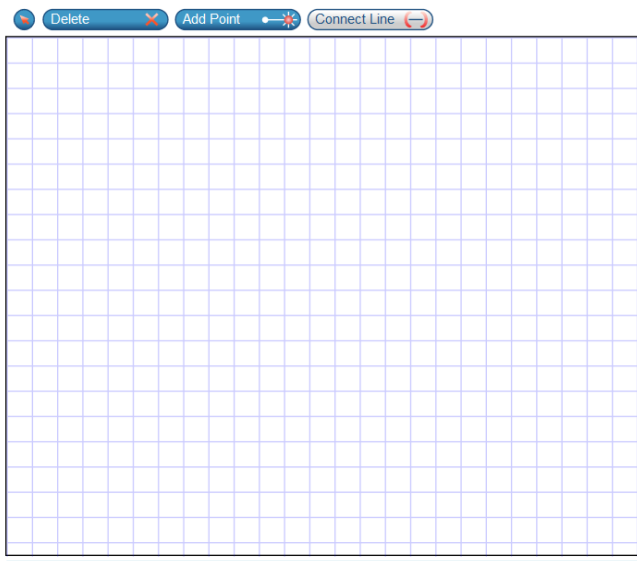
Order the categories from the least to the greatest number of students.

Rubric:

Least		Greatest
0 to 9 minutes	10 to 15 minutes	16 to 30 minutes

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	Graphics will need to be basic with no shading or other complexities to ensure they are braillable. 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.4.G.1:** Identify, describe, and draw parallelograms, rhombuses, and trapezoids using appropriate tools (e.g., ruler, straightedge, and technology).
Content Limits	Items should not include kites.
Construct-Relevant Vocabulary	congruent, line segment, parallel, parallelograms, rhombuses, trapezoids
Recommended Response Mechanisms (Item Types)	Graphic Response Multi-Select
DOK	2

Model Task	
Context	No Context
Allowable Stimulus Material	N/A

Evidence Statements
Students draw a given shape or shapes.
Students classify the given shape(s).

Sample Item

Use the **Connect Line** tool to draw a rhombus.

Rubric:

OR
- Any quadrilateral in which all four sides are equal in length

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	Graphics will need to be basic with no shading or other complexities to ensure they are braillable. 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.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. Math.Content.4.G.A.3 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
Content Limits	*Be mindful of the graphic response answer space the students work with when considering the number of lines of symmetry of a shape. Avoid a busy figure with many of lines of symmetry that young students would find hard to work with. *Items that require constructing a shape based on the number of lines of symmetry should specify the shape category with regards to the number of sides (quadrilateral, triangle, pentagon…).
Calculator	Neutral for all calculators.
Acceptable Response Mechanisms	Equation response Graphic response - drawing Matching response Multi-select Multiple choice
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

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 lines of symmetry does this shape have?", with the shape being a "house").

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify symmetric figures.	• Multi-select response • Multiple choice response		x	x	
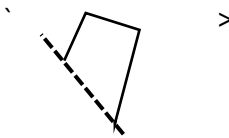
	2. Identify whether a line drawn on a figure represents a line of symmetry of the figure.	• Multi-select response • Multiple choice response		x	x	
DOK 2	3. Determine the number of lines of symmetry a given figure(s) has/have.	• Equation response • Matching response		x	x	
	4. Construct line(s) of symmetry for a given shape.	• Graphic response - drawing		x	x	
	5. Construct a complete figure based on half of the figure and its line of symmetry.	• Graphic response - drawing		x	x	
DOK 3	6. Construct a figure based on two attributes (e.g., the number of lines of symmetry and type of shape, or the lines of symmetry, already drawn, and type of shape).	• Graphic response - drawing	x	x	x	

Example	
Context	A figure is given (more than one line of symmetry, one of them is in nontraditional orientation).
Context easier	One line of symmetry (or zero). Lines of symmetry in figures are horizontal/vertical. Line of symmetry is perpendicular to the sides of the shape.
Context more difficult	Number of lines of symmetry is a specific number greater than 1. Lines of symmetry in figures are not horizontal/vertical. Line of symmetry is not perpendicular to the sides of the shape.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Several figures are shown. <all figures with horizontal/vertical line of symmetry (line not drawn)>	Easy	1,2,3	Multiple Choice	Identify symmetric figures determines DOK 1.

	Which figure has a line of symmetry?				Line of symmetry in traditional orientation determine easy item.
DOK 1	Several figures are shown. <some of the figures with a line of symmetry not horizontal/vertical (line not drawn) > Select the figures that have a line of symmetry.	Medium	1,2,3	Multi-select	Identify symmetric figures determines DOK 1. Some lines of symmetry in nontraditional orientation determine medium item.
DOK 1	Several figures are shown. <figures, all with line of symmetry not horizontal/vertical (line not drawn)> Select the figures that have a line of symmetry.	Hard	1,2,3	Multiple Choice	Identify symmetric figures determines DOK 1. All lines of symmetry in nontraditional orientation determine hard item.
DOK 2	A figure is shown. <a figure with one line of symmetry in traditional orientation> How many lines of symmetry does the figure have?	Easy	1,2,3	Equation response	Identify the number of lines of symmetry determines DOK 2. One line of symmetry in traditional orientation determine easy item.
DOK 2	A figure is shown.	Medium	1,2,3	Equation response	Identify the number of lines of symmetry determines DOK 2.

	<a figure with 2 lines of symmetry, one of them is horizontal/vertical> How many lines of symmetry does the figure have?				Two lines of symmetry with one of them horizontal/vertical determines medium item.
DOK 2	A figure is shown. <a figure with 2 lines of symmetry, neither is horizontal/vertical> How many lines of symmetry does the figure have?	Hard	1,2,3	Equation response	Identify the number of lines of symmetry determines DOK 2. Two lines of symmetry both in nontraditional orientation determines hard item.
DOK2	A part of a figure and its line of symmetry are shown. <horizontal line of symmetry, line of symmetry is perpendicular to both sides of the shape such as > Use the Connect Line tool to complete the figure.	Easy	1,2,3	Graphic – Drawing	Construct a complete figure based on half of the figure and its line of symmetry determines DOK 2. Horizontal line of symmetry and line of symmetry perpendicular to the sides of the shape determine easy item.
DOK2	A part of a figure and its line of symmetry are shown. <vertical line of symmetry, line of symmetry is not perpendicular to the sides of the shape such as >	Medium	1,2,3	Graphic – Drawing	Construct a complete figure based on half of the figure and its line of symmetry determines DOK 2. Vertical line of symmetry and line of symmetry not
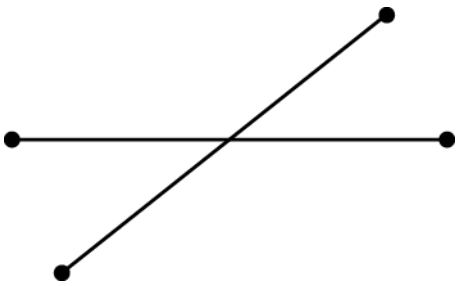
					perpendicular to the sides of the shape determine medium item.
	Use the Connect Line tool to complete the figure.				
DOK2	A part of a figure and its line of symmetry are shown. <Nontraditional orientation of line of symmetry, line of symmetry is not perpendicular to the sides of the shape such as `        >` Use the Connect Line tool to complete the figure.	Hard	1,2,3	Graphic – Drawing	Construct a complete figure based on half of the figure and its line of symmetry determines DOK 2. Nontraditional orientation of line of symmetry, half shape is asymmetric, line of symmetry is not perpendicular to the sides of the shape -- determine hard item.
DOK 3	Use the Connect Line tool to create a trapezoid with 0 lines of symmetry.	Easy	1,2,3	Graphic – Drawing	Construct a figure with a given number of lines of symmetry determines DOK 3. Zero lines of symmetry determines easy item.
DOK 3	Use the Connect Line tool to create a quadrilateral that has more than one line of symmetry.	Medium	1,2,3	Graphic – Drawing	Construct a figure with a given number of lines of symmetry determines DOK 3.

					More than one line of symmetry determines medium item.
DOK 3	Use the Connect Line tool to create a quadrilateral with exactly 4 lines of symmetry.	Hard	1,2,3	Graphic – Drawing	Construct a figure with a given number of lines of symmetry determines DOK 3.

Exactly 4 lines of symmetry determines hard item. |

Content Standard	*CCSS.Math.Content.4.MD: Measurement and Data*
	CCSS.Math.Content.4.MD.C: Geometric measurement: understand concepts of angle and measure angles
	Math.Content.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:
	Math.Content.4.MD.C.5a 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.
	Math.Content.4.MD.C.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
Content Limits	*Whole-number degree measures.
	*Angles are less than or equal to 360°.
Calculator	None
Acceptable Response Mechanisms	Graphic response – drawing
	Multiple-choice response
	Multi-select response
	Matching response
Math Practice Cluster	PC1
DOK	1
Model Task	

Context	Allowable, though most 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 an angle.	• Multiple choice response • Multi-select response	X				
	2. Sort angles from other geometric objects.	• Matching response	X				
	3. Identify the unit used to measure angles.	• Multiple choice response	X				
	4. Identify categories of angle measures.	• Matching response	X				
	Example						
Context	Identify angles (measures less than or equal to 180 degrees).						
Context easier	Limit angles to benchmark angle measures of less than or equal to 180 degrees (45, 90, 135, 180).						
Context more difficult	Angles include those between 180º and 360º.						

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Which is an angle? A. \<graphic of an angle>* B. \<graphic of a line> C. \<graphic of a point> D. \<graphic of a two parallel rays>	Easy	1	Multiple choice response	This is a DOK 1 item that requires a student to identify an angle. It is easy if the angle shown is a benchmark angle less than 180 degrees.
	Select the category of measure for each angle.	Medium	1	Matching response	This is a DOK 1 item because the student is dealing with categories of degree measure. It is of medium difficulty because

<several angles, with direction of measure indicated, as row headings, with column headings "less than 90º" and "between 90º and 180º".				anglesmeasures less than 180º are used.
Select all of the figures that are angles. \<options are geometric objects, with non-benchmark angles used>	Hard	1	Multi-select response	This is a DOK 1 item that requires the student to sort angles from non-angles. The angles are not limited to benchmark angles, which increases the difficulty.

Content Standard	**MA.4.G.4:** Identify, describe, and draw rays, angles (right, acute, obtuse), and perpendicular and parallel lines using appropriate tools (e.g., ruler, straightedge and technology). Identify these in two-dimensional figures.
Content Limits	Items use only two-dimensional figures.
	Items use only right, acute, and obtuse angles.
	Items use only perpendicular and parallel lines/sides.
Construct-Relevant Vocabulary	acute angle, angle, angle A, line AB, obtuse angle, parallel lines, perpendicular lines, ray, right angle, two-dimensional shape/figure
Recommended Response Mechanisms (Item Types)	Drag and Drop Graphic Response Hot Spot Hot Text Multiple Choice Multi-Select Short Answer Table Matching
DOK	2
Model Task	
Context	Context Allowed
Allowable Stimulus Material	Geometric figure(s)
Evidence Statements	
Students describe the difference between similar figures.	
Students draw a figure with a given property.	
Students identify a property in a given figure.	
Sample Item	

A figure is given.

Select **two** objects that can be found in the figure.

- **Acute angles**
- **Obtuse angles**
- Right angles
- Parallel lines
- Perpendicular lines

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None Protractor Compass Ruler
Literacy Considerations	May consider glossing phrases related to angles, rays, perpendicular/parallel lines.
Visual and Auditory Considerations	All models should be large and precise enough that students of varying visual abilities can interpret them. Be mindful of using colors. 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.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.
	[Math.Content.4.G.A.2](#) Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.
Content Limits	*Triangles: Right triangles, acute triangles, obtuse triangles, scalene triangles, isosceles triangles, and equilateral triangles.
	*Quadrilaterals: parallelograms, rectangles, squares, rhombi, trapezoids.
	*Other polygons may be included where appropriate.
	*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	PC1, PC2, PC3
DOK	1, 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

			1	2	3	4
DOK 1	1. Identify types of triangles.	• Multi-select • Multiple choice	x			
DOK 2	2. Construct a shape based on the shape name.	• Graphic response - drawing	x	x		
	3. Classify shapes based on given attributes.	• Matching	x	x		
DOK 3	4. Given a set of shapes in two groups, explain why the shapes were classified this way.	• Proposition		x	x	

Example
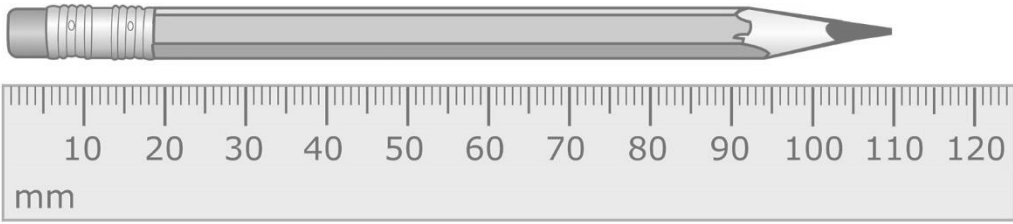
Context	A set of shapes (two attributes).
Context easier	Limit to one attribute. Only use shapes in traditional orientation (e.g., base of isosceles triangle is horizontal at the bottom).
Context more difficult	More than two attributes. Include a variety of orientations.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	A set of triangles is shown. Select all the obtuse triangles. <triangles in traditional orientation>	Easy	1	Multi-select	Identify right triangles determines DOK 1. Consider one attribute determines easy item.
DOK 1	A set of triangles is shown. Select all the right isosceles triangles. <triangles, some in traditional orientation, some in nontraditional orientation>	Medium	1	Multi-select	Identify right isosceles triangles determines DOK 1. Consider 2 attributes, some shapes in nontraditional orientation determine medium item.

DOK 1	A set of triangles is shown. Select all the right isosceles triangles. <triangles in non-traditional orientations>	Hard	1	Multi-select	Identify right isosceles triangles determines DOK 1. Consider 2 attributes, shapes in nontraditional orientation determine hard item.
DOK 2	Use the Connect Line tool to draw an isosceles triangle.	Easy	1, 2	Graphing - drawing	Construct a shape based on given criteria determines DOK 2. One criterion determines easy item.
DOK 2	Use the Connect Line tool to draw a right isosceles triangle.	Medium	1, 2	Graphing - drawing	Construct a shape based on given criteria determines DOK 2. Two criteria determine medium item.
DOK 2	A set of shape names is given. Select all the shapes that always contain perpendicular lines. <options are shape names: right triangle, isosceles triangle, rectangle, obtuse triangle, rhombus>	Easy	1, 2	Multi-select	Classify shapes based on attributes determine DOK 2. Considering one attribute determines easy item
DOK 2	Names of shapes with properties are shown. Select all the properties that belong to each shape.	Medium	1, 2	Matching	Classify shapes based on attributes determine DOK 2. Considering 2 attributes determines medium item.

	<left row of table has: right triangle, isosceles triangle, rectangle> <table header has: has a right angle has parallel lines>				
DOK 2	Names of shapes with properties are shown. Select all the properties that belong to each shape. <left row of table has: right triangle, isosceles triangle, rectangle> <table header has: has a right angle, has perpendicular lines, has parallel lines>	Hard	1, 2	Matching	Classify shapes based on attributes determine DOK 2. Considering more than 2 attributes determines hard item.
DOK 3	The shapes have been sorted into two groups. <shapes in traditional orientation sorted by having parallel sides or not> Explain what attribute was used to sort the shapes.	Easy	2, 3	Proposition	Determine why the shapes were classified this way determines DOK 3. Considering a single attribute for shapes in the traditional orientation determines easy item.
DOK 3	The shapes have been sorted into two groups.	Medium	2, 3	Proposition	Determine why the shapes were classified this way determines DOK 3.

	<shapes in traditional orientation sorted by having right angle and a set of parallel sides>

Explain what two attributes were used to sort the shapes. | | | | Considering two attributes determines medium item. |
| DOK 3 | The shapes have been sorted into two groups.

<shapes in a variety of orientations sorted by having an obtuse angle and perpendicular lines>

Explain what two attributes were used to sort the shapes. | Hard | 2, 3 | Proposition | Determine why the shapes were classified this way determines DOK 3.

Considering two attributes in shapes in a variety of orientations determines hard item. |

Content Standard	**MA.4.M.1:** Measure length to the nearest quarter-inch, eighth-inch, and millimeter.
Content Limits	Measurements should be within a 1-foot ruler (or metric equivalent).
	The smallest units are inches or millimeters (but no tenths of a centimeter).
	Fractions of an inch are limited to the nearest quarter or eighth of an inch.
Construct-Relevant Vocabulary	Centimeter (cm), inch (in.), length, measure, millimeter (mm), round
Recommended Response Mechanisms (Item Types)	Equation Response Graphic Response Hot Spot Multiple Choice Multi-Select Table Matching
DOK	2
Model Task	
Context	Most items should have context.
Allowable Stimulus Material	Images of objects Online ruler
Evidence Statements	
Students measure the length of an object.	
Students draw a line to a given length.	
Sample Item	

A pencil and a ruler are given.

What is the length of the pencil to the nearest millimeter?

Rubric:
- 110, or any equivalent value

Accessibility and Accommodation Considerations

Allowable Tools	Calculator – None Ruler (metric or U.S. customary)
Literacy Considerations	N/A for this standard
Visual and Auditory Considerations	Rulers/graphics should be easily interpreted. 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.4.MD** *Measurement and Data*
	CCSS.Math.Content.4.MD.A *Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*
	Math.Content.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), …*
Content Limits	*Measurement units are within a single system.
	*Measurement conversions are from larger units to smaller units.
	*Multiplication is limited to 4-digit numbers by 1-digit numbers and two 2-digit numbers. (4.NBT.B.5)
	*Units of measurement include: kilometer, meter, centimeter, millimeter, liter, milliliter, kilogram, gram, milligram, mile, yard, foot, inch, gallon, quart, pint, cup, ton, pound, and ounce.
Calculator	None
Acceptable Response Mechanisms	Equation response
	Graphic response – drag and drop
	Matching response
	Multiple choice response
	Multi-select response
	Table response
Math Practice Cluster	PC1, PC3
DOK	1, 2

Model Task

Context	Allowable - Limited context that addresses converting a measurement.

DOK Demands

DOK	Task Demand	Response Mechanism	PC1	PC2	PC3	None
DOK 1	1. Identify the relative size of a measurement unit.	• Matching response • Multiple choice response • Multi-select response	X			
DOK 2	2. Calculate measurement conversions.	• Equation response • Table response	X			
	3. Order measurements given in different units within the same measurement system.	• Graphic response - drag and drop • Table response			X	

<table>
<tr><td colspan="7" align="center">Example</td></tr>
</table>

Context	Use the dimensions and mass of containers to solve problems (can include non-adjacent units that are separated by 1 other unit. For example, yard to inches). Student selects two measures.
Context easier	One measurement is given. Limit multiplication to 1- and 2-digit numbers. Limit conversions to adjacent units (i.e. feet to inches) Student selects one measure.
Context more difficult	No measurements given. Increase the number of digits in multiplication to include 3-digit numbers. Conversions of non-adjacent units that are separated by two or more (i.e. gallons to cups). Student selects three measures.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments

DOK 1	Which unit of measure is longer than a yard?
	
	  A. An inch
	  B. A mile*
	  C. A foot
	  D. A yard
		Easy	1	Multiple choice response	This is a DOK 1 item because it requires the student to identify the relative size of a measurement unit. It is an easy item because it focuses on only one unit.

	Select all of the objects that are close to an inch long. A. A textbook	Medium	1	Multi-select response	This is a DOK 1 item because it requires the student to identify the relative size of a

	B. A paperclip* C. A new pencil D. A 25 cent coin* E. A telephone				measurement unit. It is a medium difficulty item because it requires the selection of two objects.
	Select all of the measurements that are close to a yard. A. The length of a desk* B. The height of a classroom C. The width of a door* D. The length of a movie ticket E. The height of a building	Hard	1	Multi-select response	This is a DOK 1 item because it requires the student to identify the relative size of a measurement unit. It is a hard item because it requires the selection of three objects.
DOK 2	A table is shown. 		Inches	Feet
---	---	---
Container 1	24	
Container 2		3 | Complete the table to show the missing dimensions.	Easy	1	Table response	This is a DOK 2 item because it is requiring the student to calculate conversions. It is easy because it involves adjacent units and uses small numbers.
	The heights of three boxes are shown. Drag one measurement into each box to order the boxes from shortest to tallest. <Three preplaced palettes: Box 1 – 2 yards Box 2 – 5 feet Box 3 – 37 inches>	Medium	3	Graphic response - drag and drop	This is a DOK 2 item because it requires the student to order objects based on conversions. It is medium difficulty because it involves non-adjacent units two measures away.
	How many feet are in 3 miles?	Hard	1	Equation response	This is a DOK 2 item because it requires the student to conduct a conversion. It is

					hard because it involves non-adjacent units more than two measure away and uses large numbers.

Content Standard	***CCSS.Math.Content.4.MD*** *Measurement and Data*
	CCSS.Math.Content.4.MD.A *Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.*
	Math.Content.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.
Content Limits	Measurement conversions are from larger units to smaller units.
	Calculations are limited to simple fractions or decimals.
	Operations include addition, subtraction, multiplication, and division.
Calculator	None
Acceptable Response Mechanisms	Equation response
	Graphic response – drawing, hot spot
Math Practice Cluster	PC1, PC2
DOK	2, 3

Model Task						
Context	Required - A context that involves solving problems pertaining to distances, intervals of time, liquid volumes, masses of objects, and money.					

DOK Demands						
DOK	Task Demand	Response Mechanism	PC1	PC2	PC3	None
DOK 2	1. Solve a word problem involving specified measurements.	• Equation response	X			
DOK 3	2. Represent/model a problem involving specified measurements.	• Graphic response	X	X		

Example

Context	Gretchen follows a recipe using measurement tools and time. Involves multiple operations Involves fractions or decimals
Context easier	Involves one operation. Involves whole numbers.
Context more difficult	Involves conversion of units.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Gretchen is baking pies. She needs 2 cups of flour for each pie. She has 8 cups of flour. How many pies can Gretchen bake?	Easy	1	Equation response	This is a DOK 2 item requiring students to solve a word problem involving liquid volume and simple fractions. It is of easy difficulty because it involves whole numbers and a single operation.
	Gretchen is baking pies. She needs 1/4 cup of butter for each pie. One stuck of butter is ½ cup. How many sticks of butter does Gretchen need to make 4 pies?	Medium	1	Equation response	This is a DOK 2 item requiring students to solve a word problem involving liquid volume measurement. It is of medium difficulty because it involves simple fractions and requires two operations.
	Gretchen is baking a pie. She needs ¾ cup of suger. She notices that her measuring devices are only marked in ounces, not cups.	Hard	1	Equation response	This is a DOK 2 item requiring students to solve a word problem involving liquid volume and converting from a larger unit to a smaller unit. It is of hard difficulty because it involves converting units of measure and simple fractions.

	How many ounces of sugar will Gretchen need?				
DOK 3	Gretchen needs to bake 3 pies. Each pie takes 12 minutes to bake. She needs to let the oven re-heat for 4 minutes between each pie. She begins baking at 8:05 am. Drag pies onto the number line to show when each pie is finished baking. [number line starting at 8 am, ends at 9 am, with 5 minutes intervals marked]	Easy	1	Graphic – drag and drop	This is a DOK 3 item because the student is required to model the situation on a diagram. It is of easy difficulty because it involves whole numbers within one hour and one operation, addition.
	A chef is roasting two turkeys. For each pound, a turkey must roast for 1/3 of an hour. One turkey weighs 8 pounds and the other turkey weighs 14 pounds. A. Drag each turkey to the number line to show how long each will take to roast. B. Select the difference in the roasting times. [A. number line with 0 to 8 hours, divided into thirds; B. five options expressed in hours]	Medium	1	Graphic – drag and drop/hot spot	This is a DOK 3 item because the student is required to model the situation on a diagram. It is of medium difficulty because it involves fractions and requires multiple operations (multiplication and subtraction, e.g.)

	A chef is roasting two turkeys. For each pound, a turkey must roast for 1/4 of an hour. One turkey weighs 8 pounds and the other turkey weighs 11 pounds. A. Drag each turkey to the number line to show how long each will take to roast. B. Select the difference in the roasting times. [A. number line with 0 to 6 hours, divided into fourths; B. five options expressed in minutes]	Hard	1	Graphic – drag and drop/hot spot	This is a DOK 3 item because the student is required to model the situation on a diagram. It is of medium difficulty because it involves fractions, requires multiple operations (multiplication and subtraction, e.g.), and requires converting from hours to minutes.

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

Model Task

Context	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.

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	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.	• Hot spot response • Graphic response • Equation response • Multiple choice response • Multi-select response	X	X	X	
	2. Find the area of rectilinear figures by decomposing them into non-overlapping rectangles.	• Hot spot response • Graphic response • Equation response • Multiple choice response • Multi-select response	X	X	X	
DOK 3	3. Draw conclusions about unknown side lengths in order to calculate the area of a rectilinear figure.	• Equation response • Multiple choice response • Multi-select response	X	X		

Example	
Context	A park with a given area is shown. (Dimensions are a single digit factor multiplied by a double-digit factor).
Context easier	Figures are rectangles. Side lengths have smaller values (i.e. single-digit factors) Grid squares are shown within the figures.
Context more difficult	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.

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.4.MD_** _Measurement and Data_ **_CCSS.Math.Content.4.MD.A_** _Solve problems involving measurement and conversion of measurements._ Math.Content.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_.

Content Limits	* Figures are limited to rectangles.
	* Fractions are limited to like denominators.
	* Products of factor pairs are limited to the range 1–100.
	* Multiplication and division is limited to 2-digit by 1-digit, or 2-digit by 2-digit, where one number is a multiple of 10
	* Addition and subtraction within 1000.
	* When constructing rectangles, the minimum grid size is 20 pixels, and in the context of a situation, one grid must be labeled with the appropriate dimension. That dimension should be "1 _____", as items at this standard should not assess scale.
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - Drawing Multi-select response
Math Practice Cluster	PC1, PC2
DOK	1, 2, 3

Model Task						
Context	Allowable – Most items at this standard should have a real world context. The context should focus on applying area and perimeter formulas to real world problems					

	DOK Demands					
DOK	Task Demand	Response Mechanism	PC1	PC2	PC3	None
DOK 2	1. Construct a rectangle with a given perimeter and/or area.	• Graphic response	X	X		
	2. Calculate perimeter and/or area of a rectangle.	• Equation response		X		

	3. Calculate an unknown side length given an area or perimeter.	• Equation response	X	X		
	4. Model with an expression or equation the area or perimeter of a rectangle with an unknown side length.	• Multi-select response • Equation response (construct expression/equation with unknowns)		X		
DOK 3	5. Construct a rectangle based on given parameters (i.e. ranges of possible areas and/or perimeters.)	• Graphic response	X	X		

Example

Context	A rectangular rug. Both length and width are provided in stem or as options. For area, dimensions are 1-digit by 2-digit. For perimeter, dimensions are 2-digit by 3-digit
Context easier	All four dimensions are provided in stem or options as art. For area, dimensions are 1-digit by 2-digit. For perimeter, dimensions are 2-digit by 2-digit or less
Context more difficult	Genenrally, unless restricted by the task demand, problem include at least one unknown dimension. For area, dimensions are 2-digit by 2-digit - see content limits For perimeter, dimensions are 3-digit by 3-digit or less

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments

DOK 2	A rectangular rug is shown. <model of a rectangular image with all four given side lengths given. Side lengths are 2 feet and 7 feet.> What is the area of the rug?	Easy	2	Equation response	This is a DOK 2 item because the student is calculating an area. It is an easy item because all 4 side lengths of the rectangle are provided and they are each one-digit.
	A store owner needs a rug with an area of at least 420 square feet. Select all sizes of rugs the store owner could choose.	Medium	2	Multi-select response	This is a DOK 2 item because the student is being asked to determine how to find the area by selecting possible dimensions. It is medium item because the dimensions are one digit by two digit.
	The perimeter of a rectangular rug is 20 feet. Use the Connect Line tool to draw a rectangle that shows one possible size of the rug.	Medium	2	Graphic response	This is a DOK 2 item because the student is being asked to construct a rectangle based on a given perimeter. It is of medium difficulty because while the dimensions are one digit by one digit, the lengths are unknown.
	A rectangular school gym has a length of 120 feet and a perimeter of 520 feet. What is the width of the school gym?	Hard	2	Equation response	This is a DOK 2 item because it is asking the student to calculate a perimeter given one dimension. It is hard because one side length is not given, and addition is with three digits.

DOK 3	A store owner wants to buy a new rectangular rug. The rug must be between 55 and 65 square feet and the side lengths must be less than 10 feet long. Use the Connect Line tool to draw a rectangle that could represent the new rug.	Easy	1, 2	Graphic response	This is a DOK 3 item because the student is constructing a rectangle within given parameters. It is easy because the side lengths are each one digit.
	A store owner wants to buy a new rectangular rug. The rug must be between 97 and 107 square feet. The rug must be less than 10 feet long. Use the Connect Line tool to draw a rectangle that could represent the new rug.	Medium	1, 2	Graphic response	This is a DOK 3 item because it is asking the student to construct a rectangle based on given parameters. It is of medium difficulty because the dimensions are one digit by two digits.
	Two requirements for a rectangle are shown. • The area is between 135 and 147 square feet. • One dimensions is a multiple of 10. Use the Connect Line tool to draw a rectangle that follows these requirements.	Hard	1, 2	Graphic response	This is a DOK 3 item because the student is constructing a rectangle based on given parameters. It is hard because the dimensions are both two-digit.

Content Standard	*CCSS.Math.Content.4.MD: Measurement and Data*
	CCSS.Math.Content.4.MD.C: Geometric measurement: understand concepts of angle and measure angles
	Math.Content.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:
	Math.Content.4.MD.C.5a 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.
	Math.Content.4.MD.C.5b An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.
Content Limits	*Whole-number degree measures.
	*Angles are less than or equal to 360°.
Calculator	None
Acceptable Response Mechanisms	Graphic response – drawing
	Multiple-choice response
	Multi-select response
	Matching response
Math Practice Cluster	PC1
DOK	1
Model Task	

Context	Allowable, though most 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 an angle.	• Multiple choice response • Multi-select response	X			
	2. Sort angles from other geometric objects.	• Matching response	X			
	3. Identify the unit used to measure angles.	• Multiple choice response	X			
	4. Identify categories of angle measures.	• Matching response	X			
	Example					

Context	Identify angles (measures less than or equal to 180 degrees).
Context easier	Limit angles to benchmark angle measures of less than or equal to 180 degrees (45, 90, 135, 180).
Context more difficult	Angles include those between 180º and 360º.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Which is an angle? A. <graphic of an angle>* B. <graphic of a line> C. <graphic of a point> D. <graphic of a two parallel rays>	Easy	1	Multiple choice response	This is a DOK 1 item that requires a student to identify an angle. It is easy if the angle shown is a benchmark angle less than 180 degrees.
	Select the category of measure for each angle.	Medium	1	Matching response	This is a DOK 1 item because the student is dealing with categories of degree measure. It is of medium difficulty because

<several angles, with direction of measure indicated, as row headings, with column headings "less than 90º" and "between 90º and 180º".				anglesmeasures less than 180º are used.
Select all of the figures that are angles. <options are geometric objects, with non-benchmark angles used>	Hard	1	Multi-select response	This is a DOK 1 item that requires the student to sort angles from non-angles. The angles are not limited to benchmark angles, which increases the difficulty.

Content Standard	***CCSS.Math.Content.4.MD*** *Measurement and Data*
	CCSS.Math.Content.4.MD.C *Geometric measurement: understand concepts of angle and measure angles.*
	Math.Content.4.MD.C.6 Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.
Content Limits	*Whole-number degree measures *For identification, angles are less than 360º. *For construction, angles are less than 180º
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response - drawing
Math Practice Cluster	PC1
DOK	2

Model Task

Context	No context.

DOK Demands

DOK	Task Demand	Response Mechanism	PC1	PC2	PC3	None
DOK 2	1. Measure a given angle.	• Equation response	X			
	2. Construct an angle based on a given measure.	• Graphic response	X			

Example

Context	An angle is given.
	For measurement: Angles with horizontal/vertical ray(s), and measure 120º, 135º, 150º, or 180º; Angles without a horizontal/vertical ray, and measure 30º, 45º, 60º, or 90º

	For construction: Angle measures are multiples of 5 but not 10.
Context easier	For measurement: Limit angles to benchmark angle measures (30°, 45°, 60°, 90°) with horizontal and/or vertical rays. For construction: Angle measures are multiples of 10.
Context more difficult	For measurement: Angles without a horizontal/vertical ray, and measure 120º, 135º, 150º, or 180º; Any angle greater than 180º For construction: Angle measures are integers that are not multples of 5 or 10.

Content Standard	**CCSS.Math.Content.4.NBT** *Number & Operations in Base Ten*
	Math.Content 4.NBT.A *Generalize place value understanding for multi-digit whole numbers.*
	Math.Content.4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Content Limits	Whole numbers within 1,000,000
Calculator	Neutral – all
Acceptable Response Mechanisms	Equation response Grid response – Drag and Drop Matching response Multiple choice response Multi-select response
Math Practice Cluster	PC2, PC3
DOK	1, 2

Model Task

Context	Context is not required, but may be used in comparison items.

DOK Demands

DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Write a number with a given name in numeric form.	• Equation response • Matching response • Multiple choice response				x
	2. Identify the name of a given number.	• Multiple choice response				x

DOK	Item Description	Response Types				
	3. Write a number given in expanded form in numeric form or vice versa.	• Equation response • Matching response • Multiple choice response			x	
DOK 2	4. Compare two whole numbers in numeric form.	• Matching response • Multiple choice response • Multi-select response		x	x	
	5. Order more than two whole numbers in numeric form.	• Grid response – Drag and Drop • Multiple choice response		x	x	
	6. Identify numbers in non-traditional expanded form (e.g., 285 = 28x10 + 5x1 or 2x100 + 6x10 + 25x1).	• Equation response • Matching response • Multi-select response		x	x	

Example	
Context	Compare the height of two skyscrapers or the number of spectators in a sports stadium. Limit to values under 100,000
Context easier	Limit values to numbers under 1,000
Context more difficult	Include numbers from 100,000 up to 1,000,000 Zeros as placeholders increase the difficulty when reading/writing numbers in all three forms.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Which phrase represents "253"?	Easy	None	Multiple choice response	DOK 1 because reading numbers by name. Easy difficulty because under 1,000.
	Write *[6 x 10,000 + 5 x 1,000 + 2 x 100 + 3 x 1]* as a number.	Medium	3	Equation response	DOK 1 because reading expanded form.

					Medium difficulty because under 100,000.
	Match the name of each number with its numeric form. _(matching table below)_	Hard	3	Matching response	DOK 1 because reading numbers by name. Hard difficulty because over 100,000. *Note that numbers are vertically oriented in this document for space reasons.

	500,000	600,050	605,000	650,000
Six hundred five thousand			X	
Six hundred thousand fifty		X		

DOK	Question	Difficulty	DOK	Response	Explanation
DOK 2	Which statement(s) correctly compares two numbers? Select all correct statements. - 259 > 295 - 295 < 259 - 259 < 295 - 295 < 259 - 259 = 295	Easy	2	Multi-Select response	DOK 2 because comparing two numbers. Easy difficulty because under 1,000.
	Select all the options with 54,625 written in expanded form. - 5 ten-thousands, 46 hundreds, 25 ones - 5 ten-thousands, 4 thousands, 62 hundreds, 5 ones - 50 thousands, 46 hundreds, 20 tens, 5 ones	Medium	2	Multi-Select response	DOK 2 because reading non-traditional expanded form. Medium difficulty because under 100,000.

▪ 50 thousands, 40 hundreds, 60 tens, 25 ones 54 thousands, 6 hundreds, 2 tens, 5 ones				
The number of seats in the football stadiums of three universities are shown. **University of Michigan:** **109,900 stadium seats** **Pennsylvania State University:** **107,572 stadium seats** **University of Illinois:** **60,670 stadium seats** Order the numbers from least to greatest.	Hard	2	Graphic response - drag and drop	DOK 2 because the student is ordering numbers. Hard difficulty because over 100,000.

Content Standard	**CCSS.Math.Content.4.NBT** *Number & Operations in Base Ten*
	Math.Content 4.NBT.A *Generalize place value understanding for multi-digit whole numbers.*
	Math.Content.4.NBT.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.
Content Limits	Whole numbers within 1,000,000
Calculator	Neutral – all
Acceptable Response Mechanisms	Equation response Grid response – Drag and Drop Matching response Multiple choice response Multi-select response
Math Practice Cluster	PC2, PC3
DOK	1, 2

Model Task						
Context		Context is not required, but may be used in comparison items.				

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 1	1. Write a number with a given name in numeric form.	• Equation response • Matching response • Multiple choice response				x
	2. Identify the name of a given number.	• Multiple choice response				x

DOK	Item Model	Response Mechanism				
	3. Write a number given in expanded form in numeric form or vice versa.	• Equation response • Matching response • Multiple choice response			x	
DOK 2	4. Compare two whole numbers in numeric form.	• Matching response • Multiple choice response • Multi-select response		x	x	
	5. Order more than two whole numbers in numeric form.	• Grid response – Drag and Drop • Multiple choice response		x	x	
	6. Identify numbers in non-traditional expanded form (e.g., 285 = 28x10 + 5x1 or 2x100 + 6x10 + 25x1).	• Equation response • Matching response • Multi-select response		x	x	

Example

Context	Compare the height of two skyscrapers or the number of spectators in a sports stadium. Limit to values under 100,000
Context easier	Limit values to numbers under 1,000
Context more difficult	Include numbers from 100,000 up to 1,000,000 Zeros as placeholders increase the difficulty when reading/writing numbers in all three forms.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Which phrase represents "253"?	Easy	None	Multiple choice response	DOK 1 because reading numbers by name. Easy difficulty because under 1,000.
	Write *[6 x 10,000 + 5 x 1,000 + 2 x 100 + 3 x 1]* as a number.	Medium	3	Equation response	DOK 1 because reading expanded form.

					Medium difficulty because under 100,000.
	Match the name of each number with its numeric form.	Hard	3	Matching response	DOK 1 because reading numbers by name. Hard difficulty because over 100,000. *Note that numbers are vertically oriented in this document for space reasons.
DOK 2	Which statement(s) correctly compares two numbers? Select all correct statements. ▪ 259 > 295 ▪ 295 < 259 ▪ 259 < 295 ▪ 295 < 259 ▪ 259 = 295	Easy	2	Multi-Select response	DOK 2 because comparing two numbers. Easy difficulty because under 1,000.
	Select all the options with 54,625 written in expanded form. ▪ 5 ten-thousands, 46 hundreds, 25 ones ▪ 5 ten-thousands, 4 thousands, 62 hundreds, 5 ones ▪ 50 thousands, 46 hundreds, 20 tens, 5 ones	Medium	2	Multi-Select response	DOK 2 because reading non-traditional expanded form. Medium difficulty because under 100,000.

The matching grid:

	500,000	600,050	605,000	650,000
Six hundred five thousand			x	
Six hundred thousand fifty		x		

▪ 50 thousands, 40 hundreds, 60 tens, 25 ones 54 thousands, 6 hundreds, 2 tens, 5 ones				
The number of seats in the football stadiums of three universities are shown. **University of Michigan:** **109,900 stadium seats** **Pennsylvania State University:** **107,572 stadium seats** **University of Illinois:** **60,670 stadium seats** Order the numbers from least to greatest.	Hard	2	Graphic response - drag and drop	DOK 2 because the student is ordering numbers. Hard difficulty because over 100,000.

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
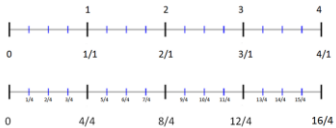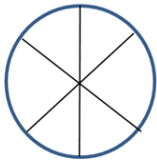
	Matching response				
Math Practice Cluster	PC1, PC2, PC3				
DOK	2, 3				

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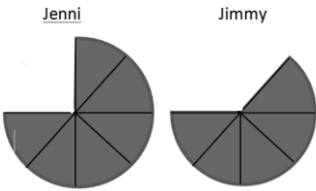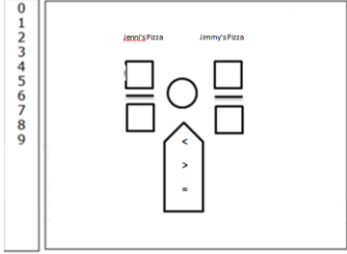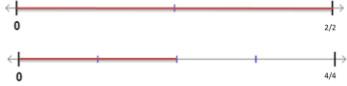
	Note: see sample items to see how this is differentiated from 4.NF.2.					

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. Jenni Jimmy 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.
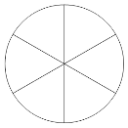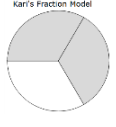
DOK 2	In the table shown, enter the whole number that is equal to each fraction. 	Fraction	2/2	6/2	4/2	8/2
Whole	—	—	—	—		Easy	1, 3	Table Response	This is a DOK 2 because the student is interpreting information given in one form as an equivalent term in another form. It is easy because the student is working with fractions with denominators of 2.
---	---	---	---	---	---
DOK 2	Look at the number lines shown. In the table shown, enter the whole number that is equal to each fraction. 	Fraction	3/1	8/4
---	---	---
Whole	—	—		Medium	1, 2, 3	Table Response	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.
DOK 2	Click on the regions in the model to show a fraction less than 3/6. 	Medium	1, 3	Graphic Response – HS	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).
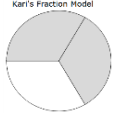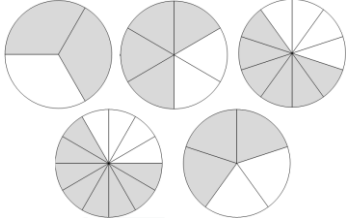
	[include multiple tasks like this within one item, all for one point]				
DOK 2	Jenni and Jimmy's equal-sized pizzas are each cut into 8 slices. Jenni eats 2 slices of her pizza, and Jimmy eats 3 slices of his pizza. Jenni Jimmy Complete the comparison of Jenni's pizza to Jimmy's pizza. 0 1 2 3 4 5 6 7 8 9 Jenni's Pizza 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. 0 2/2 0 4/4 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.4.NF Numbers and Fractions
	Math.Content.4.NF.A Extend understanding of fraction equivalence and ordering.
	Math.Content.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.
Content Limits	*Denominators limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100
	*For denominators of 10 and 100, focus should not be on equivalence between these 2 denominators since this is addressed specifically in standards 4.NF.5 – 7, but should be more on equivalence between fractions with denominators of 2, 4, and 5 and fractions with denominators of 10 and 100. E.g. ½ = 5/10, 2/5 = 40/100, etc.
	*Refer to the same whole
	*Fraction models are limited to number lines, rectangles, circles, and squares.
	(The focus should not be on complex visual models.)
	*Fractions a/b can be improper fractions and students should not be guided to put fractions in lowest terms or to simplify.
	*Equivalent fractions also include fractions (1 x a)/(1 x b).
Calculator	None
Acceptable Response Mechanisms	Equation response
	Graphic response – Drag-and-drop (DND), hot spot (HS)
	Multiple-Choice response
	Multi-Select response
	Proposition response Matching response
Math Practice Cluster	PC1, PC2, PC3
DOK	2, 3

		Model Task
Context	Allowable. Most items at this standard should not have real world contexts. Any situation that requires the use and/or creation of equivalent fraction models.	

		DOK Demands				
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Identify/recognize fractions that are equivalent to a given fraction.	• Multiple choice response • Multi-select response	X		X	
	2. Identify/recognize fraction models that represent equivalent fractions.	• Multiple choice response • Multi-select response • Matching response	X		X	
	3. Generate fractions that are equivalent to a given fraction or equivalent to fractions represented by a given fraction model.	• Equation response	X		X	
	4. Construct models representing fractions that are equivalent to given fractions or equivalent to fractions represented by given fraction models.	• Graphic response	X		X	
DOK 3	5. Give evidence or an explanation to support why fractions are equivalent or why fractions represented by models are equivalent.	• Propositional Response • Multiple-Choice		x		
	Example					
Context	Include fractions and fractions represented by models to equivalent fractions with denominators of 8 or 12, and also may include fractions/models with denominator of 2, 3, 4, and/or 6.					
Context easier	Limit fraction and fraction represented by models to equivalent fractions with denominators of 2, 3, 4, and 6.					
Context more difficult	Include equivalent fractions or equivalent fractions represented by models with denominators of 5, 10, and/or 100, and also may include fractions/models with denominator of 2, 3, 4, 5, 8, and/or 12.					

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments

DOK 2	Kari modeled a fraction by shading parts of the circle as shown. Kari's Fraction Model Select sections to model a fraction equivalent to Kari's fraction. *Note to item writer: Both models must be equal-sized.*	Easy	1	Graphic - HS	This is a DOK 2 because student are constructing a model representing a fraction that is equivalent to a given fraction model. It is easy because denominators limited to 2, 3, 4, and 6 are used.
	Which fraction is equivalent to 2/3? [options are limited to fractions with denominators of 2, 3, 4, or 6]	Easy	1	Multiple-Choice Response	This is a DOK 2 because students are identifying a fraction that is equivalent to a given fraction. This is easy because the denominators are limited to 2, 3, 4, and 6.
	Kari modeled a fraction by shading parts of the circle as shown. Kari's Fraction Model Select all models that have been shaded to represent fractions equivalent to Kari's fraction.	Medium	1, 2	Multi-select response	This is DOK 2 because students are identifying fractions models that represent equivalent fractions. It is medium because denominators of 3, 6, 8, and 12 are used.

[five equal-sized models as options, with denominators limited to 2, 3, 4, 6, 8, or 12]				
Which fraction is equivalent to 2/3? [options are limited to fractions with denominators of 2, 3, 4, 6, 8, and/or 12, with at least one instance of 8 or 12 required]	Medium	1, 2	Multiple-Select Response	This is a DOK 2 because students are recognizing equivalent fractions. This is medium because the denominator includes to 8 and/or 12.
Kari modeled a fraction by shading parts of the circle as shown. Kari's Fraction Model Select all models that have been shaded to represent fractions equivalent to Kari's fraction. *Note to item writer: All models must be equal-sized.*	Hard	1, 2	Multi-select response	This is DOK 2 because students are identifying fractions models that represent equivalent fractions. It is hard because denominators of 10 and 5 are used.
Create two fractions that are equivalent to 2/3. Enter one fraction in each response box.	Hard	1, 2	Equation	This is a DOK 2 because students are generating equivalent fractions. It is hard because denominators may be 2, 3, 4, 5 6, 8, 10, 12, and 100.

| DOK 3 | Kari has two fraction models, each divided into equal-sized sections. The models are shaded to represent the same fraction.

Model A is divided into 8 sections, and 5 sections are shaded.

Model B is divided into 12 sections.

What do you know about the number of sections shaded in Model B? Explain your answer. | Medium | PC 1, PC 2 | Proposition Response | This is a DOK 3 by because students have to explain why two given fraction models are or are not equivalent.

It is medium because denominators limited to 2, 3, 4, 6, 8, and 12 are used. |
|---|---|---|---|---|---|
| | Corey tried to find a fraction equivalent to 3/5. His work is shown.

3/5 = 3/5 x ½ = 3/10

Which statement describes Corey's error?

A. He incorrectly multiplied 3/5 and ½.

B. It is impossible to find a fraction equivalent to 3/5.

C. He should have divided by ½. | | | | This is a DOK 3 because students give an explanation about the process of finding equivalent fractions.

It is hard because denominators of 5 and 10 are used. |

	D. He did not multiply 3/5 by a fraction equal to 1.				

Content Standard	**CCSS.Math.Content.4.NF** *Number and operations —Fractions*
	Math.Content.4.MD.A *Extend understanding of fraction equivalence and ordering*
	Math.Content.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.
Content Limits	*Denominators limited to: 2, 3, 4, 5, 6, 8, 10, 12, 100
	*Benchmarks limited to 0, ¼, ½, ¾, 1
	*Fractions *a/b* can be improper fractions and students should not be guided to put fractions in lowest terms or to simplify.
	*Two fractions being compared should have both different numerator and different denominator
Calculator	None
Acceptable Response Mechanisms	Equation Response
	Graphic Response – Drag-and-drop (DND), hot spot (HS), drawing
	Multiple-Choice Response
	Multi-Select Response
	Proposition Response
	Matching response
Math Practice Cluster	PC1, PC2, PC3
DOK	2
Model Task	

Context	Allowable. Most items at this standard should not have real world contexts. Any situation that compares two fractions with different numerators and denominators by creating common denominators or numerators or by comparing to benchmark fractions.					
DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
DOK 2	1. Compare fractions relating them to benchmark fractions using visual models (e.g. number lines) and/or numeric reasoning.	• Equation response • Graphic response – DND, Draw, HS • Multiple-Choice response • Multi-Select response	x		x	
	2. Interpret information about fractions with different denominators and different numerators to compare fractions using visual models or numeric reasoning.	• Multiple-Choice response • Multi-Select response	x	x	x	
	3. Compare fractions using symbols <, >, and = with no situational context or visual model.	• Multi-Select response • Matching response	x		x	
DOK 3	4. Develop logical arguments, draw conclusions, and relate use of models to numeric strategies to compare fractional quantities	• Equation response • Graphic response – DND, Draw, HS • Multiple-Choice response • Multi-Select response • Proposition response	x	x	x	
Example						
Context	Compare fractions or fractions represented by models with or without a situational context such as pizza. • A fraction denominators does not have to be a multiple of the other, e.g. 2/5 and 2/3 • Fractions less than 1 • Both fractions can be non-unit fractions					
Context easier	• Fractions less than 1 • One of the fractions involved is a unit fraction • One fraction denominator is a multiple of the other					

Context more difficult	• One or both are improper fractions				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Select >, < or = to complete a true statement about each pair of fractions. 1/2 ☐ 3/8 [include at least two more pairs of fractions]	Easy	1, 2	Matching response	This is a DOK 2 because students are comparing fractions using <, >, or =. It is easy because both fractions are less than 1 and 1 fraction is a unit fraction.
	Select >, < or = to complete a true statement about each pair of fractions. 3/5 ☐ 5/12 [include at least two more pairs of fractions]	Medium	1, 2	Matching response	This is a DOK 2 because students are comparing fractions using <, >, or =. It is medium because both fractions are less than 1.
	Select >, < or = to complete a true statement about each pair of fractions. 4/3 ☐ 6/5 [include at least two more pairs of fractions]	Hard	1, 2	Matching response	This is a DOK 2 because students are comparing fractions using <, >, or =. It is hard because both fractions are "improper" fractions.
DOK 3	Kari has two fraction models, each divided into equal-sized sections. The fraction represented by Model A is greater than the fraction represented by Model B.	Medium	1, 2, 3	Proposition reponse	This is a DOK 3 because students have to develop logical arguments, drawing conclusions from given information, and relating use of models to numeric strategies to compare fractional quantities.

| | Model A is divided into 8 sections, and 5 sections are shaded.

Model B is divided into 12 sections.

What do you know about the number of sections shaded in Model B? Explain your answer. | | | | It is medium because students have to construct models using same-sized wholes and then have to complete a true comparison between the fractional quantities. Both fractions are not unit fractions. |

Content Standard	**CCSS.Math.Content.4.NF** *Number and Operations - Fractions* **CCSS.Math.Content.4.NF.C** *Understand decimal notation for fractions, and compare decimal fractions.* CCSS.Math.Content.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.*
Content Limits	*Denominators of 10 and 100 *Decimal notation to tenths and hundredths
Calculator	None
Acceptable Response Mechanisms	Equation response Multiple-choice response Graphic Response – Drag-and-drop (DND), Hot Spot (HS), Draw Matching 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. Express a fraction or mixed number in decimal notation in 10ths or 100ths.	• Equation response • Multiple-choice response • Matching response	x		x	
	2. Locate or plot a decimal on a number line/model.	• Graphic response – DND, Draw • Multiple-choice response	x		x	

DOK 3	3. Relate two fractional representations (denominators of 10 and 100) to one decimal representation. (Medium and Hard difficulty only)	• Multi-select response		x		

Example					
Context	Any mathematical problem or situational context that involves converting a fraction with a denominator of 100 to a decimal.				
Context easier	Any mathematical problem or situational context that involves converting a fraction with a denominator or 10 to a decimal.				
Context more difficult	Any mathematical problem or situational context that involves converting a mixed number with a denominator of 10 or 100 to a decimal.				
Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
	A value is shown. 3/10 What is this value in decimal form?	Easy	1, 3	Equation Response	This is a DOK 2 because students are expressing a fraction in decimal notation of 100ths. It is easy because the denominator is 10.
	A value is shown. 54/100 What is this value in decimal form?	Medium	1, 3	Equation	This is a DOK 2 because students are expressing a fraction in decimal notation of 100ths. It is medium because the denominator is 100.
	Two values are shown.	Medium	1, 3	Graphic response	This is a DOK 2 because students are modeling a value on a number line.

	0.25 0.83 Use the Add Point tool to plot these values on the number line.				It is medium because the denominator is 100.
	A value is shown. $5\frac{20}{100}$ What is this value in decimal form?	Hard	1, 3	Equation	This is a DOK 2 because students are expressing a mixed number in decimal notation . It is hard because the fraction is a mixed number.
DOK 3	Select the fractions that are equivalent to 0.8. A. 8/10 B. 80/10 C. 8/100 D. 80/100 E. 10/8 F. 100/8	Medium	1, 3	Multi-select response	This is DOK 3 because students relating two different fractional representations to one decimal representation. It is medium because it involves fractions with a denominator of 100.

Content Standard	**CCSS.Math.Content.4.NF** *Number and Operations - Fractions* **CCSS. Math.Content.4.NF.C** *Understand decimal notation for fractions, and compare decimal fractions.* **CCSS.Math.Content.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.
Content Limits	*Examples reference the same whole value. *Decimals limited to 10ths and 100ths *Decimals should not be limited to values less than 1 *Use mathematical symbols appropriately to compare values represented by models and not to compare models. E.g., 0.62 <0.89 instead of [model] < [model]
Calculator	None
Acceptable Response Mechanisms	Equation response Graphic response – Drag-and-drop (DND), hot spot (HS), drawing Multiple choice response Multi-select response Table response Matching response
Math Practice Cluster	PC1, PC2, PC3
DOK	1, 2, 3

Model Task		
Context		Allowable. Any situation that involves comparing decimal values with or without situations related to time, money, length, distance, mass, weight, capacity, liquid volume, etc., .

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None
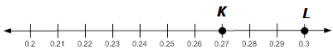
DOK 2	1. Compare two decimals using a model (i.e., numerical, number line, visual model) - can vary models (10ths and 100ths) as long as they both relate to the same whole.	• Equation response • Graphic response – DND, Draw, HS • Multiple-choice response • Multi-select response	x	x	x
	2. Compare decimals by converting decimals to fractions with common denominators and/or by reasoning about place value.	• Equation response • Multi-select response • Table fill-in response • Matching response	x	x	x
	3. Write or identify true comparisons between decimal numbers using symbols <, >, and =. Enter decimals or symbols to complete comparisons.	• Equation response • Multiple-choice response • Table fill-in response • Table match response	x		x
DOK 3	4. Explain conclusions about relationships and comparisons between decimals.	• Multiple-choice response • Multi-select response • Proposition response	x	x	x
	5. Create and identify decimals that fit given parameters. (e.g. decimal that is > 0.75, but < 1.0).	• Equation response • Multi-select response • Table fill-in response	x		x

Example	
Context	Compare two decimals with or without a situational context such as measurement/length. • At least one decimal to the hundredths place, with both less than one • Both decimals to the tenths place, with at least one greater than 1
Context easier	• both decimal numbers to the tenths place, with both values less than 1
Context more difficult	• At least one decimal number to the hundredths place, with at least one greater than 1

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 2	Each model shown represents 1 whole.	Easy	1, 3	Graphic response - HS	This is a DOK 2 because students compare and relate

	[two equal-sized rectangles each divided into 10 equal-sized sections] Click to shade sections in the models to represent 0.2 and 0.3. Then, select the correct comparison symbol.				two decimals by modeling fractions. It is easy because it involves 2 decimal numbers to the tenths place with value less than 1.
	A number line is shown. [number line from 0 to 1, divided into 10ths; palette images are two fractions, 0.38 and 0.6; section B has comparison with hot spot clickup] A. Drag each number to its correct location on the number line. B. Select the correct comparison symbol.	Medium	1, 3	Graphic - HS	This is a DOK 2 because students are comparing two decimals by modeling decimals. It is medium because one decimal is to the hundredths place and both are less than 1.
	Mr. Shelby bought a new plant. The plant grew 2.6 centimeters in the first week and 3.4 centimeters the second week. Select all true comparisons of the plant growth for the two weeks.	Hard	2, 3	Multi-Select	This is a DOK 2 because students identify true comparisons between decimals numbers using symbols.

	A. 2.6 > 3.42 B. 3.42 > 2.6 C. 2.6 < 3.42 D. 3.42 < 2.6 E. 2.6 = 3.42				It is hard because it contains at least one comparison with a decimal number to the hundredths place and a decimal number greater than 1.
	Zach and Karla each have seeds they will plant in a class garden. Zach's flower seeds weigh 1.5 grams. Karla's seeds weigh 1.46 grams. Select the correct symbol for each comparison. [table has two rows, "1.5 □ 1.46" and "1.46 □ 1.5", with column headings of "<", ">", and "="]	Hard	1	Matching response	This is DOK 2 because students write true comparisons between decimal numbers using symbols. It is hard because at least one decimal number is to the hundredths place and at least one decimal number is greater than 1.
	The location of points K and L on the number line represent decimal numbers. Which statement tells why 0.3 > 0.27? A. 3 is greater than 27 B. 27 is greater than 3. C. 3 tenths is greater than 27 hundredths. D. 27 hundredths is greater than 3 tenths.	Medium	1, 2, 3	Multiple Choice	This is DOK 2 because students compare decimals by reasoning about place value. It is medium because it contains two numbers less than one, with one to the hundredths place.

	Complete the table to show a possible missing digit for each comparison. 	Medium	1, 3	Table response	This is DOK 3 because students reason about decimal relationships to determine which decimals fit given parameters. It is medium because one of the decimal numbers above 1 only go the tenths place, and the decimal numbers to the hundredths place are less than 1.
	Complete the table to show whether each number in the table is less than, equal to or greater than 2.8. 	Hard	1, 3	Table response	This is DOK 3 because students reason about decimal relationships to determine which decimals fit given parameters. It is hard because at least one decimal number is to the hundredths place and at least one decimal number is greater than 1.
DOK 3	Roger claims that 2.48 is greater than 2.63 because 8 is greater than 3. Why is Roger's claim incorrect?	Hard	1, 2, 3	Multiple choice response	This is DOK 3 because students draw conclusions about relationships and comparisons between decimals. It is hard because the decimal numbers are greater than 1 and to the hundredths place.

Within the first row:

Comparison	Missing Digit
2.7 < 2.□	
0.23 > 0.□	

Within the second row:

	< 2.8	= 2.8	> 2.8
0.99			
2.80			
3.1			

	Allison wrote down a decimal number that is greater than 0.58 but less than 0.62. What is one number Allison could have written down?	Medium	1,3	Equation response	This is DOK 3 because the student is identifying a decimal number that fits given parameters. It is medium because at least one decimal number goes to the hundredths place, and both are less than 1.

Content Standard	**CCSS.Math.Content.4.OA** *Operations and Algebraic Thinking*
	Math.Content.4.OA.B *Gain familiarity with factors and multiples.*
	[Math.Content.4.OA.B.4](#) Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite.
Content Limits	*Whole numbers in the range 1-100 *Vocabulary includes prime, composite, factor or multiple
Calculator	None
Acceptable Response Mechanisms	Equation response Multi-select response Graphic response - Hot Spot - May require selecting factors or multiples on a hundreds chart. Graphic response – Drag-and-Drop - May require arranging items into arrays. Matching response Multiple choice response Table response
Math Practice Cluster	PC2, PC3
DOK	1, 2

Model Task						
Context	Context is allowed. Any situation allowing for identifying multiples and primes, although the majority of the items should have no context.					

DOK Demands						
DOK	Task demand	Response mechanism	PC1	PC2	PC3	None

DOK 1	1. Identify factors or multiples of a given number.	• Equation response • Graphic response • Multi-select response • Matching item response • Multiple choice response			X	
DOK 2	2. Given a set of conditions (related to prime/composite, and factors), identify a number (or numbers) that meets those criteria.	• Equation response • Multi-select response • Multiple choice response			X	
	3. Classify numbers as prime or composite.	• Multi-select response • Matching item response • Multiple choice response			X	
	4. Apply the concepts of prime numbers, composite numbers, and factors in problem-solving contexts.	• Equation response • Graphic response • Multi-select response • Multiple choice response • Table response		X		

Example						

Context	Use numbers with 3 or 4 factors (aside from 1 and the number itself). Use numbers between 17 and 50.
Context easier	Use numbers with 2 or 3 factors (aside from 1 and the number itself). Use numbers less than 17.
Context more difficult	Use numbers with more than 4 factors (aside from 1 and the number itself). Use numbers greater than 50.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	What are the factors of 10?	Easy	3	Equation Response	This is DOK 1 because it involves only recalling the factors. This is easy because the number has two small prime factors.
	Select the multiples of 8 shown in the chart.	Medium	3	Graphic response	This is DOK 1 because it involves only recalling the factors.

					This is medium difficulty because the number has 3 factors.
	<half of a hundreds chart, 0-50>				
	Which factors do 36 and 42 have in common?	Medium	3	Multi-select response	This is DOK 1 because it involves only recalling the factors.
					This is medium difficulty because both numbers have more than 4 factors.
DOK 2	Determine whether each number is prime or composite. <All numbers are less than 17>.	Easy	3	Matching item response	This is DOK 2 because it involves classifying prime and composite numbers. This is easy difficulty because all numbers are less than 17.
	Sarah is arranging the chairs for a recital. She wants to put the 16 chairs into a rectangular array. Show three ways that Sarah can arrange the chairs. <Table has three pairs of entries for rows and number of chairs in each row.	Medium	2	Table response	This is DOK 2 because it involves applying the concept of factors to a real world problem. This is medium difficulty because the number has 4 factors.
	Write a number between 80 and 100 in which has exactly 3 factors, one of which is 5.	Hard	3	Equation response	This is DOK 2 because it involves creating a number given conditions. This is hard difficulty because the central number is greater than 50.

Content Standard	**CCSS.Math.Content.4.NBT Number and Operations in Based Ten** **Math.Content.4.NBT.A** *Generalize place value understanding for multi-digit whole numbers.* Math.Content.4.NBT.A.3 Use place value understanding to round multi-digit whole numbers to any place.
Content Limits	Greater than 1000 and within 1,000,000
Calculator	Neutral – all
Acceptable Response Mechanisms	Equation response Matching response Multi-select response Table response
Math Practice Cluster	PC1, PC3
DOK	1, 2

Model Task					

Context	No 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 place value.	• Matching response • Equation response			x	
	2. Identify the numbers that round to a given value.	• Equation response • Multi-select response			x	

	3. Identify what place value a number was rounded to	• Matching			x	
DOK 2	4. Interpret and distinguish between different rounding procedures used in rounding to a number in order to create a number that fits certain parameters.	• Equation response • Table response	x		x	

Example	
Context	Round 1,700 to the nearest 1,000. Rounding to the nearest 1,000…10,000.
Context easier	Rounding numbers to the nearest 10 or 100.
Context more difficult	Rounding to the nearest 100,000…1,000,000.

Item Models	Sample Item	Difficulty	PC	Response Mechanism	Notes, Comments
DOK 1	Which numbers round to 4,100, when rounded the nearest hundred?	Easy	PC 3	Multi-select	DOK 1 because identifying which numbers round to a certain value. Easy difficulty because rounding the nearest 100.
	Complete the table to show how each old number was rounded to make the new number.	Medium	PC 3	Matching response	DOK 1 because identifying what place value a number was rounded to the nearest place value.

								Medium difficulty because rounding to 1,000s.

Original	Nearest 100	Nearest 1,000	New
3,545	□	□	3,500
14,675	□	□	15,000
16,789	□	□	16,800

A. Round 590,340 to the nearest hundred thousand. Enter your answer in the first response box. B. Round 590,340 to the nearest million. Enter your answer in the second response box.	Hard	PC 3	Equation response	DOK 1 because rounding values. Hard difficulty because the student is rounding to nearest 100,000 and 1,000,000.

DOK 2	Jessica is thinking of a number that rounds to 1300 for the nearest ten and for the nearest hundred. What number might she be thinking of?	Easy	PC 1, PC 3	Equation response	DOK 2 because finding original number based on different rounded values to different place values. Rounding numbers to the nearest 10 or 100.
	Original numbers are rounded to the nearest hundred and to the nearest thousand. The original numbers are missing from the table shown.	Medium	PC 1, PC 3	Table response	DOK 2 because finding original number based on different rounded values to different place values. Medium difficulty because rounding to 100s and 1,000s.

Original Number	Rounded to Nearest Hundred	Rounded to Nearest Thousand
	13,500	14,000
	1,700	2,000

	Determine possible original numbers that would correctly complete the table.				

Content Standard	**4.ML.2.1:** Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
Content Limits	Items may ask students to recognize claims and supporting evidence from print, an image, or multimedia sources.
	Claims must be explicitly stated in the source.
	Items may require students to infer support for the claims when citing specific textual evidence.
	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	advertisement, claim, commercial, inference, Internet, multimedia, source(s), supporting details/evidence/reasons, website
Recommended Response Mechanisms (Item Types)	Drag and Drop Evidence-Based Selected Response Hot Text Multiple Choice Multi-Select Short Answer
DOK	3

Evidence Statements
Students identify the claim(s).
Students identify the evidence to support the claim.
(NOTE: Level of difficulty depends on claim and subtlety of support.)

Sample Item

Part A: What claim does the [media source] make about [Issue X]?
 	
    A. People should do more to support [Issue X].
    B. Laws should be passed to address [Issue X].
    C. Communities need more awareness of [Issue X].
    D. Schools should offer more education about [Issue X].
 	
Part B: How does the [media source] support the claim in Part A?
 	
    A. by offering advice from legal experts about [Issue X]
    B. by providing facts and data about the problem of [Issue X]
    C. by describing the ways in which some towns and cities have dealt with [Issue X]
    D. by showing how students in some schools have organized activities [Issue X]
 	
(NOTE: For the Evidence-Based Selected Response items, each option in Part B should correspond to an option in Part A.)

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.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Content Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support. • Requires the student to select an 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 choices to answer questions using explicit or implicit information from the text as support.
DOK	1, 2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	Identify details that support a statement in the text, where both the statement and the 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 item writer may or may not provide the student with the inference.	1. Hot Text Response (one or two part) 2. Multiple Choice Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage

DOK 1	Why does Karana say Ramo will not be able to eat? [Multiple Choice]	Easy	The student must understand the dialogue between Karana and Ramo to answer the question. The text states "'While you gaze at the sea,' I said, 'I dig roots. And it is I who will eat them and you who will not.'" The text explicitly states the answer to the question—Karana works while Ramo does not.	*Island of the Blue Dolphins*
DOK 1	Select the sentence that shows that Anna has told the story many times. [Hot Text]	Medium	The student must determine which sentence shows that the story has been told before. The student must sort through details the author provides, making the item more difficult. However, the item imposes fewer cognitive demands because the author explicitly states that Anna has repeatedly told the story to Caleb (i.e., "the old familiar story"). While this item might be simple for older students, it is appropriate for grade 4. The item requires the student to read closely and allows him or her to focus on specific words and phrases, helping the student to understand the overall meaning of the text.	*Sarah, Plain and Tall*
DOK 1	What is the weather like the day Anna's mother dies? [Multiple Choice]	Hard	The item requires the student to determine the weather on the day Anna's mother dies. The text explicitly states the morning was "sunny," imposing fewer cognitive demands. However, students must sort through details the author uses to describe the setting—some referring to the current weather and some reflecting on the weather the day Anna's mother died. The DOK 1 item is appropriate to ask because it can be used to help the student	*Sarah, Plain and Tall*

			navigate other parts of the text by drawing them to the idea that the weather has a deeper meaning. The item scaffolds what the student must interpret and guides the student to consider why the author uses images of winter when it is spring. These details of the story are essential to a student's understanding.	
DOK 2	Select the sentence that shows Anna feels bothered by Caleb. [Hot Text]	Easy	The student must use details from the story to show that Anna feels frustrated. While the student must interpret an inference, the item writer provides the inference to the student, reducing the difficulty of the item.	*Sarah, Plain and Tall*
DOK 2	Read these sentences from the story. [Excerpt of the dialogue telling the story of Caleb's birth from "What did I look like when I was born?" to "And I forgot to say goodnight."] Part A How does Anna feel about Caleb? Part B	Medium	The student must describe how Anna feels about Caleb. Students must interpret the dialogue between the siblings and how they react to one and other (e.g., "making Caleb smile"). While the item writer provides the student with the inference, the item is more difficult because the student must consider the sentences both discretely and within the context of the entire story. The item requires the student to provide support for a deeper level of understanding—that Anna cares about and wants to protect Caleb.	*Sarah, Plain and Tall*

	What sentence supports the idea that Anna feels this way? [two-Part Hot Text]			
DOK 2	What does the reader learn after Anna and Caleb finish their talk? [Multiple Choice]	Hard	The item requires the student to analyze the dialogue, actions, and thoughts of the characters to make a comparison between them. They must consider what the story explicitly states and then make inferences based on this understanding. On the surface, the dialogue between Anna and Caleb shows two siblings talking about the story of the younger brother's birth and interacting as two siblings would be expected to behave. The student must interpret details evidenced through Anna's thoughts, requiring students to use higher-level thinking skills. Moreover, the students must use these skills to analyze each character's understanding of what happened when Caleb was born. While older students might easily recognize that Caleb does not know the whole story of his birth, the high complexity of the text makes this a challenging task for fourth graders. The item also helps the student navigate through the story and understand essential details.	*Sarah, Plain and Tall*

Content Standard	Literacy RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Content Limits	Items may ask students use details from a text to determine a theme. The theme may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the theme.
Acceptable Response Mechanisms	**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 from four choices, and then to select words or phrases from the text to support the theme or central idea selected (two-part Hot Text). **Multiple Choice** • Requires the student to select the theme or central idea of the passage from four choices. • Requires the student to select explicit or implicit details that support the theme or central idea of the passage from four choices. **Proposition Scorer** • Requires the student to state in words the theme or central idea of the passage. *(Note to item writer: The range of plausible answers should be limited and the theme 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. • Requires the student to state in words the theme or central idea of the passage and a detail from the text that can be used to support the theme or central idea of the passage. *(Note to item writer: The theme or central idea must not be explicitly stated in the text. The theme or central idea itself must be distinct from the textual evidence used to support it.)*
DOK	2
DOK Demands	

DOK	Task demand	Response mechanism		
DOK 1	N/A			
DOK 2	Determine a theme explicitly or implicitly stated in the text. Provide details that support the theme or central idea of the text. The item writer may or may not provide the student with the theme.	1. Hot Text Response (one or two part) 2. Multiple Choice Response 3. Proposition Scorer Response		
DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Sarah tells Caleb that Papa sang every day and later states that Papa no longer sings. Explain what singing represents to this family. [Multiple Choice]	Easy	The student must analyze the deeper meaning of singing in the text. Singing was not only an activity done by Mama and Papa. More importantly, singing represents the family's state of happiness. The student must understand this deeper meaning of singing, which makes the item cognitively complex. The difficulty of the item is reduced because the stem focuses the student to the change in behavior—that Mama and Papa used to sing and that Papa no longer does. The student must still draw the connection between singing and Mama's death and understand its symbolism.	*Sarah, Plain and Tall*
DOK 2	How does the author use singing to describe the family?	Medium	The item requires the student to interpret the author's use of singing throughout the story. In the beginning, Anna and Caleb discuss	*Sarah, Plain and Tall*

			the frequency with which Mama and Papa sing. As the story of Caleb's birth is told, the student learns about the mother's subsequent death and how Anna struggles to deal with it. The story ends with "And Papa didn't sing." The student must understand that the author uses this statement to reveal more than the fact that Papa no longer sings. This item is more difficult because the item writer does not provide the focus for the student. Rather, the student must synthesize information from the story to understand that singing—or the lack thereof—symbolizes the family's state of happiness.	
	[Multiple Choice]			
DOK 2	Part A What does the story suggest about telling the truth? Part B Which detail gives support for your answer? [two-part Hot Text]	Hard	The student must analyze and support a theme presented in the story. The student must consider what the author suggests about telling the truth—that the conventional "always tell the truth" may not hold true in all circumstances. While the item focuses the student to the idea of truth-telling, the student must synthesize details from the story and compare them to a common lesson taught. The student must consider the complexity of the situation in the passage and draw the conclusion that to Anna protecting a loved one is more important than telling the truth. The difficulty of the item is further raised because the student must support the conclusion drawn with a detail from the text.	*Sarah, Plain and Tall*

Content Standard	Literacy RL.4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Content Limits	Items may ask students to use explicit and implicit details from the text to describe in depth a character, setting, or event. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details (RL.4.1). Rather, the items should focus on how the details describe a character, setting, or event in depth.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that provide details to support an inference about a character, setting, or event. • Requires the student to select from four choices the correct description of character, setting, or event AND to select words or phrases from the text that provide details to support that description (two-part Hot Text). Multiple Choice • Requires the student to select an inference about a character, setting, or event from four choices. • Requires the student to select details that support an inference about a character, setting, or event from four choices. Proposition Scorer • Requires the student to draw an inference about a character, setting, or event in words and support the inference with details from the text. *(Note to item writer: The inference must be distinct from the textual evidence used to support it.)*
DOK	2, 3

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	

DOK 2	Interpret details from the text to make an inference about a character, setting, or event. The details from the text can be explicitly or implicitly stated.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Scorer Response		
DOK 3	Synthesize details implicitly stated in the text to draw a conclusion about character, setting, or event.	1. Multiple Choice Response 2. Proposition Scorer Response		

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Read these sentences from the story. "'Every-single-day,' I told him for the second time this week. For the twentieth time this month. The hundredth time this year? And the past few years?" What do these sentences show about how Anna feels? [Multiple Choice]	Easy	The student must interpret phrases from the text to understand Anna's feelings. While the quotation explicitly states for the reader that Anna has told the story of Caleb's birth many times, they must use this idea to understand the implied meaning—Anna's frustration with telling the story over and over again. While a specific part of the text is presented for the student to interpret, reducing the difficulty of the item, the cognitive demands of interpreting the implied meaning make the item an appropriate DOK 2. The student must make an inference to answer the question.	*Sarah, Plain and Tall*
DOK 2	Read these sentences from the story.	Medium	The student must interpret the dialogue between the siblings along with Anna's inner thoughts to draw an inference about how Anna feels about Caleb. The student must look	*Sarah, Plain and Tall*

	[Excerpt of the dialogue telling the story of Caleb's birth from "What did I look like when I was born?" to "And I was"] Part A How does Anna feel about Caleb? Part B How does the reader know that she feels this way? [two-part Hot Text]		at the deeper meaning of the conversation and see the playful interaction between the two siblings (e.g., "Not enough [hair] to talk about," "'I would have named you Troublesome,'") and understand that Anna cares about Caleb. Analyzing the interaction within the context of the entire story also supports this understanding. Requiring the student to provide textual support for the inference drawn increases the difficulty level of this DOK 2 item.	
DOK 2	At the end of the story, what does Anna's description of the weather show about her feelings? Use details from the story in your answer. [Proposition Scorer]	Hard	The student must interpret details in the text, consider the description of the setting, and determine how the setting reflects Anna's thoughts and feelings. The student must wade through a challenging description of the setting and recognize that the description shows much more than the weather—Anna's sadness and struggle with Mama's death. The story states that the "days seemed long and dark like winter, even though it wasn't winter." The student must use sentences like this to determine that Anna's feelings of	*Sarah, Plain and Tall*

			loss color her view of the world around her.	
DOK 3	Anna stops telling the story before its true end. What does this show about her as a sister?

[Multiple Choice] | Medium | The student must use details in the text to analyze a character. The student must consider what is revealed through the dialogue as well as what is shown through Anna's inner thoughts. The student must interpret the passage in its entirety and understand that Anna's decision to stop telling the story is motivated by her protectiveness as an older sister. The student must draw conclusions about Anna's motivation by synthesizing multiple aspects of the story, thus increasing the cognitive complexity and difficulty of the item. | *Sarah, Plain and Tall* |
| DOK 3 | Anna tells Caleb only part of the story of his birth. What does this show about Anna?

Support your answer with a detail from the text.

[Proposition Scorer] | Hard | The item requires the student to analyze how Anna feels and how she deals with the main conflict in the story. As with the previous item, the student must compare two retellings of the story of Caleb's birth—one shown through the siblings' dialogue, the other through Anna's internal dialogue—and infer what the different versions of the story reveal about Anna. While the cognitive demands of the item remain the same, the response mechanism provides no answer options for the student, increasing the difficulty. The student must draw this conclusion on his or her | *Sarah, Plain and Tall* |

			own and construct a response using his or her own words.	

Content Standard	Literacy RL.4.5: Explain major differences between poems, drama, and prose, and refer to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about texts.
Content Limits	Items may ask students to refer to structural elements when contrasting different types of literary texts. Items should be used with text sets, and should not ask about only one type of literary text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select the difference between the structure of two or more literary texts from four options and select words or phrases that show the effect of the difference (two-part Hot Text). Multiple Choice • Requires the student to select a difference between the structure of two or more literary texts from four options. • Requires the student to select how differences in the structure of two or more texts affect their meaning.
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Contrast two or more literary texts to analyze how structure affects their meaning.	1. Hot Text (two part) 2. Multiple Choice
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Both authors use their writing to tell the	Easy	The student must compare two texts to determine differences in each author's writing. At the same time, the student must consider	*Sarah, Plain and Tall*;

	reader about Anna's and Leigh's feelings. What is a difference in the way they write? [Multiple Choice]		what about the main characters, Anna, and Leigh, each author reveals through her writing. The student must select from four choices, making this a relatively easy DOK 2.	*Dear Mr. Henshaw*
DOK 2	Both authors use their writing to tell the reader about Anna's and Leigh's feelings. Part A What is a difference in the way they write? Part B Select a sentence from each story that shows this difference. [Two-part Hot Text]	Medium	Again, the student must compare the writing style of two authors. In this item, the student must not only determine the difference is the authors' writing, but he or she must also identify a sentence from each text that supports this difference. The item is more difficult because the student must find textual evidence to show how each uses the structure to show the characters' inner thoughts—Anna's feelings being shown through dialogue and inner thoughts and Leigh's shown through his letters to Mr. Henshaw.	*Sarah, Plain and Tall*; *Dear Mr. Henshaw*

Content Standard	Literacy RL.4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person.
Content Limits	Items may ask students to compare and contrast the points of view in two or more texts. Items may ask students to identify the points of view and describe how the author illustrates them with details from the text. Items may ask students to explain differences between first- and third-person points of view. Items should not ask about one literary text and should be used with text sets.
Acceptable Response Mechanisms	Hot Text • Requires the student to select a similarity or difference in the points of view used by the authors from four options and select words and phrases in the text that show how the authors illustrates them (two-part Hot Text). Multiple Choice • Requires students to select similarities and differences in the narrators or the points of view in two or more texts from four choices. • Requires students to select a difference in how first- and third-person affect the telling of two or more texts. Proposition Scorer • Requires students to describe in words the similarities in the narrators or the points of view in two or more texts. *(Note to item writer: The item may only require the student to discuss similarities in the text. This response mechanism should not be used when a student is required to discuss differences in texts or to provide details from each text.)*
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	

DOK 2	Determine similarities and differences in the points of view or the narration of two or more texts.		1. Multiple Choice 2. Proposition Scorer	
	Provide details to illustrate similarities and differences in the points of view or the narration used in two or more texts. The item writer may or may not provide the student with the points of view or style of narration used.		1. Hot Text (one or two-part) 2. Multiple Choice	
DOK 3	N/A			

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	In each story, how does the author use point of view to tell about the relationship between the brother and sister? [Multiple Choice]	Easy	The student must compare two texts and understand similarities between the characters. They must interpret the difference between what the main characters and their siblings know—Anna understands the full impact of Caleb's birth and Karana understands the full impact of the ship's arrival. While the cognitive complexity of the item is relatively high, the item writer directs the student to consider the relationship between the siblings. Focusing the student on this part of the stories reduces the difficulty of the item.	*Sarah, Plain and Tall*; *Island of the Blue Dolphins*
DOK 2	What is a similarity in the way the authors use point of view in each story?	Medium	The item requires the student to find a similarity in the point of view each author uses. The student must focus on the use of first-person point of view, specifically how each author reveals aspects of the characters through both dialogue	*Sarah, Plain and Tall*; *Island of the Blue Dolphins*

			and inner thoughts. The cognitive complexity of the item is the same as the previous example. However, the difficulty is increased because not only is the stem less targeted, but also because of the response mechanism used. The student must consider the stories in their entirety and construct a response using his or her own words.	
	[Proposition Scorer]			
DOK 2	Part A How do the authors use the points of view of Anna and Karana? Part B Select a sentence from each text that shows this. [two-part Hot Text]	Hard	The student must compare two texts and understand similarities between two characters. They must interpret how the author uses the points of view of Anna and Karana to reveal differences between the view of the characters and that of their siblings. Students must draw the comparison that both Anna and Karana have a more complete view of their respective situations—Anna understands the full impact of Caleb's birth and Karana understands the full impact of the ship's arrival. The student also must provide textual support for their thinking, making both the cognitive complexity and difficulty high.	*Sarah, Plain and Tall*; *Island of the Blue Dolphins*

Content Standard	Literacy RL.4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Content Limits	Items may ask students make connections between two versions of a story. Items may ask students to identify details to discuss similarities and differences in the two versions. Items should not ask about one literary text and should be used with a pairing of a text and an oral/visual presentation of that text. The oral/visual presentation should represent the text in its entirety.
Acceptable Response Mechanisms	Grid Response • Requires the student to select palette images to show the connection between a text and a visual presentation of that text. Hot Text • Requires the student to select words and phrases from the text to show the connection between a text and a visual presentation of that text.
DOK	3

DOK Demands		
DOK	Task demand	Response mechanism
DOK 3	Make connections between the text of a story and a visual/oral presentation of the same story, using details to describe the connection.	1. Grid Response 2. Hot Text

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 3	Part A: How does the picture help the reader understand the story? Part B:	Medium	The picture will present a graphic representation of Karana's view of the oncoming ship and contrast it with an image of Ramo's view of the ship. The student must analyze the picture provided and determine how it connects to the story. The student must draw the conclusion that	*Island of the Blue Dolphins*

	Click on the part of the picture that shows this. [Grid Response]		Karana and Ramo have different understandings of what the arrival of the ship means, an idea central to the passage. The student must then provide support from the picture that explains his or her thinking in part A, increasing the difficulty of the item.	
DOK 3	Read the following excerpt from the script for *Island of the Blue Dolphins*. Part A How do the stage directions give more information about the Karana and Ramo than the passage? Part B Select a phrase from the script that shows this. [Two-part Hot Text]	Hard	The student must compare and contrast the two versions of the story in order to understand the connection between the passage and the script. The student must understand that the stage directions reveal aspects of the characters' thoughts and feelings that are not explicitly stated in the passage. Drawing this conclusion is both cognitively demanding and challenging for a fourth grade student. The student must interpret the differences in what both texts say and consider how each version provides different information to the reader. The student must also provide support for the conclusion from part A, increasing the difficulty of the item.	*Island of the Blue Dolphins*

Content Standard	Literacy RL.4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Content Limits	Items may ask students to compare and contrast similar themes and patterns of events from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words and phrases that show similarities and differences in the treatment of topics and themes. • Requires the student to select the theme of two or more texts and to select words and phrases in the texts that show how the authors treat them (two-part Hot Text). Multiple Choice • Requires students to select similarities and differences in the treatment of topics and themes in two or more texts.
DOK	3

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	N/A	
DOK 3	Compare and contrast how similar themes and patterns of events are developed in two or more texts. The item writer may or may not provide the student with the theme.	1. Hot Text Response (one or two part) 2. Multiple Choice Response
Item Models	Sample Item	Difficulty	Notes, Comments	Passage

DOK 3	Both stories deal with the loss of a parent. How do the authors use the events to illustrate how the characters feel? [Multiple Choice]	Medium	The student must compare two texts and understand similarities between themes. The item is cognitively complex because the student must consider not only what the authors reveal about the characters' feelings, but he or she also must analyze how the authors evidence these feelings. The student must wade through details shared in complex ways and interpret what the characters share in order to understand how Anna and Leigh feel.	*Sarah, Plain and Tall*; *Dear Mr. Henshaw*
DOK 3	Part A What theme do the two passages have in common? Part B How do the authors use the events to illustrate this theme? [Two-part Hot Text]	Hard	The student must compare two texts and understand similarities between themes. In this version of the item, however, the student must identify the theme, which increases the difficulty of the item. Additionally, the student must identify evidence in the text to support his or her analysis of theme.	*Sarah, Plain and Tall*; *Dear Mr. Henshaw*

Content Standard	Informational RI.4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Content Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text to answer questions, using explicit information in the text as support. • Requires the student to select an 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 choices to answer questions using explicit or implicit information from the text as support.
DOK	1, 2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	Identify details that support a statement in the text, where both the statement and the 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 item writer may or may not provide the student with the inference.	1. Hot Text Response (one or two part) 2. Multiple Choice Response
DOK 3	N/A	

Item Models	Sample Item	Difficulty	Notes, Comments	Passage

DOK 1	Based on the information in the passage, how many branches are in the United States Government? [Multiple Choice]	Easy	This represents an "Easy" difficulty DOK 1 item. The information required to answer the question stem is explicitly stated in the passage and serves as the basis for the rest of the passage. The structure of the passage and the supporting details are all explicit, providing the student with ample opportunities to understand and support the concept. Easy Difficulty: Choose one statement from four options with information explicit in the text.	*Branches of Govern-ment*
DOK 1	Select the branch of government whose members are selected by members of the other two branches. [Hot Text]	Medium	This item represents a "Medium" difficulty DOK 1 item. Though the details required to answer this question are explicit within the text, the student will need to synthesize information from the entire passage to correctly identify the answer. Because the student is required to understand the role of all three branches, this item is categorized as Medium. Medium Difficulty: Choose one statement from the entire passage that explicitly supports the required information.	*Branches of Govern-ment*
DOK 2	Select the branch of government whose members hold the longest terms.	Medium	This represents a "Medium" difficulty DOK 2 item. The student is provided with an inference in the item stem and is required to support it with details that are both explicit and implicit within the text. By	*Branches of Govern-ment*

	[Hot Text]		identifying the length of the terms of the various types of members of each branch and comparing them, the student is able to infer the branch with terms of the longest duration. Because this item requires not only inference, but also connection between concepts, it is categorized as a Medium difficulty item. Medium Difficulty: Choose one statement from the entire passage that is implicitly supported by the given information.	
DOK 2	Select the sentence that describes why the creators of the constitution separated the branches of government. Select the sentence from the passage that suggests what influenced this decision. [Two-part Hot Text]	Hard	This item is a "Hard" difficulty DOK 2, in part because of the two-part nature of the question, which requires that the student support a fact with explicit details and make an inference about cause and effect. Additionally, the detail that the student needs to identify in order to make the correct connection is a minor detail that is not supported or elaborated on within the text. Hard Difficulty: Choose one statement from four that explains the information requested. Choose one sentence from the entire passage that implicitly supports the given inference.	*Branches of Government*

Content Standard	Informational RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Content Limits	Items may ask students to use details from a text to determine the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand 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 of the passage. • 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 main idea selected (two-part hot text). Multiple Choice • Requires the student to select the main idea of the passage from four choices. • Requires the student to select explicit or implicit details that support the main idea of the passage from four choices. 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 specific details from the text that can be used to support the main idea of the passage. • Requires the student to state in words the main idea of the passage AND a detail from the text that can be used to support the main idea of the passage. *(Note to item writer: The main idea must not be explicitly stated in the text. The theme or central idea itself must be distinct from the textual evidence used to support it.)*
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism

DOK 1	N/A			
DOK 2	Determine a main idea explicitly or implicitly stated in the text. Provide details that support the main idea of the text. The item writer may or may not provide the student with the main idea.	1. Hot Text Response (one or two part) 2. Multiple Choice Response 3. Proposition Scorer 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 item, qualifies as an "Easy" difficulty DOK 2 item 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 support from the passage, which adequately covers the primary points. Because the student does not have to make any inferences outside of the primary task of determining the main idea, the difficulty level of this item is low. Easy Difficulty: Choose one sentence that correctly explains the requested information from four options.	Branches of Govern-ment
DOK 2	What is the main idea of the passage?	Medium	This item, as a proposition scorer item, qualifies as a "Medium" difficulty DOK 2 item. Here, students must not only infer the main idea of the passage, but also describe it in	Branches of Govern-ment

	[Proposition Scorer]		their own words, without any prompting from the item writer. This makes the item more difficult, even though the cognitive demands are the same as would be needed to correctly answer a multiple choice question. Medium Difficulty: Explain in words an implicit requested concept.	
DOK 2	Select the statement that best describes the main idea of the passage. Select the sentence from the passage that best supports your answer. [Two-part Hot Text]	Hard	This item, as a Two-part Hot Text item, qualifies as a "Hard" difficulty DOK 2 item. Similar to the proposition scorer version of this item, the student is required, without prompting, to infer the main idea of the passage (which is not explicitly stated in the text). The student must be able to support the main idea with evidence from the text. Because the main idea must be inferred while its support must be identified, this item becomes more difficult, while still requiring the same application of concepts. Hard Difficulty: Choose a statement from four options that provides the requested inference. Choose one sentence from the entire passage that supports this inference.	Branches of Govern- ment

Content Standard	Informational RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Content Limits	Items may ask students to use explicit and implicit details from the text to explain in depth events, procedures, ideas or concepts. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas or concepts.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that provide details to support an inference about events, procedures, ideas or concepts. • Requires the student to select from four choices the correct description of events, procedures, ideas, or concepts AND to select words or phrases from the text that provide details to support that description (two-part Hot Text). Multiple Choice • Requires the student to select an inference about events, procedures, idea, or concepts from four choices. • Requires the student to select details that support an inference about events, procedures, ideas or concepts from four choices. Proposition scorer • Requires the student to draw an inference about events, procedures, ideas or concepts in words and support the inference with details from the text. *(Note to item writer: The inference itself must be distinct from the textual evidence used to support it.)*
DOK	2, 3

DOK Demands		
DOK	Task demand	Response mechanism

DOK 1	N/A	
DOK 2	Interpret details from the text to make an inference about events, procedures, ideas, or concepts. The details from the text can be explicitly or implicitly stated.	1. Hot Text Response 2. Multiple Choice Response 3. Proposition Scorer Response
DOK 3	Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.	1. Multiple Choice Response 2. Proposition Scorer Response 3. Hot Text Response (two-part)

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Why did the writers of the Constitution want to separate the branches of government? [Multiple Choice]	Easy	This represents an "Easy" difficulty DOK 2 item. The information required to answer this question is both central to an understanding of the passage and explicitly stated within the text. Easy Difficulty: Choose information that is explicitly stated in the text from four options.	Branches of Govern-ment
DOK 2	Select a sentence from the passage that explains why the writers of the Constitution wanted to separate the branches of government. [Hot Text]	Medium	This represents a "Medium" difficulty DOK 2 item because the student is given an inference within the stem of the item that describes the attitudes of the founding fathers, and then must support this inference with evidence from the passage. Within the passage itself, these attitudes and their motivations are described explicitly. The student must understand the stated inference and identify the appropriate support.	Branches of Govern-ment

			Medium Difficulty: Choose a sentence from the passage that supports the given inference.	
DOK 3	Based on information from the passage, why was the President's term limited to four years? [Multiple Choice]	Medium	This item represents a "Medium" difficulty DOK 3 because it requires an inference on top of the information given to the student in the item stem. In order to answer this item correctly, the student will need to combine their understanding of the founding fathers' motivations with the paragraph of information contextualizing Presidential terms. Because of the necessity of making both these connections and inferences, which is partly ameliorated by giving the student four options to choose from, the item difficulty is Medium. Medium Difficulty: Choose the correct inference from four options.	Branches of Govern-ment
DOK 3	Select the statement that explains why the President's term limited to four years. Select the sentence from the passage that supports your answer. [Two-part Hot Text]	Hard	This item represents a "Hard" difficulty DOK 3. Though similar to the Medium difficulty item before, it requires more of the student because of the added element of text support. While the first part of the stem is identical to that of the previous item, the second part of the stem asks the student to identify support that is implicit. The student must derive the support from multiple places in the text. This complexity, on top of the already challenging demands of a DOK 3	Branches of Govern-ment

			item places this at a High difficulty level. Hard Difficulty: Choose the correct inference from four options. Choose a sentence from the passage that supports this inference.	

Content Standard	Informational RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Content Limits	Items may ask students to describe information presented visually, orally or quantitatively. Items may ask that students make connections or identify similarities and differences between information presented in different formats (textually, visually, etc.). Items may ask students to identify details to discuss similarities and differences in the two versions. An oral or visual presentation may comprise all or part of the text.
Acceptable Response Mechanisms	Grid Response • Requires the student to select palette images to show the connection between a text and a visual presentation of the text. Hot Text • Requires the student to select words and phrases from the text to show the connection between a text and a visual presentation of the text. Multiple Choice • Requires the student to select (from four options) a description of the contribution made by information presented visually, orally, or quantitatively to the text as a whole. Proposition Scorer • Requires students to describe in words the similarities between textual and visual information. *(Note to item writer: The item may only require the student to discuss similarities in the text. This response mechanism should not be used when a student is required to discuss differences in texts or to provide different details from each text.)*
DOK	3

DOK Demands				
DOK	Task demand		Response mechanism	
DOK 3	Make connections between the text of a story and information presented visually, orally, or quantitatively, using details to describe the connection.		1. Grid Response 2. Hot Text 3. Multiple Choice	
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 3	Using information from the passage and the diagram, which part of the bee is used to gather honey? [Multiple Choice]	Easy	This represents an "Easy" difficulty DOK 3 item. The item fulfills the requirements of a DOK 3 due to the need for interpretation and comprehension of the anatomical diagram associated with the passage. The information needed to answer the question correctly, however, is supported by information both implicitly and explicitly detailed in the passage. Because the student is given so much contextual support, this DOK 3 item falls on the easier end of the scale. Easy Difficulty: Choose (from four options) the correct response to information explicitly stated in the text/diagram.	*Honeymakers/Bees*
DOK 3	Explain what information the reader can gain from the diagram that is not discussed in the passage.	Hard	This represents a "Hard" difficulty DOK 3 item. Unlike the "Easy" difficulty version before it, this item does not provide the reader with an inference regarding the diagram, but rather requires the student to understand both the relationship between the diagram and the passage. It also requires the student	*Honey-makers/ Bees*

| | [Proposition Scorer] | | to be able to identify how different media convey information. Because the student not only needs to process the cognitive demands inherent in the assimilation of information of two sources, but also to draw inferences based on these interactions, this item can be categorized as a Hard difficulty DOK 3.

Hard Difficulty: In writing, describe how information is conveyed by various forms of media. | |

Content Standard	Informational RI.4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Content Limits	Items may ask students to refer to structural elements when discussing events, ideas, concepts, or information in a text. Items may ask students to discuss the impact that a particular structure (chronology, comparison, cause/effect, problem/solution) has on a text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select an example of a given structure within the passage itself. • Requires the student to select (from four options) the overall structure of a text or part of a text and select an example of this structure from the passage. Multiple Choice • Requires the student to select (from four options) the overall structure of a text or part of a text. • Requires the student to select (from four options) the impact of the overall structure of a text or part of a text on the passage as a whole.
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	Describe or identify the structure of a text or of events, ideas, concepts or information within a text.	1. Hot Text 2. Multiple Choice
	Identify examples of particular structures used within a text and select examples of this structure.	1. Hot Text (two-part)

DOK 3	N/A			
Item Models	**Sample Item**	**Difficulty**	**Notes, Comments**	**Passage**
DOK 2	Which of the following best describes the structure of the passage? [Multiple Choice]	Easy	This represents the most fundamental phrasing of an "Easy" difficulty DOK 2 item. Here, the student must analyze the structure of the passage and use this analysis to support the correct multiple choice option. Easy Difficulty: Choose the correct statement from four options.	*Branches of Government*
DOK 2	Select the phrase that best describes the structure of the passage. Select the components of the passage that best show this structure. [Two-part Hot Text]	Medium	This represents a Medium difficulty DOK 2 item, which builds on the foundation seen in the "Easy" difficulty version of this item. While the student must still be able to identify the structure of the passage from four answer choices, they must also supplement their answer with support in the passage, which will be based either on implicit concepts or explicit structure. Medium Difficulty: Choose the correct inference from four choices. Support the chosen inference by selecting phrases or sentences from the text.	*Branches of Government*

Content Standard	Informational RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Content Limits	Items may ask students to compare and contrast firsthand and secondhand accounts within the same text. Items may ask students to compare and contrast firsthand and secondhand accounts in multiple texts. Items may ask students to identify the difference between firsthand and secondhand accounts and describe how the author illustrates them, using details from the text. Items may ask students what firsthand or secondhand accounts contribute to the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select (from four options) a similarity or difference in the accounts of different people or authors. • Requires the student to select (from four options) the impact of different accounts of the same event AND select words and phrases in the text that show how the authors demonstrate these differences. Multiple Choice • Requires students to select from four choices similarities and differences between firsthand and secondhand accounts of the same event. • Requires students to select from four choices a difference in how firsthand and second hand accounts impact the focus and information given in the passage. Proposition Scorer • Requires students to describe in words the similarities between a firsthand and secondhand account. *Note to item writer: The item may only require the student to discuss similarities in the text. This response mechanism should not be used when a student is required to discuss differences in texts or to provide details from each text.*
DOK	2

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	

DOK 2	Determine similarities and differences between firsthand and secondhand accounts of the same topic in a text.		1. Multiple Choice 2. Proposition Scorer	
	Provide details to illustrate similarities and differences in firsthand and secondhand accounts of the same topic and support or describe how these similarities or differences impact the text.		1. Hot Text (one or two part) 2. Multiple Choice	

| DOK 3 | N/A | | | |

Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 2	Which of the following is information that we learn both through the secondhand account of Passage 1 and the firsthand account of Passage 2? [Multiple Choice]	Easy	This represents an "Easy" difficulty DOK 2 item. In both versions of these items, difficulty is impacted not only by the required tasks in the question stem, but also by the complexity of the passage. In this item, the student needs to identify the portions of each passage that convey firsthand and secondhand accounts, and then determine the similarity between them. Easy Difficulty: Select (from four options) the correct information supported in the passage.	*A Dinosaur Named Sue/ Dinosaur Chomper*
DOK 2	What additional information would the reader gain if Passage 1 were written as a firsthand account?	Medium	This represents a "Medium" difficulty DOK 2 item. In this item, the student is required to make a more complex inference than in the "Easy" difficulty item. Here, the student not only needs to identify the roles of firsthand and	*A Dinosaur Named Sue/Dinosaur Chomper*

| | [Multiple Choice] | | secondhand accounts in each of the passages, but also to determine which qualities of Passage 2 could be supplemented to give the reader a better understanding of the actions in Passage 1.

Medium Difficulty: Select (from four options) the correct inference supported by the passages. | |

Content Standard	Informational RI.4.8: Explain how an author uses reasons and evidence to support particular points in a text.
Content Limits	Items may ask students to identify the ways an author uses evidence or details to support key points in the text. Items may ask students to describe how or why an author uses evidence or details to support key points in the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words and phrases from the text to show the connection between a text and a visual presentation of the text. Multiple Choice • Requires the student to select (from four options) a description of the contribution made by information presented visually, orally, or quantitatively to the text as a whole. Proposition Scorer • Requires students to describe in words the similarities between a firsthand and secondhand account. *(Note to item writer: The item may only require the student to discuss similarities in the text. This response mechanism should not be used when a student is required to discuss differences in texts or to provide details from each text.)*
DOK	2, 3

DOK Demands		
DOK	Task demand	
DOK 1	N/A	
DOK 2	Using a given inference, select words or phrases from the passage to demonstrate how the author supports particular points in the text.	1. Hot Text Response 2. Multi-Select Response
	Using a given inference, select an explanation for the ways an author	3. Multiple Choice Response

	uses reasons or evidence to support key points in the text.		
DOK 3	Based on evidence from the passage, select (from four or more options) an explanation for the reason an author uses evidence to support key points in the text and select words or phrases from the passage that demonstrate this support. Based on evidence from the passage, draw an inference about why an author uses reasons or evidence to support key points in the text.		1. Hot Text Response (two-part) 2. Proposition Response

Item Models	Sample Item	Difficulty	Notes, Comments	
DOK 2	What evidence does the author use to support the idea that honeybees work together? [Hot Text]	Easy	This represents an "Easy" difficulty DOK 2 item. The format of the item allows the student to locate evidence that the author uses that can be easily be identified with explicit support from the passage. Additionally, the item has provided the student with the inference that they need to support. Easy Difficulty: Choose the required statement from four options.	*Honey-makers/ Bees*
DOK 2	How does the author support the idea that honeybees work together?	Medium	This represents a "Medium" difficulty DOK 2 item. Though similar to the easy version of this item, it requires more of the student. Rather than having the student identify an	*Honey-makers/ Bees*

	[Multiple Choice]		example, the student is required to draw an additional inference regarding the means the author uses to assert a claim. While the student will need to process the same level of cognitive challenges, their interpretation of this information marks this item as a Medium DOK 2. Medium Difficulty: Choose the correct explanation of the given inference from four options.	
DOK 3	Select the connection between honeybees and flowers that the author describes in Passage 2. Select a sentence from the passage that shows how this relationship benefits the bees. [Two-Part Hot Text]	Medium	This represents a "Medium" difficulty DOK 3 item because the student will need to make an inference regarding given information in the stem and then support this inference with examples or support from the passage. The item provides the student with the information that a connection exists between bees and flowers, and will require that the student not only be able to identify this relationship, but to explain its importance within the passage. Subsequently, the student will have to support their selection within the passage, drawing on implicit and explicit information. Medium Difficulty: Choose the correct explanation from four phrases. Select one example from the text that supports this explanation.	*Honey-makers/ Bees*

| DOK 3 | Select a connection that the author makes in the passage.

Select a sentence from the passage that supports this idea.

[Two-Part Hot Text] | Hard | This item, though similar in structure to its Medium difficulty counterpart, requires more of the student and therefore is categorized as a "Hard" difficulty DOK 3 item. In the first part of the stem, the student is required to select an inference. Subsequently, the student must support this inference with implicit or explicit information from the passage.

Hard Difficulty: Choose the required inference from four choices. Choose one detail from the passage that supports this inference. | *Honey-makers/ Bees* |

Content Standard	Informational RI.4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Content Limits	Items may ask students to compare and contrast similar themes and information from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The information may be explicitly or implicitly stated. Items should be used with text sets, and should not ask about only one literary text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words and phrases that show similarities and differences in information in texts about the same topic. • Requires the student to select (from four choices) an inference regarding the integration of information in two or more texts and to select words and phrases in the texts that show how the author integrates these topics (two-part Hot Text). Multiple Choice • Requires students to select (from four choices) inferences regarding information that is integrated from two or more texts.
DOK	3

DOK Demands		
DOK	Task demand	Response mechanism
DOK 1	N/A	
DOK 2	N/A	
DOK 3	Compare and contrast how information is developed in two or more texts to create an inference about the text. The item writer may or may not provide the student with the theme.	1. Hot Text Response (one or two part) 2. Multiple Choice Response
Item Models	Sample Item	Difficulty	Notes, Comments	Passage

DOK 3	Using information from both passages, name one similarity in how each author describes the queen bee. [Multiple Choice]	Easy	This represents an "Easy" difficulty DOK 3 item, primarily due to the prominence of this central concept in both passages. Because both authors describe the queen bee similarly, the student has a variety of explicitly stated details from either passage to choose from. Easy Difficulty: Choose the requested implicit connection between the two passages from four options.	*Honey-makers/ Bees*
DOK 3	Using information from both passages, select one way that the two authors present their information similarly. Then, select one detail from each passage that is conveyed using this technique. [Two-part Hot Text]	Hard	This represents a "Hard" difficulty DOK 3 item. As with the "Easy" version of this item, the student is required to compare and synthesize similar information from each passage; however, the student is not provided with an inference within the question stem. Instead, the student must choose an appropriate inference (from four choices) that can then be supported with implicit information within the passage, combining knowledge of both structure and content. The student will need to navigate a variety of cognitive steps in order to adequately answer this question. qualifying it as a Hard difficulty DOK 3. Hard Difficulty: Choose an inference that is not given from four options. Choose two details from the passage to support this inference.	*Honey-makers/ Bees*

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), **with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	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** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL-4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L-5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 1, DOK 2
Stimuli/Passages	Each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on

	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.
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 <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. 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 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	Task Description:
Item Type: Multiple Choice, single correct response (MC) **DOK: 1, 2**	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 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]

  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 <u>Only</u>:
- 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 [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"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 <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **mostly** mean? Choose **two** answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] show the reader? Choose **two** answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Choose **two** answers.

| | • Read the [sentence(s)/line(s)].

[Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]

What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

• Read the [sentence(s)/line(s)] from the passage.

[Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]

How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
• Read the sentence(s) from [title text #2].

[Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.
• First, read the sentence(s) from [title text #1].

[Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

Now read the sentence(s) from [title text #2].

[Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

Which [words/phrases] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in **both** passages? Choose **two** answers.

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	Task Description:
Item Type: Hot Text, select text (ST) DOK: 1, 2	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 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 <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] from [title text #1] that means the same thing as [<u>targeted word</u>/"targeted phrase"].

[excerpted selectable text from text #1]

- Read the sentence(s) from [title text #1].

   [Directly quoted sentence or line from text, with <u>targeted word/phrase</u> underlined]

   Click on the <u>underlined</u> [word/phrase] in the [sentences/paragraph] from [title text #2] that means the same thing as [<u>targeted word</u>/"targeted phrase"].

   [excerpted selectable 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 <u>formatting purposes only</u>.

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 <u>underlined</u> word in the paragraph that **most closely** matches the definition provided.

The snow on the side of the road was really starting to [<u>accumulate</u>]. The grass was now a pure, [<u>sparkling</u>] white carpet. The fire hydrants and tree branches were three inches taller, and the road was now a river of ice and water. Ashley told me not to worry because the highway would be dry, as we slowly [<u>negotiated</u>] the narrow on-ramp to the interstate. I couldn't help but smile as I read the sign: I-95 South. Was she taking me somewhere special for our winter holiday, maybe to visit Aunt Glenda in Delaware? I haven't seen her in years, and I used to love visiting for family cook-outs. Aunt Glenda always made us feel welcome, and she had the cutest dogs named Tebow and Spikes that loved to play fetch with us. I wasn't quite sure what our [<u>destination</u>] was, but I had to quickly admit that it wasn't my first [<u>suspicion</u>] as I read the sign that said, "Thank You for Visiting Delaware, Come Back Soon!" and then just as quickly, "Welcome to Maryland, Buckle-Up and Please Drive Safely." Now I was completely [<u>stumped</u>] as to which mysterious locale my sister was [<u>whisking</u>] us off to.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 10: WORD MEANINGS: Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited.For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	**RI-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI-4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a _grade 4 topic or subject area_. **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on _grade 4 reading and content,_ choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., _telegraph, photograph, autograph_). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L-5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. 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 synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models

| 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 synonym or antonyms, 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 <u>targeted word/phrase</u> underlined]
What is the meaning of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?
• Read the sentence(s).
[Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]
What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** mean?
• Read the sentence(s).
[Directly excerpted sentence(s)from passage, with <u>targeted word/phrase</u> underlined]
Which [word(s)/phrase] **best** state(s) the meaning of [<u>targeted word</u>/"targeted phrase"]?
• Read the sentence(s).
[Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] |

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 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).

  [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 excerpted 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 excerpted 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 <u>targeted word/phrase</u> underlined]
	Which [word/phrase] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as 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 <u>targeted word/phrase</u> underlined]
	  What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most** likely mean? Choose **two** answers.
	• Read the sentence(s).
	  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]
	  What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose **two** answers.
	• Read the sentence(s).
	  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]
	  The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide idea/event/etc.] in the passage? Choose **two** answers.
	• Read the sentence(s).

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- Read the sentence(s).

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
- Read the sentence(s) from [title text #2].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- First, read the sentence(s) from [title text #1].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Now read the sentence(s) from [title text #2].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Which [words/phrases] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in **both** passages? Choose **two** answers.

  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 informational text.
3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.

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 of that word.

  [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 text, 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 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 #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	**4.RV.2.2:** Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
Content Limits	Items should ask students not to define the type of word that is being used but rather to demonstrate its meaning between the words. Items may refer only to synonym and antonym in the stimuli. All words should be provided with sufficient context for support.
Construct-Relevant Vocabulary	antonyms, meaning, opposite, phrase, relationship, replace, similar/same as, synonyms,
Recommended Response Mechanisms (Item Types)	Drag and Drop Evidence-Based Selected Response Hot Text Multiple Choice Multi-Select
DOK	2

<div align="center">Evidence Statements</div>

Students replace a given word with synonyms, antonyms, homographs, homonyms, and multiple-meaning words.

Students use context to determine or support meaning.

Students identify a word, sentence, or phrase that uses a given word in the same way.

(NOTE: Level of difficulty will depend on subtlety/amount of text and/or complexity of interpretation required.)

<div align="center">Sample Item</div>

Why is "[word X]" a better word to use from paragraph 4 than "[word Y]"?

    A. [Word X] suggests [something more formal]
    B. [Word X] suggests [something more precise]
    C. [Word X] suggests [something more aligned to the tone]
    D. [Word X] suggests [something more audience appropriate]

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.

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 3: WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), **with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	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** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL-4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L-5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 1, DOK 2
Stimuli/Passages	Each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on

	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.
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 <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. 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 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.

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 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]

  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 <u>Only</u>:
- 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 [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"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 <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **mostly** mean? Choose **two** answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] show the reader? Choose **two** answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Choose **two** answers.

- Read the [sentence(s)/line(s)].

  [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]

  What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- Read the [sentence(s)/line(s)] from the passage.

  [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]

  How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
- Read the sentence(s) from [title text #2].

  [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

  Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.
- First, read the sentence(s) from [title text #1].

  [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

  Now read the sentence(s) from [title text #2].

  [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

  Which [words/phrases] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in **both** passages? Choose **two** answers.

  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 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 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 <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition of that word.
	   [excerpted selectable text]
	• The author uses a word that means [provide definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** shows that [idea/meaning].
	   [excerpted selectable text]
	
	Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
	• Read the [sentence(s)/line(s)] from [title text #2].
	   [Directly quoted sentence(s)/line(s) from text, with <u>targeted word/phrase</u> underlined]

Click on the 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 #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, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited.For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	**RI-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI-4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*. **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L-5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. 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 synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models

| 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 synonym or antonyms, 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 <u>targeted word/phrase</u> underlined]
 What is the meaning of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?
• Read the sentence(s).
 [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]
 What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** mean?
• Read the sentence(s).
 [Directly excerpted sentence(s)from passage, with <u>targeted word/phrase</u> underlined]
 Which [word(s)/phrase] **best** state(s) the meaning of [<u>targeted word</u>/"targeted phrase"]?
• Read the sentence(s).
 [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] |

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 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).

  [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 excerpted 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 excerpted 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 <u>Only</u>:
- 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 <u>targeted word/phrase</u> underlined]
	Which [word/phrase] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as 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 <u>targeted word/phrase</u> underlined]
	  What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most** likely mean? Choose **two** answers.
	• Read the sentence(s).
	  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]
	  What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose **two** answers.
	• Read the sentence(s).
	  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]
	  The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide idea/event/etc.] in the passage? Choose **two** answers.
	• Read the sentence(s).

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- Read the sentence(s).

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
- Read the sentence(s) from [title text #2].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- First, read the sentence(s) from [title text #1].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Now read the sentence(s) from [title text #2].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Which [words/phrases] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in **both** passages? Choose **two** answers.

  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 informational text.
3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.

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 of that word.

[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 text, 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 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 #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 (e.g., antonyms, synonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary), **with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.**	
Clarifications	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** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RL-4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L-5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 1, DOK 2
Stimuli/Passages	Each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and used differently in the text. Emphasis is placed on

	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.
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 <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts. 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 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. **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 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 <u>targeted word/phrase</u> underlined] What is the meaning of the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** mean? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] Which [word(s)/phrase] **best** state(s) the meaning of [<u>targeted word</u>/"targeted phrase"]? • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined]

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]

  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 <u>Only</u>:
- 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 [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"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 <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **mostly** mean? Choose **two** answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] show the reader? Choose **two** answers. • Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide an idea/event/character/story element/etc.] in the passage? Choose **two** answers.

	- Read the [sentence(s)/line(s)]. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers. - Read the [sentence(s)/line(s)] from the passage. [Directly quoted sentence(s) or line(s) from passage, with <u>targeted word/phrase</u> underlined] How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the text help the reader understand [provide concept/idea]? Choose **two** answers. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** - Read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers. - First, read the sentence(s) from [title text #1]. [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Now read the sentence(s) from [title text #2]. [Directly quoted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] Which [words/phrases] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in **both** passages? Choose **two** answers. **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 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 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 <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **most closely** matches the definition of that word.

  [excerpted selectable text]
• The author uses a word that means [provide definition of academic word] in the text. Click on the <u>underlined</u> [word/phrase] in the [sentence(s)/set(s) of sentences/line(s)/paragraph(s)] that **best** shows that [idea/meaning].

  [excerpted selectable text]

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
• Read the [sentence(s)/line(s)] from [title text #2].

  [Directly quoted sentence(s)/line(s) from text, with <u>targeted word/phrase</u> underlined] |

Click on the 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 #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, word relationships (e.g., synonyms, antonyms), word structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with **primary focus on the academic vocabulary common to complex texts in all disciplines.**	
Clarifications	Targeted vocabulary words and phrases should be important to the text and worth assessing. The targeted vocabulary words and phrases should be **one to two** grade levels above testing grade. If the targeted word/phrase is used in a context that is different from what a student would normally encounter, it may be on grade level (e.g., state, factor). Answer choices need to be **on or below** grade level. The vocabulary focus of this target is on determining meaning of tier 2 words based on context. Items focusing on antonyms and synonyms, Greek or Latin roots, affixes, and the use of resources should be limited.For a list of academic/tier 2 words, see Page 70 in the item specifications. All items should require students to cite specific textual evidence to support inferences and conclusions drawn from the text(s).
Standards	**RI-1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **RI-4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 4 topic or subject area*. **L-4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content,* choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **L-5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.

Depth of Knowledge	DOK 1, DOK 2
Stimuli/Passages	Texts may be of low to high complexity at grade level; each text must include one or more words that are at grades 4–6 reading level, OR words that have nuanced meanings, OR words that have multiple meanings and are used differently in the text. Emphasis is placed on academic/tier 2 words. The target words must be important to the text and worthwhile assessing. The text must have clearly evident context that provides unambiguous support for the meaning of the targeted word or phrase. 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 synonyms or antonyms, Greek or Latin roots, or affixes to determine the correct meaning of an unknown word or phrase in an informational text.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Hot Text, select text (ST)

Task Models

Task Model 1	Task Description:
Item Type: Multiple Choice, single correct response (MC) **DOK: 1, 2**	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 synonym or antonyms, 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] [<u>targeted word</u>/"targeted phrase"] tell the reader?

- Read the sentence(s).

  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

  The [word/phrase] [<u>targeted word/phrase</u>] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide idea/event/topic/etc.] in the passage?

- Read the sentence(s).

  [Directly excerpted sentence(s) from passage, with <u>targeted word</u> underlined]

  A(n) [antonym/synonym] is a word that means the [opposite/same or nearly the same] of another word. What is the [antonym/synonym] of [<u>targeted word</u>]?

- Read the sentence(s).

  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

  Pick the [word/phrase] that **best** defines [<u>targeted word</u>/"targeted phrase"] as it is used in the sentence(s).

- Read the sentence(s).

  [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined]

  What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]?

- Read the dictionary entry.

  [*(part of speech)* **1.** [definition]

  Which [word/phrase] from the passage **best** matches the dictionary entry?

- Read the sentence(s).

  [Directly excerpted sentence(s) from passage, with <u>targeted word</u> underlined]

  What does the [root/affix] in the word [<u>targeted word</u>] mean?

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
- Read the sentence(s) from [title text #2].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]?

- First, read the sentence(s) from [title text #1].

  [Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

  Now read the sentence(s) from [title text #2].

	[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]
	Which [word/phrase] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as 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**: - The student will determine the meaning of a word or phrase based on its context in an informational text. - 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 <u>targeted word/phrase</u> underlined] What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most** likely mean? Choose **two** answers. - Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] What does the use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell the reader about [provide idea/event/topic/etc.] in the passage? Choose **two** answers. - Read the sentence(s). [Directly excerpted sentence(s) from passage, with <u>targeted word/phrase</u> underlined] The [word/phrase] [<u>targeted word</u>/"targeted phrase"] has more than one meaning. What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] **most likely** tell the reader about [provide idea/event/etc.] in the passage? Choose **two** answers. - Read the sentence(s).

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

What does the author tell the reader with the use of [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- Read the sentence(s).

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] in the passage help the reader understand [provide idea/event/etc.]? Choose **two** answers.

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
- Read the sentence(s) from [title text #2].

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

Which sentence from [title text #1] has a [word/phrase] that means the same thing as [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

- First, read the sentence(s) from [title text #1].

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

Now read the sentence(s) from [title text #2].

[Directly excerpted sentence(s) from text, with <u>targeted word/phrase</u> underlined]

Which [words/phrases] **best** matches the meaning of [<u>targeted word</u>/"targeted phrase" text #1] and [<u>targeted word</u>/"targeted phrase" text #2] as they are used in **both** passages? Choose **two** answers.

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 informational text.
	3. The student will use resources to determine the correct meaning of an unknown word or phrase in an informational text.
	
	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 of that word.
	  [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 text, 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 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 #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.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Content Limits	Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of the text.
Acceptable Response Mechanisms	Hot Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. Multiple Choice • Requires the student to select the meaning of words used in the text from four choices. Proposition Scorer • Requires the student to explain in words the meaning of words and phrases the author uses in a text. *(Note to item writer: The item should require the student to consider the implied meaning of phrases. This response mechanism should only be used when a limited number of answers is possible.)*
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	Read the following sentence. "But Ramo's eyes missed little in the world." What does the author tell about Ramo with this sentence? [Multiple Choice]	Medium	The student must understand that Ramo notices everything. The student must understand the similes used in order to explain this sentence, which increases the difficulty. However, the text says "This was the time when they saw the most." The sentence explicitly states how much Ramo notices, making the cognitive complexity of the task relatively simple.	*Island of the Blue Dolphins*
DOK 2	Select the sentence that shows Anna feels sad about her mother. [Hot Text]	Easy	The item must interpret details implicitly stated in the story to determine which sentence shows Anna's true feelings about her mother's death—sadness. The difficulty of the item is reduced because the item writer provides the inference for the student. However, the student still must understand implicit ideas, making the cognitive demands higher than if the ideas were explicitly stated in the text.	*Sarah, Plain and Tall*
DOK 2	Read the following definition for <u>wretched</u>. very unhappy, miserable	Medium	The student must use the definition to interpret the quotation in the context of the story in order to understand the weight of Anna's emotions. The student must understand that while Anna	*Sarah, Plain and Tall*

			describes her brother as "wretched," the word has a more complex meaning. The word reveals how she feels after Mama's death and shows the regret Anna experiences when she "[forgets] to say good night." She feels wretched that she was focused on her jealousy of Caleb and let her emotions get in the way of what was important.	
	How does the word <u>wretched</u> show more than just Sarah's feelings for Caleb? [Multiple Choice]			
DOK 2	Read these sentences from the story. "I had gone to bed thinking how wretched he looked. And I forgot to say good night." Part A What does the word <u>wretched</u> mean? Part B How does the word <u>wretched</u> show more than just Sarah's feelings for Caleb? [two-part Hot Text]	Hard	As in the previous item, the student must interpret the quotation in the context of the story. This version, however, does not provide the definition of "wretched" to the student, increasing the difficulty of the item. The student must use details across multiple sentences from the story in order to understand the meaning of a challenging word. The item is appropriate for grade 4, though, because ample context is provided for the student, making the word's meaning accessible for a grade 4 student.	*Sarah, Plain and Tall*

Content Standard	Informational RI.4.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic of subject area.*
Content Limits	Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students 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 words or phrases from the text that show the meaning of words used in the text. Multiple Choice • Requires the student to select the meaning of words used in the text from four choices. Proposition Scorer • Requires the student to explain in words the meaning of words and phrases the author uses in a text. *(Note to item writer: The item should be when the student must consider the meaning of phrases beyond their explicit meaning. This response mechanism should only be used when a limited number of answers are possible.)*
DOK	1, 2

<table>
<tr><td colspan="3" align="center">DOK Demands</td></tr>
<tr><td>DOK</td><td>Task demand</td><td>Response mechanism</td></tr>
<tr><td>DOK 1</td><td>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</td><td>1. Hot Text Response
2. Multiple Choice Response</td></tr>
<tr><td>DOK 2</td><td>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</td><td>1. Hot Text Response
2. Multiple Choice Response
3. Proposition Response</td></tr>
</table>

DOK 3	N/A			
Item Models	Sample Item	Difficulty	Notes, Comments	Passage
DOK 1	What does the phrase *Apis Mellifera* mean as it is used in the passage? [Multiple Choice]	Easy	This represents an "Easy" difficulty DOK 1 item because the definition of the requested word is explicitly defined for the student within the text of the passage. Additionally, the phrase is a concept that provides the central theme of the passage, and its definition is referenced and in multiple locations. Easy Difficulty: Choose the required response from four phrases.	*Honey-makers/ Bees*
DOK 1	What does the word federal mean as it is used in the passage? [Multiple Choice]	Medium	This represents a "Medium" difficulty item because, while it explicitly defines the meaning of the word for the student within the passage (similar to the "Easy" difficulty DOK 1 item),this definition introduces new meanings. The student should have the adequate vocabulary to understand the definition of this concept and the word's central role within the passage, as well as its multi-faceted definition. Medium Difficulty: Choose the required response from four phrases.	*Branches of Govern-ment*
DOK 2	What does the word drones mean as it is used in the passage?	Easy	This represents an "Easy" difficulty DOK 2 item. This example, however, demonstrates that the options of a multiple choice question are as important in determining difficulty	*Honey-makers/ Bees*

	[Multiple Choice]		as the passage context. Within the passage itself, the term "drone" is not explicitly defined. Instead, the student is provided with information describing the appearance and function of drones, and from this information will need to correctly synthesize and identify the correct definition presented to them within the options. Easy Difficulty: Choose the required response from four phrases.	
DOK 2	What does the word <u>pollinators</u> mean as it is used in the passage? [Multiple Choice]	Hard	This represents a "Hard" difficulty DOK 2 item. The student will need to break the word requested into components and draw on multiple inferences from the text to understand the meaning of the word. Provided with the information regarding the different roles and jobs of bees, and the variety of names used to differentiate bees from each other, the student will need to identify the purpose of the bee in question and determine that this is a title for that particular role. Hard Difficulty: Choose the required response from four phrases.	*Honey-makers/ Bees*

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 7. LANGUAGE USE: Determine the meaning of words and phrases including figurative language (e.g., metaphors, similes) 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 in the text?"). 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, including figurative language such as metaphors and similes. **L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L-5a** Interpret figurative language, including similes and metaphors, in context. **L-5b** Recognize and explain the meaning of common idioms, adages, and proverbs. **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 concerns.

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: <u>Multiple Choice, single correct response (MC)</u>
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] [<u>targeted word</u>/"targeted phrase] suggest about [character name/the narrator/the setting/the text/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]
What effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]?

• Read the [sentence(s)/line(s)/paragraph(s)].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
Which statement **best** describes what the [provide figurative language] in the sentence(s)/line(s)/paragraph(s) adds to meaning of the text?

• Read the [sentence(s)/line(s)/paragraph(s)].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
How does the [word/phrase] [<u>targeted word</u>/"targeted phrase] affect the reader's understanding of the meaning of the text?

• Read the [sentence(s)/line(s)/paragraph(s)].
[Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined]
How does the author's use of the [word/phrase] [<u>targeted word</u>/"targeted phrase"] help the reader understand [character's name] feelings about [provide idea]? |

- 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 name/the narrator/the setting/the text/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 name/the narrator/the setting/the text/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] What effect does the author create by using the [word/phrase] [<u>targeted word</u>/"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 statements **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] [<u>targeted word</u>/"targeted phrase] suggest about [character name/the narrator/the setting/text/etc.]? Choose **two** answers. • Read the [sentence(s)/line(s)/paragraph(s)]. [Directly quoted sentence(s)/line(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] affect the reader's understanding of the meaning of the text? 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 [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 text? 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 <u>Only</u>:
- 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 name/the narrator/the setting/the text]? 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 name/the narrator/the setting/the text]? 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: Interpret understanding of figurative language, word relationships, and nuances of words and phrases used in context (e.g., similes, metaphors, idioms, adages, proverbs) and the impact of those word choices on meaning.	
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 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	**RI-1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **L-5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **L-5a** Interpret figurative language, including similes and metaphors, in context. **L-5b** Recognize and explain the meaning of common idioms, adages, and proverbs. **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 must include the use of figurative language and literary devices that have a discernible impact on the 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 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. In all dual-text stimuli sets, between 25 and 40% of the items should be 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 and 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 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 **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 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 passage. The distractors will be statements that may be plausible to students who 1) misinterpret details in the passage, 2) misinterpret the figurative meaning of words or phrases in the passage, OR 3) make erroneous analyses about the impact of figurative language or literary devices within the passage. **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 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 text, with targeted word or phrase underlined] What does the [word/phrase] [targeted word/"targeted phrase"] tell about [the author/author's point of view/the events/the information/etc.] in the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] What effect does the author create by using the [word/phrase] [targeted word/"targeted phrase"]? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] Which statement **best** describes what the [provide figurative language] in the sentence(s)/paragraph(s) adds to meaning of the passage? • Read the [sentence(s)/paragraph(s)]. [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined] How does the [word/phrase] [targeted word/"targeted phrase"] affect the reader's understanding of the meaning of the passage?

- Read the [sentence(s)/paragraph(s)].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [the author's/quoted person's] [feelings/opinion] about [provide idea]?

- Read the [sentence(s)/paragraph(s)].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  Why did the author **most likely** use the phrase [targeted word/"targeted phrase"]?

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
- Read the [sentence(s)/paragraph(s)] from [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  Based on the information in [title text #2], what does the [word/phrase] [targeted word /"targeted phrase"] tell the reader about the [the author/author's point of view/the events/the information/etc.]?

- Read the [sentence(s)/paragraph(s)] from [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  Based on the information in [title text #2], what does the author mean by the [word/phrase] [targeted word/"targeted phrase"]?

- Read the [sentence(s)/paragraph(s) from [title text #2].
  [Directly quoted sentence(s)/paragraph(s) from text]
  Now read the [sentence(s)/paragraph(s)] from [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [targeted word/"targeted phrase"] tell the reader about [the author/author's point of view/the events/the information/etc.]?

- Read the [sentence(s)/paragraph(s)] from [title text #2].
  [Directly quoted sentence(s)/paragraph(s) from text]
  Now read the [sentence(s)/paragraph(s)] [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined].
  Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [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 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 text, with targeted word or phrase underlined]
What does the [word/phrase] [<u>targeted word</u>/"targeted phrase"] tell about [the author/author's point of view/the events/the information/etc.] in the passage? Choose **two** answers.
• Read the [sentence(s)/paragraph(s)].
[Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
What effect does the author create by using the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers.

• Read the [sentence(s)/paragraph(s)].
[Directly sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
Which statements **best** describe what the [provide figurative language] in the [sentence(s)/paragraph(s)] adds to meaning of the passage? Choose **two** answers.

• Read the [sentence(s)/paragraph(s)].
[Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
How does the [word/phrase] [<u>underlined word or phrase</u>] affect the reader's understanding of the meaning of the passage? Choose **two** answers. |

- Read the [sentence(s)/paragraph(s)].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  How does the author's use of the [word/phrase] [targeted word/"targeted phrase"] help the reader understand [the author's/quoted person's] [feelings/opinion/claim(s)] 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 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)/paragraph(s)] from [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  Based on the information in [title text #2], what does the [word/phrase] [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 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)/paragraph(s)] from [title text #2].
  [Directly quoted sentence(s)/paragraph(s) from text]
  Now read the [sentence(s)/paragraph(s)] from [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]
  Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the [word/phrase] [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 text]
  Now read the [sentence(s) paragraph(s)] from [title text #1].
  [Directly quoted sentence(s)/paragraph(s) from text, with targeted word or phrase underlined]

	Based on the [sentence(s)/paragraph(s)] from [title text #2], what does the author mean by the [word/phrase] [<u>targeted word</u>/"targeted phrase"]? Choose **two** answers. **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** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL-3 Identify the reasons and evidence a speaker provides to support particular points.
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.

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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 is the **most likely** purpose of the presentation?
	• What does the author hope the listener will learn from the presentation?
	• What is the **most likely** reason the author made the presentation?
	• What is the presentation **mostly** about?
	• What is the main idea of the presentation?
	• Read the sentence and the directions that follow.
	  [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation]
	  What does the sentence mean?
	• What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean?
	• [question that requires the student to determine or interpret a key point in the presentation]?
	• According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a purpose, central idea, or key point of the presentation]?
	
	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/statement/conclusion is supported by the presentation?
- Based on the presentation, which statement **best** describes [topic in presentation]?
- [question about content in the presentation that requires the student to draw a conclusion based on the presentation]?

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/statement/conclusion?

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Task Models

Task Model 2	**Task Description:**
Item Type: Multiple Choice, multiple correct response	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.
DOK: 1, 2, 3	**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 are the **most likely** purposes of the presentation? Pick [**number**] choices. - What does the author hope the listener will learn from the presentation? Pick [**number**] choices. - What are the **most likely** reasons the author made the presentation? Pick [**number**] choices. - What are the [**number**] main ideas of the presentation? - Read the sentence and the directions that follow. [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] What does the sentence mean? Pick [**number**] choices. - What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? Pick [**number**] choices. [question that requires the student to determine or interpret key point(s) in the presentation]? Pick [**number**] choices. - According to the presentation, [question that requires the student to identify explicitly stated details relating to purpose, central idea, or key point(s) of the presentation]? Pick [**number**] choices.
	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/statements/conclusions that are supported by the presentation.
- Based on the presentation, which [**number**] statements **best** describe [topic in presentation]?
- [question about content in the presentation that requires the student to draw conclusions based on the presentation]?

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/statement/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 is the **most likely** purpose of the presentation?
	    • What does the author hope the listener will learn from the presentation?
	    • What is the **most likely** reason the author made the presentation?
	    • What is the presentation **mostly** about?

- What is the main idea of the presentation?
- Read the sentence and the directions that follow.
  [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation]
  [question about interpreting the meaning of the sentence]?
- What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean?
- [question that requires the student to determine or interpret a key point in the presentation]?

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/statement/conclusion is supported by the presentation?
- Based on the presentation, which statement **best** describes [topic in presentation]?
- [question about content in the presentation that requires the student to draw a conclusion based on the presentation]?

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	Task Description:
Item Type: Matching Tables	The student will mark the cells in a table that meet certain criteria.
DOK: 1, 2, 3	**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 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
	SL-3 Identify the reasons and evidence a speaker provides to support particular points.
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 is the **most likely** purpose of the presentation? - What does the author hope the listener will learn from the presentation? - What is the **most likely** reason the author made the presentation? - What is the presentation **mostly** about? - What is the main idea of the presentation? - Read the sentence and the directions that follow.
	[sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation]
	What does the sentence mean? - What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? [question that requires the student to determine or interpret a key point in the presentation]? - According to the presentation, [question that requires the student to identify an explicitly stated detail relating to a purpose, central idea, or key point of the presentation]?
	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/statement/conclusion is supported by the presentation?
- Based on the presentation, which statement **best** describes [topic in presentation]?
- [question about content in the presentation that requires the student to draw a conclusion based on the presentation]?

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/statement/conclusion?

Scoring Rules:

Correct response: 1 point; Incorrect response: 0 points

Task Models

Task Model 2	**Task Description:**
Item Type: Multiple Choice, multiple correct response	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.
DOK: 1, 2, 3	**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 are the **most likely** purposes of the presentation? Pick [**number**] choices. • What does the author hope the listener will learn from the presentation? Pick [**number**] choices. • What are the **most likely** reasons the author made the presentation? Pick [**number**] choices. • What are the [**number**] main ideas of the presentation? • Read the sentence and the directions that follow. [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] What does the sentence mean? Pick [**number**] choices. • What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean? Pick [**number**] choices. • [question that requires the student to determine or interpret key point(s) in the presentation]? Pick [**number**] choices. • According to the presentation, [question that requires the student to identify explicitly stated details relating to purpose, central idea, or key point(s) of the presentation]? Pick [**number**] choices.
	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/statements/conclusions that are supported by the presentation.
- Based on the presentation, which [**number**] statements **best** describe [topic in presentation]?
- [question about content in the presentation that requires the student to draw conclusions based on the presentation]?

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/statement/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 is the **most likely** purpose of the presentation? • What does the author hope the listener will learn from the presentation? • What is the **most likely** reason the author made the presentation? • What is the presentation **mostly** about?

- What is the main idea of the presentation?
- Read the sentence and the directions that follow.
  [sentence from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation]
  [question about interpreting the meaning of the sentence]?
- What does [short excerpt from presentation that <u>cannot</u> be interpreted without listening to other content in the presentation] show/mean?
- [question that requires the student to determine or interpret a key point in the presentation]?

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/statement/conclusion is supported by the presentation?
- Based on the presentation, which statement **best** describes [topic in presentation]?
- [question about content in the presentation that requires the student to draw a conclusion based on the presentation]?

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 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.	

Claim 4

Target 2, INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

Clarifications	• 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. 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. • 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, idea, or analysis. • 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 subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.
	Gr. 4 Standards: RI-1, RI-6, RI-7,RI-9; W-8, W-9
	(PT: DOK 3)
	4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Claim 4 Target 3
	ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
	Gr. 4 Standards: RI-7, W-8, W-9
	(PT: DOK 4 for short-text items; DOK 3 for machine-scored items)
	4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Claim 4 Target 4
	USE EVIDENCE: Cite evidence to support opinions, ideas, and analyses.
	Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9
	(PT: DOK 3)

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

4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.W-1b Provide reasons that are supported by facts and details.

4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.
Gr. 4 Standards: W-1a, W-1b, W-1c, W1d, W-4, W-5, W-8, W-9
(DOK 4)

4.W-1

a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

b. Provide reasons that are supported by facts and details.

c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*).

d. Provide a concluding statement or section related to the opinion presented.

4.W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	4.W-5 With guidance and support from peers and adults, <u>develop and strengthen writing as needed by planning, revising, and editing.</u> **4.W-8** Recall relevant information from experiences or <u>gather relevant information from print and digital sources;</u> <u>take notes and categorize information</u>, and provide a list of sources. **4.W-9** <u>Draw evidence from literary or informational texts to support analysis, reflection, and research.</u>
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 (three for grade 4) 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 (three for Grade 4), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the stimulus specifications document; 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). 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.*
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 text sources to support a central idea or subtopic related to research. 2. The student will integrate information from multiple text sources to support a given purpose related to research tasks. 3. The student will integrate 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 information presented visually or quantitatively in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion
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 three 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 write an opinion paper." **Sample Setup #2:** "You decide to look up more information about this topic. You have found three 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, the student 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	Target Evidence Statement
Item Type: Short Text	**Claim 4, Target 2:**
DOK Level 3	1. The student will locate information from multiple text sources to support a central idea or subtopic related to research.

Target Evidence Statement
Claim 4, Target 2:
1. The student will locate information from multiple text sources to support a central idea or subtopic 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 Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, 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 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.
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, one from Source #1 and one from Source #2. 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, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #2. 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	**Target Evidence Statement**

Item Type: Hot Text, Select Text
 	
DOK Level 3
	Claim 4, Target 2:
	1. The student will locate information from multiple text sources to support a central idea or subtopic related to research.
	Description:
	The student will locate sentences that present supporting information from 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 to 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 from the source quote found in the stem and/or 2) a sentence that contains the same wording from 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: G4.T2. Excerpt from one of the Sources
	  Stems:
	  ○ Source #1 says <quote>. Click on <**one**/**two**> sentence(s) in Source #2 below that **best** support(s) the [idea/detail].
	
	• **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 3	**Target Evidence Statement**

Item Type: Short Text
 	
DOK Level 3
	Claim 4, Target 2:
	2. The student will integrate information from multiple text sources to support a given purpose related to research tasks.
	Appropriate Stems:
	• **Lead-in:** No lead-in
	  Stimulus: No additional stimulus
	  Stems:
	  ○ Source #1 includes information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	  ○ Both Source #1 and Source #2 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 information about <topic> 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 information about <topic> 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 information about <topic> 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 adequate evidence-based 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 integrate information from multiple text 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 provides 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 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 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:** No lead-in
     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 3
	Target Evidence Statement
	Claim 4, Target 2:
	3. The student will integrate 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
	   Stem:
	      o Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	Rubric
	Task Model 5:

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 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 6	Target Evidence Statement
Item Type: Multiple Choice, Single Correct Response DOK Level 3	**Claim 4, Target 2:** 3. The student will integrate information from a visual source to support a given purpose related to research tasks. **Description:** The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task. The **answer choices** should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source 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 explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. **Distractors** are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** - Source #1 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not?

Task Model 7 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 is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation.
	
	  ○ Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation.
	
	Rubric
	Task Model 7a:

Score Point	Description
2	Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful 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 is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful 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.

Task Model 7b:

Score Point	Description
2	Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most 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 most useful information about <topic> and an adequate evidence-based explanation of why it has the most 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 8

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 about a topic given in the stem.

The **answer choices** should be source titles, numbers, and 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) a source that is inaccurate and/or 2) a source that contains opinions or speculation and/or 3) a 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 the **most** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why it is the **most** useful source.

Task Model 9 Item Type: Short Text DOK Level 4	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** ○ Source #1 has a [chart/graph/photograph]. What information from the [chart/graph/photograph] **best** helps the reader understand the <process/idea> discussed in Source #2? Explain why this information **best** helps the reader understand <process/idea>. Support your explanation with **two** [details/examples] from Source #2. **Rubric** **Task Model 9:**

Score Point	Description
2	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from the source. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> 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 10	**Target Evidence Statement**
Item Type: Hot Text, Select Text	**Claim 4, Target 3:**
	2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
DOK Level 3	**Description:**
	The student will locate sentences that support an [illustration/chart/graph/photograph] 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/chart/graph/photograph] 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/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph].
	Rationales should state the justification for why the plausible distractor is incorrect.
	Appropriate Stems:
	• **Lead-in:** No lead-in
	Stimulus: G4.T3. Excerpt from one of the Sources **Stem:**
	○ Source #2 has an [illustration/chart/graph/photograph]. Click on the **two** [details/sentences] in the paragraph from Source #1 below that are **best** explained by the [illustration/chart/graph/photograph] in Source #2.
	• **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 11 Item Type: Short Text DOK Level 3	**Target Evidence Statement** **Claim 4, Target 4:**

Target Evidence Statement
Claim 4, Target 4:
1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Appropriate Stems:
- o **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 explanation. For each example include the source title or number.

Rubric
Task Model 11a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/detail/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 11b:

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 11c:

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 12
 	
Item Type:
Matching
Tables
 	
DOK Level 3
	Target Evidence Statement
	Claim 4, Target 4:
	1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	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:**
	     o 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:

Example of Formatting:

	Source #1: <Title>	Source #2: <Title>	Source #3: <Title>
<idea/opinion>			
<idea/opinion>			

     o 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].

• **Clarifications:** Matching tables should have no more than three correct answers at this grade level.

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 13	Target Evidence Statement
Item Type: Full Write	Claim 2, Target 7:
DOK Level 4	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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.
	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 issue to share with the principal as she decides how to handle this situation.
	Your assignment is to use 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 article 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 more than one source to support your opinion
- gives details or facts from the sources in your own words
- 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**

	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:**	**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:**	**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:**	**The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:**	• Insufficient (includes copied text)
	• opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience	• opinion is clear, and the focus is mostly maintained for the purpose and audience	• opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	• opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience	• In a language other than English
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• inconsistent use of transitional strategies and/or little variety	• few or no transitional strategies are evident	• Off-topic
	• effective introduction and conclusion	• adequate introduction and conclusion	• introduction or conclusion, if present, may be weak	• introduction and/or conclusion may be missing	• Off-purpose
	• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• adequate progression of ideas from beginning to end; adequate connections between and among ideas	• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	• frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression	

		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 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.	

Claim 4

Target 2, INTERPRET/INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

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 develop an appropriate conclusion related to the information or explanation presented.

Clarifications	
	• 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 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, idea, or analysis. • 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 subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards:RI-1, RI-6, RI-7, RI-9; W-8, W-9 (PT: DOK 3) 4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 **(PT: DOK 4 for short-text items; DOK 3 for machine-scored items)** 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **Claim 4 Target 4** **USE EVIDENCE:** Cite evidence to support opinions, ideas, or analyses. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3)

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

4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,   animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject   knowledgeably.

4.W-1b Provide reasons that are supported by facts and details.

4.W-8 Recall relevant information from experiences or gather relevant information from print and digital   sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 develop an appropriate conclusion related to the information or explanation presented.

Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4)

4.W-2

a.   Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b.   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related   to the topic.

c.   Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

d.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.   Provide a concluding statement or section related to the information or explanation presented.

	4.W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	4.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 (three for Grade 4) 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. • If a PT uses the maximum number of sources allowed for a PT (three for Grade 4), one source may be a visual/graphic source in itself.
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 text sources to support a central idea or subtopic related to research.
	  2. The student will integrate information from multiple text sources to support a given purpose related to research tasks.
	  3. The student will integrate 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 information presented visually or quantitatively in order to locate relevant information to support research.
	Target 4
	  1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	
	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 develop an appropriate conclusion related to the information or explanation presented..

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 three sources. After you have reviewed these sources, you will answer some questions about them. Briefly scan 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 three 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 three 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. 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 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 text sources to support a central idea or subtopic 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 Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, 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 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.
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, one from Source #1 and one from Source #2. 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, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #2. 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 text sources to support a central idea or subtopic related to research. **Description:** The student will locate sentences that present supporting information from 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 to 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 from the source quote found in the stem and/or 2) a sentence that contains the same wording from 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:** G4.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 support(s) 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 integrate information from multiple text sources 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 information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	    o Both Source #1 and Source #2 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 information about <topic> 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 information about <topic> 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 information about <topic> 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 adequate evidence-based 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 integrate information from multiple text 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 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 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:** 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>.

Task Model 5 **Item Type: Short** **Text DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 2:** 3. The student will integrate 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 **Stem:** ○ Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation. **Rubric** **Task Model 5:**

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 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 6 Item Type: Multiple Choice, Single-Correct Response DOK Level 3	**Target Evidence Statement** **Claim 4, Target 2:** 3. The student will integrate information from a visual source to support a given purpose related to research tasks. **Description:** The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task. The **answer choices** should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source 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 explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. **Distractors** are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task. **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 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not?
Task Model 7 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 is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation. o Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful, supported by two [details/examples] from the identified source.
1	Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful, 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 7b:

Score Point	Description
2	Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most 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 most useful information about <topic> and an adequate evidence-based explanation of why it has the most 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 8
 	
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 about a topic given in the stem.
	The **answer choices** should be source titles, numbers, and 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) a source that is inaccurate and/or 2) a source that contains opinions or speculation and/or 3) a 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 the **most** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why it is the **most** useful source.

Task Model 9
 	
Item Type: Short Text DOK Level 4
	Target Evidence Statement
	Claim 4, Target 3:
	   2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
	Appropriate Stems:
	   • **Lead-in:** No lead-in
	     Stimulus: No additional stimulus
	     Stem:
	
	        ○ Source #1 has a [chart/graph/photograph]. What information from the [chart/graph/photograph] best helps the reader understand the <process/idea> discussed in Source #2? Explain why this information best helps the reader understand <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric
Task Model 9:

Score Point	Description
2	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> 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 10	**Target Evidence Statement**

Item Type: Hot Text, Select Text
 	
DOK Level 3
	Claim 4, Target 3:
	   2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
	Description:
	The student will locate sentences that support a(n) [illustration/chart/graph/photograph] 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/chart/graph/photograph] 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/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph].
	Rationales should state the justification for why the plausible distractor is incorrect.
	Appropriate Stems:
	  • **Lead-in:** No lead-in
	     Stimulus: G4.T3. Excerpt from one of the Sources
	     Stem:
	       o Source #2 has a(n) [illustration/chart/graph/photograph]. Click on the **two** [details/sentences] in the paragraph from Source #1 below that are **best** explained by the [illustration/chart/graph/photograph] in Source #2.
	  • **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 11
Item Type: Short Text
DOK Level 3
	Target Evidence Statement
	Claim 4, Target 4:
	   1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	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 explanation. For each example include the source title or number.

Rubric
Task Model 11a:

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 11b:

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 11c:

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 12	**Target Evidence Statement**
Item Type: Matching Tables	**Claim 4, Target 4:**
DOK Level 3	1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Target Evidence Statement
Claim 4, Target 4:
  1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

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:
  - o 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>	Source #3: <Title>
<idea/opinion>			
<idea/opinion>			

  - o 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.**

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| Task Model 13 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 develop an appropriate conclusion related to the information or explanation presented.

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 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.

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.	

Claim 4

Target 2, INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Claim 2

Target 2, COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

Clarifications	
	• 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, legends, 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

	existing piece of student writing. **Target 4** will focus on using/selecting evidence to support an opinion, idea, or analysis.
	• 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 can be used across PTs.
Standards	**Claim 4 Target 2** **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards:RI-1, RI-6, RI-7,RI-9; W-8, W-9 (PT: DOK 3) 4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Claim 4 Target 4

USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9
  (PT: DOK 3)

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

4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.W-1b Provide reasons that are supported by facts and details.

4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Claim 2 Target 2

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9
(DOK 4)

4.W-3

	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events. **4.W-4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **4.W-5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **4.W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **4.W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 (three for Grade 4) 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 (three for Grade 4), 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 text sources to support a central idea or subtopic related to research. 2. The student will integrate information from multiple text sources to support a given purpose related to research tasks. 3. The student will integrate 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 information presented visually or quantitatively in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, 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 three 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 three 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…").

	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).

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 text sources to support a central idea or subtopic 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 Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, include the source title or number.
	
	Rubric
	Task Model 1a:
	
	<table><tr><td>Score Point</td><td>Description</td></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.

Task Model 1b:

Score Point	Description
2	Response is an adequate evidence-based explanation of <topic> supported by two details, one detail from Source #1 and one detail from Source #2. 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, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details, one detail from Source #1 and one detail from Source #2. 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 text sources to support a central idea or subtopic related to research.
Description:
The student will locate sentences that present supporting information from 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 to 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 from the source quote found in the stem and/or 2) a sentence that contains the same wording from 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: G4.T2. Excerpt from one of the Sources
       Stems:
          ○ Source #1 says <quote>. Click on [**one**/**two**] sentence(s) in Source #2 below that support(s) 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 integrate information from multiple text sources 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 information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.

    o Source #1 and Source #2 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 information about <topic> 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 information about <topic> in Source #1 would be helpful if it were added to #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 information about <topic> 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 adequate evidence-based 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 integrate information from multiple text 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 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 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:** No lead-in
  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 3
	Target Evidence Statement
	Claim 4, Target 2:
	 3. The student will integrate 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
	  Stem:
	
	   o Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	Rubric
	Task Model 5:
	
	(see table below)
	
	Scoring Note: Score point 1 encompasses partially correct responses.

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by one [detail/example] from Source #2.
0	Response is an explanation that is insufficient, incorrect or irrelevant.

| Task Model 6
Item Type: Multiple Choice, Single-correct Response
DOK Level 3 | **Target Evidence Statement**
Claim 4, Target 2:
   3. The student will integrate information from a visual source to support a given purpose related to research tasks.
Description:
The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task.
The **answer choices** should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source 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 explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task.
Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task.
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:
• **Lead-in:** No lead-in
   Stimulus: No additional stimulus
   Stem:
      ○ Source #1 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not? |

Task Model 7	Target Evidence Statement
Item Type: Short Text	**Claim 4, Target 3:**
DOK Level 4	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 is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation.
	o Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful 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 is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful 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.

Task Model 7b:

Score Point	Description
2	Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most 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 most useful information about <topic> and an adequate evidence-based explanation of why it has the most 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 8	Target Evidence Statement
Item Type: Multiple Choice, Single-correct Response DOK Level 3	**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 about a topic given in the stem. The **answer choices** should be source titles, numbers, and 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) a source that is inaccurate and/or 2) a source contains opinions or speculation and/or 3) a 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 the **most** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why this it is the **most** useful source.
Task Model 9	Target Evidence Statement
Item Type: Short Text DOK Level 4	**Claim 4, Target 3:** 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** No additional stimulus **Stem:** ○ Source #1 has a [chart/graph/photograph]. What information from the [chart/graph/photograph] **best** help the reader understand the <process/idea> discussed in Source #2? Explain why this information **best** helps the reader understand <process/idea>. Support your explanation with two [details/examples] from Source #2.

	Rubric **Task Model 9:**

Score Point	Description
2	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> 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 10 **Item Type: Hot Text, Select Text** **DOK Level 3**	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research. **Description:** The student will locate sentences that support an [illustration/chart/graph/photograph] 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/chart/graph/photograph] 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/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph].
	
	Rationales should state the justification for why the plausible distractor is incorrect.
	
	Appropriate Stems:
	• **Lead-in:** No lead-in
	
	    Stimulus: G4.T3. Excerpt from one of the Sources
	    Stem:
	       o Source #2 has an [illustration/chart/graph/photograph]. Click on the **two** [details/sentences] in the paragraph from Source #1 below that are **best** explained by the [illustration/chart/graph/photograph] in Source #2.
	• **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 11
Item Type: Short Text
DOK Level 3
	Target Evidence Statement
	Claim 4, Target 4:
	1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	
	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 explanation. For each example, include the source title or number.

Rubric
Task Model 11a:

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/example], one [reason/detail/example] from Source #1 and one 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 11b:

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 11c:

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 12	Target Evidence Statement
Item Type: Matching Tables DOK Level 3	**Claim 4, Target 4:** 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **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>	Source #3: \<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 13 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, sensory or concrete details, 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:** 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 choose 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. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description. **Sample Narrative Assignment #2:** A book author comes to your class and talks about his latest book of short stories. After his talk, he asks all students in your class to write their own short stories and says he will come back to the class and listen to all of the stories being read. You choose to write about what happens when you go to the circus. In your story, describe what happens when the circus starts and you see something you've never seen before. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about the circus from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. **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 more than one source 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)

<table>
<tr><td colspan="7" align="center">4-Point
Narrative
Performance Task Writing Rubric (Grades 3–8)</td></tr>
</table>

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

Clarifications	Target 1a • Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Elaboration items focus on the student's ability to compose a brief text (@150-200 words) for a specific purpose by providing supporting details and/or development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative. • Organization items focus on the student's ability to compose a text by providing beginnings, transitions, and/or endings appropriate for a narrative. Target 1b • Note: This target asks students to **revise**, not edit, which is Target 9. • Items for this target focus on revision **at the sentence or paragraph level**. Items asking for students to replace or add words/phrases are Target 8. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **underlined or otherwise specified** aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), and context/task. • Elaboration items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task. • Organization items focus on the student's ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose and task).
Standards	**Target 1a** **W-3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. **W-3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations. **W-3c** Use a variety of transitional words and phrases to manage the sequence of events.

	W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	W-3e Provide a conclusion that follows from the narrated experiences or events.
	Target 1b
	W-3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	W-3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	W-3c Use a variety of transitional words and phrases to manage the sequence of events.
	W-3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	W-3e Provide a conclusion that follows from the narrated experiences or events.
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). • Appropriate stimuli for this grade could include a student's short story, a narrative of a family trip, a narrative of an experience with a friend, a narrative of an event at school. • The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is an informative text.
Stimuli/Text Complexity	• 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 good students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should **NOT** promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing. • The stimulus should be written as if it is part of a larger piece of writing. • For organization items, when asking for beginnings or endings, be sure that the stimulus *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 transitional words and phrases to manage the sequence of events
	  e. providing closure that follows from the narrative
	2. (**Elaboration**) The student will use information provided in a stimulus to **develop** well-developed narratives that apply narrative techniques such as
	  a. including dialogue to convey events/experiences
	  b. including concrete words and phrase and sensory details to convey events/experiences
	  c. using precise language to narrate events
	
	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 narrative with a sequence of events that unfolds naturally*
	  d. using transitional words and phrases to manage the sequence of events
	  e. providing closure that follows 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 concrete words and phrase and sensory details to convey events/experiences
	  c. using precise language to narrate events
	  d. identifying details that should be deleted because they are inconsistent with the rest of a narrative*

	*Note: Items aligned to organization present details that are out of order **NOT** details that do not belong. Elaboration items address details that do not belong.
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 be a model of good writing. 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:** **(Organization)** The student will use information provided in a stimulus to **write** organized narratives that engage and orient the reader by - providing an opening that establishes a situation - providing an opening that introduces a narrator and character(s) - organizing the narrative with a sequence of events that unfolds naturally - using transitional words and phrases to manage the sequence of events - providing closure that follows from the narrative **(Elaboration)** The student will use information provided in a stimulus to **write** well-developed narratives that apply narrative techniques such as - including dialogue to convey events/experiences - including concrete words and phrase and sensory details to convey events/experiences - using precise language to narrate events **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] for [the teacher, the class, etc.] about _____. Read the draft of the _____ and complete the task that follows. [Insert stimulus text between 150-200 words] - Write a beginning* for the story that shows what is going on at the start of the story [and introduces the characters or setting, etc.]. - 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" or reflection on the experience--is needed.] * Be sure that stimulus clearly *needs* a beginning/ending.

ELABORATION ITEM STEMS

A student is writing a [story] for [the teacher, the class, etc.] about _____.
Read the draft of the [story] and complete the task that follows.

[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 [and/or description] to replace [OR to come after] the underlined part of the story to show [what happens during that part of the story OR what happens between two characters or events, etc.].
- Add dialogue (and/or descriptive detail) 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 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 direct the student to select a revision to the stimulus that improves some specified aspect of the text's development (elaboration) or organization. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **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 • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally* • using transitional words and phrases to manage the sequence of events • providing closure that follows from the narrative **2. (Elaboration)** The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as • including dialogue to convey events/experiences • including concrete words and phrase and sensory details to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***Note:** Items aligned to organization present details that are out of order **NOT** details that do not belong. Elaboration items address details that do not belong. **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 its organization. Read the draft of the

_____ and [answer the question/complete the task] that follows.

- [Embed short narrative with a missing or inappropriate beginning]. Choose the **best** beginning sentence(s) to [start the story, introduce the (setting, characters, problem, etc.) OR to replace the first underlined sentence] .
- [Embed short narrative with a missing or inappropriate ending] The story has no ending [OR the (underlined) ending of the story is weak). Choose the **best** ending sentence for the _____ [or the best sentence to replace the last underlined sentence in the _____].
- Choose the **best** sentence(s) to be added between the two underlined sentences to show how the two underlined sections [sentences, etc.] are connected [OR how time changes/passes, etc.]? **Note:** This is an organization item; therefore the connections function as transition sentences, not elaboration. The text to be connected should be underlined and may consist of two events, situations, settings, etc., that need to be logically connected.

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 [answer the question/complete the task] that follows. [Insert text.] **Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section 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.

- Choose the **best** sentence to add detail [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 sentence[s] [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, interesting, etc.]. Which of the following sentences **best** replaces [underlined text] [or would be **best** 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 parts when ___ and _____)," or "after [the underlined part] at the end of paragraph 3," etc.

Scoring Rules: One 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 concrete words and phrase and sensory details to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* ***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. <center>**ELABORATION ITEM STEMS**</center> 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 dialogue] [before/after the <u>underlined</u> sentence or <u>underlined</u> part when _____, etc.] to show [or explain] who the main character is [or what is happening when _____, how the character feels when ____, etc.] • Choose the **two best** descriptive sentences [or pieces of dialogue] to replace [<u>underlined</u> text] [or to come before/after <u>underlined</u> text, etc.].

- The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc. Choose two of the following sentences that would **best** replace ____ [underlined sentence or section] [or could be added after the underlined 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 between the parts 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 <u>underlined</u>.** 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 transitional words and phrases to manage the sequence of events
	   e. providing closure that follows 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 concrete words and phrase and sensory details to convey events/experiences
	   c. using precise language to narrate events
	   d. identifying details that should be deleted because they are inconsistent with the rest of a narrative*
	
	*Note: Items aligned to organization present details that are out of order **NOT** details that do not belong. Elaboration items address details that do not belong.
	
	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.] about. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.]
	
	• Click on the [**one** or **two**] sentence(s) [**if** appropriate, specify the range of possibilities, such as "from paragraph #2 or #3," or "from the ____ part of the story, etc.] that does (do) not belong in the story (or underlined part of the

	story) because it does (they do) not follow the order of events in the rest of the story [or are out of order]. **Note**: This stem can *only* focus on time order, not inconsistent details, which are elaboration. • For the <u>underlined</u> pair of words [transition word pairs embedded in text such as and/but; then/also; finally/at last – correct word must be clearly better than wrong answer], click on the [word/words] that best [connects the events or shows how time changes, etc.]. **Note**: For grade 4, embed no more than one pair. Note also that the <u>underlined</u> pair can consist of a single word (e.g., "finally") or short phrase (e.g., "at last"). The focus of this item is "transition" or relationship words, not descriptive or precise word choices, which are assessed under Target 8. • The first sentence of the story is not the best beginning. Click on one sentence in the [paragraph, story, etc.] that would be the **best** beginning for this [story]. 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] Click on the underlined line of dialogue that does **not** fit with the way the character is described in the rest of the story [or go along with/match the other details in the story]. Dialogue detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate and needed. • Click on the descriptive sentence that does not match the way the setting [or other detail] is described in the rest of the [narrative] [or go along with/match the other details in the story]. **Note:** This item *only* focuses on irrelevant/ inconsistent/contradictory details, not chronology, which is organization. Descriptive detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate and needed. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ___ and ____)," or "after [the <u>underlined</u> part] at the end of paragraph 3," etc. **Scoring Rules:** All correct = 1 point; other = 0 point

Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.
Target 3a. WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented. **Target# 3b. REVISE BRIEF TEXTS**: Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting evidence and elaboration, or writing body paragraphs, or a conclusion that is appropriate to purpose and audience and related to the information or explanation presented.

Clarifications	Target 3a
	• **Note:** Informational text provides information appropriate for the subject/audience. Explanatory text provides explanations via thoughtful analysis/synthesis appropriate for the subject/audience.
	• Items for this target must have a setup that establishes audience, purpose (informational), and context/task.
	• No item stems should promote formulaic writing.
	• Organization items focus on the student's ability to **compose** a brief text (one to three paragraphs) by providing introductions, topic sentences, transitions, and/or conclusions appropriate for an informational text.
	• Elaboration/evidence items focus on the student's ability to **compose** a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or development strategies that are appropriate for an informational text.
	• **Note**: Supporting evidence includes surveys, expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence.
	• Student notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed, or otherwise formatted to discourage wholesale copying. They should not be complete sentences.) A heading should be provided with the statement: *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 these items.
	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 <u>underlined</u> 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:** Supporting evidence includes surveys, expert and/or research information, etc. Personal examples and anecdotal information can be used but should not substitute for authoritative evidence. - Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. - Formatting (CCSS W-2a) will not be a focus of these items.
Standards	**Target 3a** **W-2a**. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **W-2b**. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **W-2c.** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). **W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W-2e**. Provide a concluding statement or section related to the information or explanation presented. **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Target 3b** **W-2a**. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. **W-2b**. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **W-2c.** Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). **W-2d** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W-2e**. Provide a concluding statement or section related to the information or explanation presented. **L-3a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
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.

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

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:
  o written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
  o presented in any particular order.
  o 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 (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 great effect on our lives. These choices can control how much energy we have and even how long we live.

    <u>What do we need to do to stay healthy?</u>

    Besides having healthy eating and exercise habits, we need to make sure we 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 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. stating a focus (main idea)
	    b. writing in body paragraphs
	    c. using transition words and phrases to link ideas
	    d. including a conclusion that is appropriate to the audience and related to the information or explanation presented
	 2. **(Elaboration)** The student will select from information/evidence provided in order to **develop** or **elaborate** on a designated part of an informational text by

	a. developing and elaborating the focus (main idea) using supporting evidence
	b. using precise language and domain-specific vocabulary to inform or explain
	
	Target 3b Revise Brief Texts
	1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as:
	   a. stating a focus (main idea)
	   b. writing in body paragraphs*
	   c. using transition words and phrases to link ideas
	   d. including a conclusion that is appropriate to the audience and related to the information or explanation presented
	2. **(Elaboration)** The student will **revise** complex informational text by **identifying** the best use of elaboration techniques such as:
	   a. developing and elaborating the focus (main idea) using supporting evidence
	   b. using precise language and domain specific vocabulary to inform or explain
	   c. deleting details that do not support the main idea*
	
	***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 1b:** 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 at 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 • be boxed • be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying • not be complete sentences • not be grammatically parallel A heading preceding the notes should read: *The student has taken the following notes from a trustworthy source:* [it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items] Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. **Task Description:** The stem will direct the student to develop informational/ explanatory text, using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements**: • **(Organization)** The student will use information provided in a stimulus to **organize** informational text by • stating a focus (main idea) • writing in body paragraphs • using transition words and phrases to link ideas • including a conclusion that is appropriate to the audience and related to the information or explanation presented • **(Elaboration)** The student will select from information/evidence provided in order to **develop** or **elaborate** on a section of informational text by applying elaboration techniques such as • developing and elaborating the focus (main idea) using supporting evidence • using precise language and domain-specific vocabulary to inform or explain

APPROPRIATE STEMS:

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

ORGANIZATION ITEM STEMS

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

[Insert stimulus text: @150-200 words]

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

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

ELABORATION ITEM STEMS

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

[Insert 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 topic. Choose information from the student notes to develop the underlined idea.
- Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
- The student wants to add more supporting information for the [report, etc.]. Select information from the student notes and write a paragraph [or section, etc.] developing support for [the underlined idea, etc.]

*Note: stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example,
"[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc., or by asking students to complete a paragraph that has been started (and underlined) for them.

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

other paragraph (or the beginning of a paragraph) for the student to add to, elaborate on, or develop. For elaboration items, students should never be required to "conclude" a piece of writing.

_____

Rubric/ Scoring Rules:

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

Organization—Introduction

2 points

The response:

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

1 point

The response:

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

0 points

The response:

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

Organization—Conclusion

2 points

The response:

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

1 point

The response:

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

0 points
The response:
- 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 at grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (grade-appropriate essay, research and/or news report, article, etc.). Text should not exceed 150 words. **Task Description**: The **stem** will direct the student to select a revision to the stimulus that improves some specified and <u>underlined</u> aspect of the text's evidence/ elaboration or organization. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **Target Evidence Statements**: **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as - stating a focus (main idea) - writing in body paragraphs* - using transition words and phrases to link ideas - including a conclusion that is appropriate to the audience and related to the information or explanation presented **(Elaboration)** The student will **revise** complex informational text by **identifying** the best use of elaboration techniques such as - developing and elaborating the focus (main idea) using supporting evidence - using precise language and domain-specific vocabulary to inform or explain - deleting details that do not support the main idea* ***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 the report, to add supporting information, 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 introduction] Choose the sentence that **best** introduces the main idea of the [report, article, etc.].

- [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 an ineffective/inappropriate underlined conclusion] The [report, letter, article] does not have a clear conclusion. Choose the concluding sentence that is **more clearly** related to/appropriate for the information presented in the [report, etc.].
- [Embed short informational stimulus with a missing conclusion] The [report, letter, article] does not have an ending. Choose the sentence that best concludes the writing.

ELABORATION ITEM STEMS

A student is writing a [book report, report on a class (or other) project, description of a place visited on a field trip, etc.] for [teacher, class, etc.] [about _____]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows.

- 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(s) that add(s) the **best** information to support [the underlined sentence OR to be added after the underlined sentence/idea/topic, etc.].

Note: stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc.

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 at grade level. Text should be a model of good writing. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words. **Task Description:** The **stem** will pose a question about two ways to revise the text to improve some specified <u>underlined </u>aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). **Answer choices** will present options of similar structure. The **correct answers** will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **Target Evidence Statements:** 　　[**Note:** There are no Organization items for this task model.] **(Elaboration)** The student will **revise** complex informational text by **identifying** the best use of elaboration techniques such as 　　a.　developing and elaborating the focus (main idea) using supporting evidence 　　b.　using precise language and domain-specific vocabulary to inform or explain. 　　c.　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. **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 [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows. [Insert text] 　　• Choose **two** sentences that would add the **best** support [examples, definition of terms, etc.] for [the one <u>underlined </u>**main** idea of the paper]. 　　• Choose **two** sentences that would help develop [or support] [the idea about _____ or the <u>underlined</u> topic or main or controlling idea from the draft].

Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the <u>underlined</u> part] between paragraphs 1 and 2," or "after [the <u>underlined</u> part] at the end of paragraph 3," etc.

Note for all: For this task model at this grade level, students choose **two** answer choices to support **one** <u>underlined</u> reason, main idea, point, etc.

Scoring Rules: All responses 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 at grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words

Task Description: The **stem** will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The **correct answer(s)** will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>**. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).

Target Evidence Statements:
1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as

   • stating a focus (main idea)
   • writing in body paragraphs*
   • using transition words and phrases to link ideas
   • including a conclusion that is appropriate to the audience and related to the information or explanation presented

2. **(Elaboration)** The student will **revise** complex informational text by **identifying** the best use of elaboration techniques such as

   • developing and elaborating the focus (main idea) using supporting evidence
   • using precise language and domain-specific vocabulary
   • deleting details that do not support the main idea*

*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.

<div align="center">**ORGANIZATION ITEM STEMS**</div>
A student is writing a [report, letter, or article] for [teacher, class, etc.] about _____. The student wants to revise the draft to improve [organization, transitions, connections, etc.]. Read the draft of the _____ and complete the task that follows. |

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- [Insert paragraph of 4-5 sentences, with the best beginning sentence embedded somewhere within the body of the paragraph] The first sentence is not the best beginning for the [_____]. Click on one sentence in the [paragraph, etc.] that would be the best introduction for this [topic].
- [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 [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.]

- [Embed paragraph with one sentence that does not support the main idea] Click on one sentence that does not belong in the [paper, letter, report, etc.] because it does not support [the underlined 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 responses correct = 1 point; other = 0 points.
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Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.	
Target 6a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating ability to state an opinion about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion that is appropriate to purpose and audience and related to the opinion presented. **Target 6b. REVISE BRIEF TEXTS:** Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting evidence/reasons and elaboration, or develop a conclusion appropriate to purpose and audience and related to the opinion presented.	
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 <u>underlined</u> **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 a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **W-1b** Provide reasons that are supported by facts and details. **W-1c** Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). **W-1d** Provide a concluding statement or section related to the opinion presented. **W-8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **W-9** Draw evidence from literary or informational texts to support analysis, reflection, and research. **Target 6b** **W-1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. **W-1b** Provide reasons that are supported by facts and details. **W-1c** Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). **W-1d** Provide a concluding statement or section related to the opinion presented.
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 claim, reflect on the experience, explain the significance of, etc.).

- The stimulus should be written as if it were part of a larger piece of writing.

- For organization items, when asking for introductions or conclusions, be sure that the stimulus clearly lacks an effective introduction or conclusion.

- Stimuli should reflect a variety of opinion forms such as grade-appropriate essay, editorial (not letter to editor), etc.

- For 6a items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.

Guidelines for Student Notes:

- The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.

- While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus. 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:
  - o Avoid giving reasons as notes (which the students can just copy into their responses).
  - o Examples of types of notes that may be provided include:
    - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
    - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
    - citations/information from credible publications
    - statistics

Sample grade 5 informational item with student notes:

A student is writing a report for science class about 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. What do we need to do to stay healthy? 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	*- 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*

	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 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 evidence/reasons and elaboration d. using transition words and phrases to connect opinions to evidence/reasons and elaboration e. developing an appropriate conclusion related to the opinion presented 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 and elaboration (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 a. providing an opening that establishes a context b. organizing supporting evidence/reasons and elaboration* c. using transition words and phrases to connect opinions to evidence/reasons and elaboration d. developing an appropriate conclusion related to the opinion presented 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 evidence/reasons and elaboration 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 selected response; 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 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 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
	
	    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 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
	    a. providing an opening that states an opinion about a topic
	    b. providing an opening that establishes a context
	    c. organizing supporting evidence/reasons and elaboration
	    d. using transition words and phrases to connect opinions to evidence/reasons and elaboration
	    e. developing an appropriate conclusion* related to the opinion presented.
	
	*Be sure that the stimulus clearly lacks an effective conclusion.
	
	2 **(Elaboration)** The student will use information provided in a stimulus to

develop or elaborate on a section of opinion text by

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

APPROPRIATE STEMS:

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

ORGANIZATION ITEM STEMS

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

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

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

ELABORATION 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 should either quote directly from the source (assuming they've already been paraphrased) or integrate information using their own words when referencing the sources. They do not need to cite sources.*

- The student wants to 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. **Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration)**

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 grade level, as if written by a student. Text will be brief— one to three paragraphs. Text should be a model of good writing. Complexity may be low to high within a grade level. Text should reflect a variety of opinion forms (grade-appropriate essay, editorials, etc.). **Note:** While this target asks for opinion writing, CCSS makes it clear that opinion writing is leading to argument; therefore, stimuli should have two clear, debatable sides or positions. Text should not exceed 150 words

 Task Description: The **stem** will direct the student to select a revision to the stimulus that improves some <u>underlined</u> or otherwise specified aspect of the text's evidence/elaboration or organization. **Answer choices** will present four options. The **correct answer** will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)

 Target Evidence Statements:
 1   **(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 and elaboration*
 • using transition words and phrases to connect opinions to evidence/reasons and elaboration
 • developing an appropriate conclusion related to the opinion presented
 2   **(Elaboration)** The student will **revise** complex opinion text by **identifying** best use of elaboration techniques such as

 • developing the opinion with supporting evidence/reasons and elaboration
 • 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, principal, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows.

 • [Embed short opinion 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, principal, etc.] about _____. The student wants to revise the draft to improve the development of the ideas. Read the draft of the _____ and complete the task that follows.

[Insert 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 <u>underlined</u> reason/opinion]. 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 <u>underlined</u> reason/sentence (or <u>underlined</u> text at the end of paragraph 2, etc.)].

Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the <u>underlined</u> part] between paragraphs 1 and 2," or "after [the <u>underlined</u> part] at the end of paragraph 3," etc.

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 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 pose a question about two ways to revise the text to improve some specified <u>underlined</u> aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). **Answer choices** will present options of similar structure. The **correct answers** will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **Target Evidence Statements**: 　(**Note:** There are no organization items for this task model.) **(Elaboration)** The student will **revise** complex opinion text by identifying best use of elaboration techniques such as a.　developing the opinion with supporting evidence/reasons and elaboration 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. **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 principal, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert stimulus text] • Choose **two** sentences that add the **best** reasons/pieces of evidence to support [the one <u>underlined</u>* writer's opinion or idea or reason]. Note: even at grade 4, information can be accessible evidence – facts, quotes from known "experts" such as the principal, etc. • Choose the **two** sentences that would **best** [develop or support or explain] [the <u>underlined</u>* reason/sentence/evidence (or <u>underlined</u>* text at the end

	of paragraph 2, etc.)].
	Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the <u>underlined</u>* part] between paragraphs 1 and 2," or "after [the <u>underlined</u>* part] at the end of paragraph 3," etc. **Note for all:** Students choose two answer choices to support one <u>underlined</u> opinion, reason, 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 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 <u>underlined</u>**. 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** 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 and elaboration* • using transition words and phrases to connect opinions to evidence/reasons and elaboration • developing an appropriate conclusion related to the opinion presented 2 **(Elaboration)** The student will **revise** complex opinion text by **identifying** best use of elaboration techniques such as • developing the opinion with supporting evidence/reasons and elaboration • 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, principal, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. • [Insert paragraph of 4-5 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the

best beginning for the opinion [letter, article, etc.]. Click on one sentence in the [paragraph, etc.] that would be the **best** beginning for this [opinion letter, article, etc.].

- [Insert **one** <u>underlined</u> pair of transition words* within text]. For the <u>underlined</u> pair of words, click on the **best** word(s)* to connect the writer's reasons to the opinion, [or supporting information (e.g., examples) to the reason; or make the writer's message clear, etc.] in the student's [letter, etc.]. **Note:** Limit to one pair of words at this grade. Also note that the <u>underlined</u> pairs can be single words* (e.g., "finally") or short phrases* (e.g., "at last").

ELABORATION ITEM STEMS

A student is writing a(n) [opinion article or letter] for the [teacher, class, principal, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows.

- [Embed paragraph, etc. with one sentence that is contradictory or 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 <u>underlined</u> opinion.

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

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.	
Claim 4 **Target 2, INTERPRET/INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. **Target 3, ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. **Target 4, USE EVIDENCE:** Cite evidence to support opinions, ideas, or analyses. **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 develop an appropriate conclusion related to the information or explanation presented.	
Clarifications	- 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 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, idea, or analysis. - 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 subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.
	Gr. 4 Standards:RI-1, RI-6, RI-7, RI-9; W-8, W-9
	(PT: DOK 3)
	4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided
	4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Claim 4 Target 3
	ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.
	Gr. 4 Standards: RI-7, W-8, W-9
	(PT: DOK 4 for short-text items; DOK 3 for machine-scored items)
	4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Claim 4 Target 4
	USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.
	Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9
	(PT: DOK 3)

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

4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines,   animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject   knowledgeably.

4.W-1b Provide reasons that are supported by facts and details.

4.W-8 Recall relevant information from experiences or gather relevant information from print and digital   sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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 develop an appropriate conclusion related to the information or explanation presented.

Gr. 4 Standards: W-2a, W-2b, W-2c, W-2d, W-2e, W-4, W-5, W-8, W-9 (DOK 4)

4.W-2

a.   Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

b.   Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related   to the topic.

c.   Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).

d.   Use precise language and domain-specific vocabulary to inform about or explain the topic.

e.   Provide a concluding statement or section related to the information or explanation presented.

	4.W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	4.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 (three for Grade 4) 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. • If a PT uses the maximum number of sources allowed for a PT (three for Grade 4), one source may be a visual/graphic source in itself.
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 text sources to support a central idea or subtopic related to research. 2. The student will integrate information from multiple text sources to support a given purpose related to research tasks. 3. The student will integrate 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 information presented visually or quantitatively in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **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 develop an appropriate conclusion related to the information or explanation presented..
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 three sources. After you have reviewed these sources, you will answer some questions about them. Briefly scan 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 three 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 three 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. 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

<table>
<tr><td></td><td>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 language conventions (e.g., grade-appropriate grammar usage, spelling, capitalization, and punctuation).</td></tr>
</table>

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 text sources to support a central idea or subtopic 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 Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, 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 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.
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, one from Source #1 and one from Source #2. 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, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #2. 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 text sources to support a central idea or subtopic related to research.

Description:
The student will locate sentences that present supporting information from 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 to 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 from the source quote found in the stem and/or 2) a sentence that contains the same wording from 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: G4.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 support(s) 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 integrate information from multiple text sources to support a given purpose related to research tasks.

Appropriate Stems:
- **Lead-in:** No lead-in
  Stimulus: No additional stimulus
  Stems:
  - Source #1 includes information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.

  - Both Source #1 and Source #2 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 information about <topic> 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 information about <topic> 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 information about <topic> 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 adequate evidence-based 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 integrate information from multiple text 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 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 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:** No lead-in
	 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 3**	**Target Evidence Statement** **Claim 4, Target 2:** 3. The student will integrate 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 **Stem:** o Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation. **Rubric** **Task Model 5:**

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 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 6	**Target Evidence Statement**

Item Type: Multiple Choice, Single-Correct Response
 	
DOK Level 3
	Claim 4, Target 2:
	   3. The student will integrate information from a visual source to support a given purpose related to research tasks.
	Description:
	The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task.
	The **answer choices** should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source 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 explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task.
	Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task.
	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 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not?

Task Model 7
 	
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 is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation.
	
	         o Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful, supported by two [details/examples] from the identified source.
1	Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful, supported by two vague or loosely related [details/examples] from the identified source. **OR** Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful, 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 7b:

Score Point	Description
2	Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most 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 most useful information about <topic> and an adequate evidence-based explanation of why it has the most 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 8

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 about a topic given in the stem.
The **answer choices** should be source titles, numbers, and 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) a source that is inaccurate and/or 2) a source that contains opinions or speculation and/or 3) a 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 the **most** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why it is the **most** useful source. |
| Task Model 9

Item Type: Short Text DOK Level 4 | **Target Evidence Statement**
Claim 4, Target 3:
    2. The student will analyze information presented visually or quantitatively 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 a [chart/graph/photograph]. What information from the [chart/graph/photograph] best helps the reader understand the <process/idea> discussed in Source #2? Explain why this information best helps the reader understand <process/idea>. Support your explanation with **two** [details/examples] from Source #2. |

Rubric
Task Model 9:

Score Point	Description
2	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> 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 10

Item Type: Hot Text, Select Text

DOK Level 3 | **Target Evidence Statement**
Claim 4, Target 3:
   2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
Description:
The student will locate sentences that support a(n) [illustration/chart/graph/photograph] 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/chart/graph/photograph] 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/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph].
Rationales should state the justification for why the plausible distractor is incorrect.
Appropriate Stems:
• **Lead-in:** No lead-in
    Stimulus: G4.T3. Excerpt from one of the Sources
    Stem:
      o Source #2 has a(n) [illustration/chart/graph/photograph]. Click on the **two** [details/sentences] in the paragraph from Source #1 below that are **best** explained by the [illustration/chart/graph/photograph] in Source #2.
• **Clarifications:** The stem should appear above the excerpt, not after it. |
| Task Model 11
Item Type: Short Text
DOK Level 3 | **Target Evidence Statement**
Claim 4, Target 4:
   1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
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 explanation. For each example include the source title or number. |

Rubric
Task Model 11a:

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 11b:

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.

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Task Model 11c:

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 12	**Target Evidence Statement**
Item Type: Matching Tables	**Claim 4, Target 4:**
DOK Level 3	1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

Claim 4, Target 4:
1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.

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>	Source #3: <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 13	**Target Evidence Statement**
Item Type: Full Write	**Claim 2, Target 4:**
DOK Level 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 develop an appropriate conclusion related to the information or explanation presented.

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 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:	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:	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:	The response has little or no discernible organizational structure. The response may be related to the topic but may provide little or no focus:	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose
	• controlling/main idea of a topic is clearly communicated, and the focus is strongly maintained for the purpose and audience	• controlling/main idea of a topic is clear, and the focus is mostly maintained for the purpose and audience	• controlling/main idea of a topic may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	• controlling/main idea may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• adequate use of transitional strategies with some variety to clarify the relationships between and among ideas	• inconsistent use of transitional strategies and/or little variety	• few or no transitional strategies are evident	
	• effective introduction and conclusion	• adequate introduction and conclusion	• introduction or conclusion, if present, may be weak	• introduction and/or conclusion may be missing	
	• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• adequate progression of ideas from beginning to end; adequate connections between and among ideas	• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	• frequent extraneous ideas may be evident; ideas may be randomly ordered or have an unclear progression	

	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.

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.	

Claim 4

Target 2, INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Claim 2

Target 2, COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).

Clarifications	• 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, legends, 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

	existing piece of student writing. **Target 4** will focus on using/selecting evidence to support an opinion, idea, or analysis. • 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 can be used across PTs.
Standards	**Claim 4 Target 2** **INTERPRET & INTEGRATE INFORMATION:** Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards:RI-1, RI-6, RI-7,RI-9; W-8, W-9 (PT: DOK 3) 4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.. **Claim 4 Target 3** **ANALYZE INFORMATION/SOURCES:** Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items) 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Claim 4 Target 4

USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9
  (PT: DOK 3)

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

4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

4.W-1b Provide reasons that are supported by facts and details.

4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Claim 2 Target 2

COMPOSE FULL TEXTS: Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).
Gr. 4 Standards: W-3a, W-3b, W-3c, W-3d, W-3e; W-4, W-5, W-8, W-9
(DOK 4)

4.W-3

	a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
	b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
	c. Use a variety of transitional words and phrases to manage the sequence of events.
	d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
	e. Provide a conclusion that follows from the narrated experiences or events.
	4.W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	4.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
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 (three for Grade 4) 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 (three for Grade 4), 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 text sources to support a central idea or subtopic related to research. 2. The student will integrate information from multiple text sources to support a given purpose related to research tasks. 3. The student will integrate 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 information presented visually or quantitatively in order to locate relevant information to support research. Target 4 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed. **Claim 2** Target 2 1. The student will write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, sensory or concrete details, 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 three 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 three 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...").

	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).
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 text sources to support a central idea or subtopic 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. ○ Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, 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 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.
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, one detail from Source #1 and one detail from Source #2. 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, one detail from Source #1 and one detail from Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details, one detail from Source #1 and one detail from Source #2. 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 text sources to support a central idea or subtopic related to research. **Description:** The student will locate sentences that present supporting information from 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 to 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 from the source quote found in the stem and/or 2) a sentence that contains the same wording from 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:** G4.T2. Excerpt from one of the Sources **Stems:** o Source #1 says <quote>. Click on [**one/two**] sentence(s) in Source #2 below that support(s) 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 integrate information from multiple text sources 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 information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	    o Source #1 and Source #2 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 information about <topic> 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 information about <topic> in Source #1 would be helpful if it were added to #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 information about <topic> 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 adequate evidence-based 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 integrate information from multiple text 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 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 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:** 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>.

Task Model 5
Item Type: Short Text
DOK Level 3
	Target Evidence Statement
	Claim 4, Target 2:
	  3. The student will integrate 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
	      Stem:
	
	    ○ Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	Rubric
	Task Model 5:
	
	<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 [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 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 [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2.
	OR
	Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 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.

Task Model 6	Target Evidence Statement

Item Type: Multiple Choice, Single-correct Response
 	
DOK Level 3
	Claim 4, Target 2:
	3. The student will integrate information from a visual source to support a given purpose related to research tasks.
	Description:
	The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task.
	The **answer choices** should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source 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 explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task.
	Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task.
	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 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not?

Task Model 7
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 is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation.
	
	  ○ Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation.

Rubric
Task Model 7a:

Score Point	Description
2	Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful 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 is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful 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.

Task Model 7b:

Score Point	Description
2	Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most 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 most useful information about <topic> and an adequate evidence-based explanation of why it has the most 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 8
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 about a topic given in the stem.
The **answer choices** should be source titles, numbers, and 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) a source that is inaccurate and/or 2) a source contains opinions or speculation and/or 3) a 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 the **most** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why this it is the **most** useful source. |
| Task Model 9
Item Type: Short Text
DOK Level 4 | **Target Evidence Statement**
Claim 4, Target 3:
    2. The student will analyze information presented visually or quantitatively 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 a [chart/graph/photograph]. What information from the [chart/graph/photograph] **best** help the reader understand the <process/idea> discussed in Source #2? Explain why this information **best** helps the reader understand <process/idea>. Support your explanation with two [details/examples] from Source #2. |

Rubric
Task Model 9:

Score Point	Description
2	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> 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 10

Item Type: Hot Text, Select Text

DOK Level 3

Target Evidence Statement
Claim 4, Target 3:
2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.

Description:
The student will locate sentences that support an [illustration/chart/graph/photograph] 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/chart/graph/photograph] 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/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph].
	 Rationales should state the justification for why the plausible distractor is incorrect.
	 Appropriate Stems:
	 • **Lead-in:** No lead-in
	     Stimulus: G4.T3. Excerpt from one of the Sources
	     Stem:
	        o Source #2 has an [illustration/chart/graph/photograph]. Click on the **two** [details/sentences] in the paragraph from Source #1 below that are **best** explained by the [illustration/chart/graph/photograph] in Source #2.
	 • **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 11
 Item Type: Short Text
 DOK Level 3
	Target Evidence Statement
	 Claim 4, Target 4:
	 1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	 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 explanation. For each example, include the source title or number.

	Rubric **Task Model 11a:**

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/example], one [reason/detail/example] from Source #1 and one 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 11b:

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 11c:

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 12	Target Evidence Statement

Item Type: Matching Tables
 	
DOK Level 3
	Claim 4, Target 4:
	1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	
	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:
	     o 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>	Source #3: <Title>
<idea/opinion>			
<idea/opinion>			

     o 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 13 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, sensory or concrete details, 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:** 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 choose 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. When writing your story, find ways to use information and details from the sources to improve your story. Make sure you develop your character(s), the setting, and the plot, using details, dialogue, and description. **Sample Narrative Assignment #2:** A book author comes to your class and talks about his latest book of short stories. After his talk, he asks all students in your class to write their own short stories and says he will come back to the class and listen to all of the stories being read. You choose to write about what happens when you go to the circus. In your story, describe what happens when the circus starts and you see something you've never seen before. The story should be several paragraphs long. Writers often do research to add realistic details to the setting, characters, and plot in their stories. When writing your story, find ways to use information and details about the circus from the sources to improve your story and help you develop your characters, the setting, and the plot. Use details, dialogue, and description where appropriate. **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 more than one source 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 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.	

Claim 4

Target 2, INTERPRET & INTEGRATE INFORMATION: Locate information to support central ideas and subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose.

Target 3, ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information.

Target 4, USE EVIDENCE: Cite evidence to support opinions, ideas, or analyses.

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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.

Clarifications	
	• 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. 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. • 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, idea, or analysis. • 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 subtopics that are provided; select and integrate information from data or print and non-print text sources for a given purpose. Gr. 4 Standards: RI-1, RI-6, RI-7,RI-9; W-8, W-9 (PT: DOK 3)
	4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
	4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
	4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
	4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Claim 4 Target 3
	ANALYZE INFORMATION/SOURCES: Distinguish relevant/irrelevant information. Gr. 4 Standards: RI-7, W-8, W-9 (PT: DOK 4 for short-text items; DOK 3 for machine-scored items)
	4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
	4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	Claim 4 Target 4 **USE EVIDENCE:** Cite evidence to support opinions, ideas, and analyses. Gr. 4 Standards: RI-1, RI-6, RI-7, RI-9; W-1b, W-8, W-9 (PT: DOK 3)

	4.RI-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. 4.RI-6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. 4.RI-7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. 4.RI-9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. 4.W-1b Provide reasons that are supported by facts and details. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research. **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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented. Gr. 4 Standards: W-1a, W-1b, W-1c, W1d, W-4, W-5, W-8, W-9 (DOK 4) 4.W-1 a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). d. Provide a concluding statement or section related to the opinion presented. 4.W-4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	4.W-5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. 4.W-8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. 4.W-9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	
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 (three for grade 4) 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 (three for Grade 4), one source may be a visual/graphic source in itself.
Stimuli/Text Complexity	PT stimuli should follow the guidelines in the stimulus specifications document; 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). 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.*
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 text sources to support a central idea or subtopic related to research.
	   2. The student will integrate information from multiple text sources to support a given purpose related to research tasks.
	   3. The student will integrate 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 information presented visually or quantitatively in order to locate relevant information to support research.
	Target 4
	   1 . The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion

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 three 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 write an opinion paper." **Sample Setup #2:** "You decide to look up more information about this topic. You have found three 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, the student 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 text sources to support a central idea or subtopic 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 Source #1 and Source #2 discuss <topic>. Explain what the sources say about <topic>. Use **two** details, one detail from Source #1 and one detail from Source #2, to support your explanation. For each detail, include the source title or number.
	
	Rubric
	Task Model 1a:

<div></div>

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 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.
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, one from Source #1 and one from Source #2. 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, one from Source #1 and one from Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details from either Source #1 or Source #2. Student cites the source for each detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by one detail from either Source #1 or Source #2. Student cites the source for the detail. **OR** Response is an adequate evidence-based explanation of <topic> supported by two details, one from Source #1 and one from Source #2. 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 text sources to support a central idea or subtopic related to research.
	Description:
	The student will locate sentences that present supporting information from 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 to 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 from the source quote found in the stem and/or 2) a sentence that contains the same wording from 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: G4.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** support(s) the [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 integrate information from multiple text sources 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 information about <topic>. Explain how this information would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation.
	
	     o Both Source #1 and Source #2 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 information about <topic> 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 information about <topic> 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 information about <topic> 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 adequate evidence-based 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	Target Evidence Statement

Item Type: Multiple Choice, Multiple Correct response
 	
DOK Level 3
	Claim 4, Target 2:
	2. The student will integrate information from multiple text 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 provides 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 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 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:** 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>.

Task Model 5 Item Type: Short Text DOK Level 3	**Target Evidence Statement** **Claim 4, Target 2:** 3. The student will integrate 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 **Stem:** o Source #1 includes a [chart/graph/photograph]. Explain how this [chart/graph/photograph] would be helpful if it were added to Source #2. Give **two** [details/examples] from Source #2 to support your explanation. **Rubric** **Task Model 5:**

Score Point	Description
2	Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two [details/examples] from Source #2.
1	Response is a limited/partial evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an adequate evidence-based explanation of how the [chart/graph/photograph] in Source #1 would be helpful if it were added to Source #2 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 6	Target Evidence Statement

Item Type: Multiple Choice, Single Correct Response
 	
DOK Level 3
	Claim 4, Target 2:
	3. The student will integrate information from a visual source to support a given purpose related to research tasks.
	Description:
	The student will locate sentences that explain how the information in a chart/graph/photograph that is in one of the sources provided in the performance task can further the reader's knowledge about the information found in another source presented in the performance task.
	The **answer choices** should be explanations of how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task. To avoid clueing, be sure that the answer choices do not contain wording from the chart/graph/photograph or the source 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 explanation that correctly identifies how the chart/graph/photograph can further the reader's knowledge on information given in a separate source provided in the performance task.
	Distractors are the sentences that should reflect common student errors. Plausible distractors for this model might include: 1) an explanation that is inaccurate and/or 2) an explanation that contains opinion or speculation and/or 3) an explanation that does not illustrate how a reader's knowledge can be furthered about the information given in a separate source provided in the performance task.
	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 includes a [chart/graph/photograph] about <topic>. What does the [chart/graph/photograph] explain about <topic> that Source #2 does not?

Task Model 7 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 is **most** helpful in understanding <idea/process>? Explain why this source is **most** helpful. Use **two** [details/examples] from the source to support your explanation. ○ Which source has the **most** useful information about <topic>? Explain why this source has the **most** useful information about <topic>. Use **two** [details/examples] from the source to support your explanation. **Rubric** **Task Model 7a:**

Score Point	Description
2	Response is an identification of which source is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful in understanding <idea/process>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source is most helpful in understanding <idea/process> and a limited/partial evidence-based explanation of why it is most helpful 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 is most helpful in understanding <idea/process> and an adequate evidence-based explanation of why it is most helpful 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.

Task Model 7b:

Score Point	Description
2	Response is an identification of which source has the most useful information about <topic> and an adequate evidence-based explanation of why it has the most useful information about <topic>, supported by two [details/examples] from the identified source.
1	Response is an identification of which source has the most useful information about <topic> and a limited or partial evidence-based explanation of why it has the most 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 most useful information about <topic> and an adequate evidence-based explanation of why it has the most 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 8

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 about a topic given in the stem.

The **answer choices** should be source titles, numbers, and 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) a source that is inaccurate and/or 2) a source that contains opinions or speculation and/or 3) a 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 the **most** useful information about <topic>? Choose **one** answer that gives the source number and correctly explains why it is the **most** useful source.

Task Model 9 Item Type: Short Text DOK Level 4	**Target Evidence Statement** **Claim 4, Target 3:** 2. The student will analyze information presented visually or quantitatively 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 a [chart/graph/photograph]. What information from the [chart/graph/photograph] **best** helps the reader understand the <process/idea> discussed in Source #2? Explain why this information **best** helps the reader understand <process/idea>. Support your explanation with **two** [details/examples] from Source #2.

Rubric
Task Model 9:

Score Point	Description
2	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two [details/examples] from Source #2.
1	Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and a limited/partial evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by two vague or loosely related [details/examples] from Source #2. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <process/idea> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <process/idea> supported by one [detail/example] from the source. **OR** Response is an identification of what information from the [chart/graph/photograph] in Source #1 best helps the reader understand <idea/process> discussed in Source #2 and an adequate evidence-based explanation of why this information best helps the reader understand the <idea/process> 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 10	**Target Evidence Statement**
Item Type: Hot Text, Select Text	**Claim 4, Target 3:** 2. The student will analyze information presented visually or quantitatively in order to locate relevant information to support research.
DOK Level 3	**Description:** The student will locate sentences that support an [illustration/chart/graph/photograph] 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/chart/graph/photograph] 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/chart/graph/photograph] and/or 2) a sentence that contains interesting information but does not support the [illustration/chart/graph/photograph]. **Rationales** should state the justification for why the plausible distractor is incorrect. **Appropriate Stems:** • **Lead-in:** No lead-in **Stimulus:** G4.T3. Excerpt from one of the Sources **Stem:** o Source #2 has an [illustration/chart/graph/photograph]. Click on the **two** [details/sentences] in the paragraph from Source #1 below that are **best** explained by the [illustration/chart/graph/photograph] in Source #2. • **Clarifications:** The stem should appear above the excerpt, not after it.

Task Model 11
Item Type: Short Text
DOK Level 3
	Target Evidence Statement
	Claim 4, Target 4:
	   1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	
	Appropriate Stems:
	  o **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 explanation. For each example include the source title or number.
	
	Rubric
	Task Model 11a:

Score Point	Description
2	Response is an adequate evidence-based explanation of [why/how] <idea/opinion> supported by two [reasons/detail/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 11b:

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 11c:

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 12 Item Type: Matching Tables DOK Level 3	**Target Evidence Statement**
	Claim 4, Target 4:
	1. The student will select evidence to support opinions, ideas, or analyses based on evidence collected and analyzed.
	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>	Source #3: <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].

• **Clarifications:** Matching tables should have no more than three correct answers at this grade level.

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 13	Target Evidence Statement
Item Type: Full Write	Claim 2, Target 7:
DOK Level 4	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 evidence/reasons from sources; and develop an appropriate conclusion related to the opinion presented.
	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 issue to share with the principal as she decides how to handle this situation.
	Your assignment is to use 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 article 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 more than one source to support your opinion
- gives details or facts from the sources in your own words
- 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:	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:	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:	The response has little or no discernible organizational structure. The response may be related to the opinion but may provide little or no focus:	• Insufficient (includes copied text) • In a language other than English • Off-topic • Off-purpose
	• opinion is introduced, clearly communicated, and the focus is strongly maintained for the purpose and audience	• opinion is clear, and the focus is mostly maintained for the purpose and audience	• opinion may be somewhat unclear, or the focus may be insufficiently sustained for the purpose and/or audience	• opinion may be confusing or ambiguous; response may be too brief or the focus may drift from the purpose and/or audience	
	• consistent use of a variety of transitional strategies to clarify the relationships between and among ideas	• adequate use of transitional strategies with some variety to clarify relationships between and among ideas	• inconsistent use of transitional strategies and/or little variety	• few or no transitional strategies are evident	
	• effective introduction and conclusion	• adequate introduction and conclusion	• introduction or conclusion, if present, may be weak	• introduction and/or conclusion may be missing	
	• logical progression of ideas from beginning to end; strong connections between and among ideas with some syntactic variety	• adequate progression of ideas from beginning to end; adequate connections between and among ideas	• uneven progression of ideas from beginning to end; and/or formulaic; inconsistent or unclear connections between and among ideas	• frequent extraneous ideas may be evident; ideas maybe randomly ordered or have an unclear progression	

	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.

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	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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than two** errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors. - A stimulus should not be used if the answer choices repeat the exact text/sentences from the

	stimulus.
	- Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example, *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 4 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction. *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts**: Any shift must be clearly incorrect, inconsistent, or confusing. - Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions." - Examples of conventions errors: - Comma splice: "It snowed 10 inches today, tomorrow it is going to rain." - Fused sentence: "It snowed 10 inches today tomorrow it is going to rain." - Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses 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. L-3b Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2**	**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; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) . **Task Description:** The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems** See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill.

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

Task Model 2	Stimulus:
Item Type: Multiple Choice, multiple correct response DOK: 1, 2	• 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; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]
- Edit the <u>underlined</u> sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2). |
| | **Appropriate Stems:**

See **Evidence Required**, beginning on page 3, for grade 4 appropriate |

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."
- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the* ***one*** *<u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).* [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].
- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].
- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.
- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.
- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.
- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

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and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)

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

Scoring Rules:

All correct = 1 point; other = 0 points.

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Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

| | Clarifications | • 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.*
    o a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.)
• Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.)
• For Grade 4, items that ask students to correct errors should have **no more than** <u>two</u> 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 4 students. However, because the error is <u>underlined</u>, 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 <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts**: Any shift must be clearly incorrect, inconsistent, or confusing.
	• Errors with sentence structure must be "correctable" with conventions: Whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *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:
	▪ <u>Comma splice</u>: "It snowed 10 inches today, tomorrow it is going to rain."
	▪ <u>Fused sentence</u>: "It snowed 10 inches today tomorrow it is going to rain."
	• Errors – particularly with commas – must be clear. For example, *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. **L-3b** Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

| Task Model 1

 Item Type: Multiple Choice, single correct response

 DOK: 1, 2 | **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; additional error can be from previous two grades (3) and/or language conventions chart.
 • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
 • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) .

 Task Description: The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.

 Appropriate Stems

 See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. |

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

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 new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]

- Edit the <u>underlined</u> sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart.
 • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
 • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2). |
| | **Appropriate Stems:**
 See **Evidence Required**, beginning on page 3, for grade 4 appropriate |

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."

- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the **one** <u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).* [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].

- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.

- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.

- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

| | *and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone*] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)

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

Scoring Rules:

All correct = 1 point; other = 0 points. |

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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than** <u>two</u> 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,

• 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 4 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. **L-3b** Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2	**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; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) . **Task Description:** The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems** See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill.

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses).   The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus.

Task Description: The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses).   The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. |

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]
- Edit the underlined sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2). |
| | **Appropriate Stems:**

See **Evidence Required**, beginning on page 3, for grade 4 appropriate |

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."
- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. *Click to highlight the **one** underlined section that uses punctuation correctly (or has no punctuation errors).* [For 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 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** underlined word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].
- [Insert 3-4 sentences, embedding two underlined pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.
- [Insert 3-4 sentences, embedding two underlined pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.
- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.
- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I went to the mall yesterday. First I bought earrings,*

	and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)
	Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.
	Scoring Rules:
	All correct = 1 point; other = 0 points.

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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than <u>two</u>** 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 4 students. However, because the error is <u>underlined</u>, 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 <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts**: Any shift must be clearly incorrect, inconsistent, or confusing.
	• Errors with sentence structure must be "correctable" with conventions: Whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *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:
	▪ <u>Comma splice</u>: "It snowed 10 inches today, tomorrow it is going to rain."
	▪ <u>Fused sentence</u>: "It snowed 10 inches today tomorrow it is going to rain."
	• Errors – particularly with commas – must be clear. For example, *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. **L-3b** Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2**	**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; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) . **Task Description:** The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems** See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill.

	- Read the sentences and the question that follows. [Insert two or three sentences with one <u>underlined</u> sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization] - Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)]. - A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with <u>underlined</u> sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? - Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"]. **Note:** The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors. **Scoring Rules:** All correct = 1 point; other = 0 points.

Task Models

Task Model 2	Stimulus:
Item Type: Multiple Choice, multiple correct response DOK: 1, 2	• 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; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]

- Edit the <u>underlined</u> sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2). |
| | **Appropriate Stems:**
See **Evidence Required**, beginning on page 3, for grade 4 appropriate |

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."

- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the **one** <u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).* [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].

- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.

- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.

- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

	and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)
	Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.
	Scoring Rules:
	All correct = 1 point; other = 0 points.

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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than <u>two</u>** 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 4 students. However, because the error is <u>underlined</u>, 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 <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts**: Any shift must be clearly incorrect, inconsistent, or confusing.
	• Errors with sentence structure must be "correctable" with conventions: Whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *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:
	▪ <u>Comma splice</u>: "It snowed 10 inches today, tomorrow it is going to rain."
	▪ <u>Fused sentence</u>: "It snowed 10 inches today tomorrow it is going to rain."
	• Errors – particularly with commas – must be clear. For example, *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. **L-3b** Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

| Task Model 1

Item Type: Multiple Choice, single correct response

DOK: 1, 2 | **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; additional error can be from previous two grades (3) and/or language conventions chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) .

Task Description: The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.

Appropriate Stems

See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. |

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models	
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 new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]

- Edit the underlined sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models	
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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2).
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 4 appropriate

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."
- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the **one** <u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).* [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].
- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].
- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.
- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.
- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.
- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

	and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)
	Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.
	Scoring Rules:
	All correct = 1 point; other = 0 points.

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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than <u>two</u>** errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors. - A stimulus should not be used if the answer choices repeat the exact text/sentences from the

stimulus.

- Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example,
  - *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 4 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction.
  - *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts**: Any shift must be clearly incorrect, inconsistent, or confusing.
- Errors with sentence structure must be "correctable" with conventions: Whether the error is a comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions."
  - Examples of conventions errors:
    - Comma splice: "It snowed 10 inches today, tomorrow it is going to rain."
    - Fused sentence: "It snowed 10 inches today tomorrow it is going to rain."
- Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses 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. **L-3b** Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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.

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	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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response** **DOK: 1, 2**	**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; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) . **Task Description:** The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms. **Appropriate Stems** See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill.

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

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 new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. **Task Description:** The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]

- Edit the underlined sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2). |
| | **Appropriate Stems:**
See **Evidence Required**, beginning on page 3, for grade 4 appropriate |

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."
- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the **one** <u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).* [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].
- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].
- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.
- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.
- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.
- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

	and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)
	Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.
	Scoring Rules:
	All correct = 1 point; other = 0 points.

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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than <u>two</u>** errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors. - A stimulus should not be used if the answer choices repeat the exact text/sentences from the

	stimulus.

	• Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* without also using basic grammar terms (e.g., verb, tense, possessive) the named error **must be clearly identified (e.g., underlined)** so that students can answer the question **without** having demonstrative knowledge of the term. For example,
	
	    ○ *Which of the following [underlined pairs of words or underlined words] uses possessives correctly?* **Note**: in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 4 students. However, because the error is <u>underlined</u>, the student does **not** need to know the term itself to make the appropriate correction.
	
	    ○ *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense.* **Note for inappropriate verb shifts**: Any shift must be clearly incorrect, inconsistent, or confusing.
	
	• Errors with sentence structure must be "correctable" with conventions: Whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **Note:** "On-and-on" sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., "On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.") have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having "errors of conventions."
	
	    ○ Examples of conventions errors:
	        ▪ <u>Comma splice</u>: "It snowed 10 inches today, tomorrow it is going to rain."
	        ▪ <u>Fused sentence</u>: "It snowed 10 inches today tomorrow it is going to rain."
	
	• Errors – particularly with commas – must be clear. For example, *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. L-3b Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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.

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	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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

| Task Model 1

Item Type: Multiple Choice, single correct response

DOK: 1, 2 | **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; additional error can be from previous two grades (3) and/or language conventions chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) .

Task Description: The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.

Appropriate Stems

See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. |

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

Task Model 2	**Stimulus:**
Item Type: Multiple Choice, multiple correct response **DOK: 1, 2**	• 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; additional error can be from previous two grades (3) and/or language conventions chart.
	• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
	• Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus.
	Task Description: The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]

- Edit the underlined sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models	
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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2).
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 4 appropriate

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."

- *Read the following paragraph and the directions that follow.*
[Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the **one** <u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).*
[For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].

- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.

- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.

- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

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and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)

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

Scoring Rules:

All correct = 1 point; other = 0 points.

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Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.

Clarifications	- 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 - 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.* - a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.) - Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) - For Grade 4, items that ask students to correct errors should have **no more than** <u>two</u> 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 4 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. L-3b Choose punctuation for effect.
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, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with "difficulty," and item writers must be sure that true analysis is required before labeling an item DOK 2.
Stimuli/Passages	• Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose *only* when that information affects the correct answer, for example, when assessing punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
Stimuli/Text Complexity	• 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. relative pronouns. 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words.	The student will identify, edit to correct, and/or edit for correct use of 12. subject-verb agreement. 13. correct pronoun-antecedent agreement.	Grade 3 The student will identify, edit to correct, and/or edit for correct use of 14. a regular plural noun. 15. an irregular plural noun. 16. an abstract noun. 17. a regular verb. 18. an irregular verb. 19. a simple verb tense. 20. a comparative adjective. 21. a superlative adjective. 22. a comparative adverb. 23. a superlative adverb. 24. a coordinating conjunction. 25. a subordinating conjunction. 26. capitalization of titles. 27. a comma in an address. 28. commas and quotation marks in dialogue. 29. possessives. 30. use of conventional spelling for high-frequency and other studied words and for adding suffixes to base words 31. use of spelling patterns and generalizations
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text		

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

Task Model 1	Stimulus:
Item Type: Multiple Choice, single correct response DOK: 1, 2	• 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; additional error can be from previous two grades (3) and/or language conventions chart.
	• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
	• Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them; likewise, very *short* independent clauses may not necessitate a comma after the coordinating conjunction(such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (*long* introductory clauses or independent clauses + coordinating conjunctions) .
	Task Description: The **stem** will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The **distractors** will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.
	Appropriate Stems
	See **Evidence Required**, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill.

- Read the sentences and the question that follows. [Insert two or three sentences with one underlined sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/ spelling - e.g., errors *could* include one or two errors from a single error category *or* a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]

- Which of the following sentences has **no** punctuation errors? [or which of the following sentences has [a] punctuation error(s)?] [e.g., sentences *could* have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)].

- A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with underlined sentence containing grammar usage errors here.] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence?

- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (e.g., they're/their/there) are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models

| 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 new-to-the-grade; additional error can be from previous two grades (3) and/or language conventions chart.
• Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).
• Errors – particularly with commas – must be clear. For example, *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 multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses).   The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus.

Task Description: The **stem** will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. **Answer choices** multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses).   The **correct two answers** will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The **distractors** will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms. |

Appropriate Stems:

See **Evidence Required**, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- Choose **two** sentences that are punctuated correctly [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence].
- Choose **two** sentences that are correctly punctuated. [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.]
- Edit the <u>underlined</u> sentence from a(n) [report, story, article] for grammar usage by selecting **two** sentences that have correct grammar usage [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "Adjectives" to answer the question.
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words. Note: frequently confused words are labeled "grammar usage errors" not "spelling errors"].

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

Scoring Rules:
All correct = 1 point; other = 0 points.

Task Models	
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 new-to-the-grade; additional errors can be from previous two grades (2 and 3) and/or language progression chart. • Errors in sentence structure must be "correctable" with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment). • Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (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: multiple correct response (Model 2).
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 4 appropriate

grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many **evidence statements** as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.

- [Insert several sentences, one of which has a(n) error(s) with grammar usage]. Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with an error (or errors) in grammar usage. [e.g., relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added]. Stem could also be "Edit the paragraph (or sentences) for grammar usage by highlighting the **one** sentence with no grammar error(s)."

- *Read the following paragraph and the directions that follow.* [Insert 3-4 sentences, with 5-6 underlined <u>word</u>(s), each followed by an underlined <u>punctuation mark</u>, as possible answers**]. *Click to highlight the **one** <u>underlined</u> section that uses punctuation correctly (or has no punctuation errors).* [For example: My <u>teacher,</u> and my classmates had a picnic <u>lunch,</u> on the playground. We wanted to go before <u>recess,</u> but our teacher <u>said,</u> we had to finish our math first. I got <u>there,</u> first].

- [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the **one** <u>underlined</u> word that is **not** spelled correctly [or is spelled correctly]. **Note:** Frequently confused words are labeled "grammar usage errors" not "spelling errors"].

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they're/their, your/you're).] For each underlined pair, click on the word that is used correctly.

- [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. For each underlined pair, click on the word that is used correctly.

- A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the **one** sentence that does [or does **not**] use commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] **Note:** punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as appropriate to task)**.

- A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. [Insert text, for example: *I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings,*

	and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone] Click on the verb that needs to be corrected to be in the same tense. (could also be click on two underlined verbs)
	Note: The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.
	Scoring Rules:
	All correct = 1 point; other = 0 points.