Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.LH.2.1.a.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
IAS Standard	**9-10.LH.2.1:** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage. Passages should contain dates and origins.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, support
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will identify a detail that supports a given analysis from the text.
	Tier 2 Students will identify a detail that supports a given analysis from the text.
	Tier 3 Students will identify a detail that supports a given analysis from the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about the Underground Railroad] Which detail from the passage supports the idea that conductors on the Underground Railroad were brave? A. "Conductors on the Underground Railroad sometimes used the stars to navigate." **B. "Conductors on the Underground Railroad knew that they could go to jail for helping escaped slaves."** C. "Conductors on the Underground Railroad came from many different parts of the country."

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.LH.2.2.a.1:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
IAS Standard	**9-10.LH.2.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summarize, summary, develop, central idea, key events
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a central idea or key event that supports information from the text. Student will summarize key events over the course of a text. **Tier 2** Student will identify a central idea or key event that supports information from the text. Students will summarize key events over the course of a text. **Tier 3** Student will identify a central idea or key event that supports information from the text. Student will summarize key events over the course of a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Passage about the legislative process] Which of these summarizes how a bill becomes a law? **A. The bill must pass both the House of Representatives and the Senate before the President signs it into law.** B. Committees in the House of Representatives and Senate hold hearings to understand more about the issue and the bill. C. Senators may prevent a bill from being debated by giving long speeches, but representatives in the House may not.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.LH.3.1.a.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
IAS Standard	**9-10.LH.3.1:** Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the meaning of a word based on context clues within the text.
	Tier 2 Student will identify the meaning of a word or phrase based on context clues within the text.
	Tier 3 Student will identify the meaning of a word or phrase based on context clues within the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	

Tier 3	[Stimulus: Passage about Benjamin Franklin]
	
	Read this sentence from the passage.
	
	As he got older, Benjamin Franklin's health <u>declined</u>.
	
	What does <u>declined</u> mean in this sentence?
	
	    A. became bigger
	
	    B. became worse
	
	    C. became confusing

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.LH.3.2.a.1:** Analyze how a text uses structure to emphasize key points or to advance an explanation or analysis.
IAS Standard	**9-10.LH.3.2:** Analyze how a text uses structure to emphasize key points or to advance an explanation or analysis.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	examine, explain, sequence, progress
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify how a text uses structure to emphasize key points.
	Tier 2 Student will identify how a text uses structure to emphasize key points or explanation.
	Tier 3 Student will identify how a text uses structure to emphasize key points, explanation, or analysis.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about Abraham Lincoln] How does the passage focus on key parts of Abraham Lincoln's life? **A. by using headings** B. by using pictures C. by using quotations

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.LH.3.3.a.1:** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
IAS Standard	**9-10.LH.3.3:** Compare the perspectives of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage. Passage pairing is required.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	same, different, viewpoints, perspective
Cognitive Complexity	6
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the perspectives of two authors on the same topic.
	Tier 2 Student will identify the perspectives of two authors on the same or similar topics.
	Tier 3 Students will identify the perspectives of two authors on the same or similar topics.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus 1: Passage about George Washington before he was president] [Stimulus 2: Passage about George Washington after he was president] How are the perspectives of the authors of passage 1 and passage 2 different? A. Both authors write about George Washington and what a great first president of the United States he was. **B. The author of passage 1 writes about George Washington before he was president, while the author of passage 2 writes about George Washington after he was president.** C. The author of passage 1 does not admire George Washington, while the author of passage 2 does admire George Washington.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.LH.4.2.a.1:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
IAS Standard	**9-10.LH.4.2:** Assess the extent to which the reasoning and evidence in a text support the author's claims.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage. Include the claim in the stem.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	reasoning, evidence, claims
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the details in a text that support the author's claim.
	Tier 2 Student will identify the details in a text that support the author's claim.
	Tier 3 Student will evaluate evidence that supports the author's claim.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Passage about noise pollution] Read the author's claim from the passage. **Noise pollution is harmful to people.** Which detail from the passage supports the author's claim? A. "Lots of people drive cars and trucks to work." B. "Fireworks are another thing that can be very loud." **C. "People can lose their hearing because of too much noise."**

Reporting Category	Writing
Content Connector	**9-10.LH.5.1.a.1**: Write arguments focused on discipline-specific content.
IAS Standard	**9-10.LH.5.1:** Write arguments focused on discipline-specific content.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MS) Multi-Select (MS)
Construct-Relevant Vocabulary	disagree, agree, opinion, fact, argument
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Student will select an appropriate/correct argument to match the given support.
	Tier 2 Student will select an appropriate/correct argument to match the given support.
	Tier 3 Student will select an appropriate/correct argument to match the given support.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	Read the sentence. **Powwows honor Native American traditions.** Which claim does this sentence support? A. Lots of people go to Powwows. B. Powwows can be inside or outside. **C. Powwows are important Native American celebrations.**

Reporting Category	Writing
Content Connector	**9-10.LH.5.2.a.1:** Write informative texts, including analyses of historical events.
IAS Standard	**9-10.LH.5.2:** Write informative texts, including analyses of historical events.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	nonfiction, factual, analysis
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify an informative sentence appropriate for a brief paragraph about a historical event.
	Tier 2 Student will identify an informative sentence appropriate for a brief paragraph about a historical event.
	Tier 3 Student will identify an informative sentence appropriate for a brief paragraph about a historical event.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	Which sentence belongs in an informative report about the Civil War? A. All wars are bad. **B. The Civil War ended in 1865.** C. The actors in the movie about the Civil War were really good.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.LST.2.1.a:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
IAS Standard	**9-10.LST.2.1:** Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, detail, explanations, descriptions
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify details that support an analysis of the text.
	Tier 2 Student will identify specific textual evidence that supports an analysis of the text.
	Tier 3 Student will identify specific textual evidence that supports a precise analysis of the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Passage about blue whales] Which detail from the text supports the idea that the author likes blue whales? A. Blue whales are very large. B. Blue whales live in the ocean. **C. Blue whales are fun to learn about.**

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.LST.2.2.a:** Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.
IAS Standard	**9-10.LST.2.2**: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate, objective summary of the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	conclusion, central idea, summarize, summary
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify details that support an analysis of the text. Student will identify an accurate summary of the text. **Tier 2** Student will identify details that support an analysis of the text. Student will identify an accurate summary of the text. **Tier 3** Student will identify details that support an analysis of the text. Student will identify an accurate summary of the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Passage about people living on Mars someday] Which sentences **BEST** summarize the passage? **A. Someday people might be able to live on Mars. Many space missions are planned for Mars. These space missions will study the planet to see if people can live there.** B. Mars is a red planet. It is the largest planet in our solar system. Mars has seasons like Earth. Pieces of Mars have been found on Earth. C. Many movies are about Mars. Many books are also about Mars. Mars is a popular planet. Mars is the fourth planet from the sun.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.LST.3.1.a:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
IAS Standard	**9-10.LST.3.1:** Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word. Passages need contextual support for words as well as more common scientific or technical symbols and vocabulary.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	2

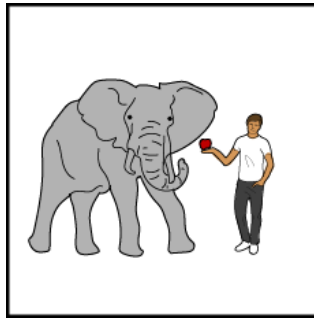| Evidence Statements		
Evidence Statements	**Tier 1**	
	Student will identify the meaning of a word or symbol supported by clear context in a science/technical text.	
	Tier 2	
	Student will determine the meaning of symbols, key terms, and domain-specific words and phrases supported by context from a scientific or technical passage.	
	Tier 3	
	Student will determine the meaning of symbols, key terms, and domain-specific words and phrases supported by context from a scientific or technical passage.	
Accessibility and Accommodation Considerations		
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.	
Linguistic Complexity	To be determined after IDOE review	
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.	

Sample Item

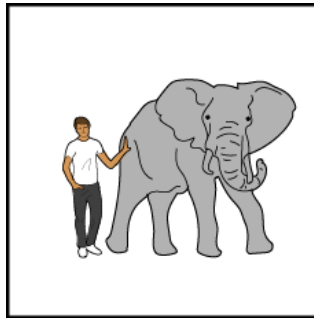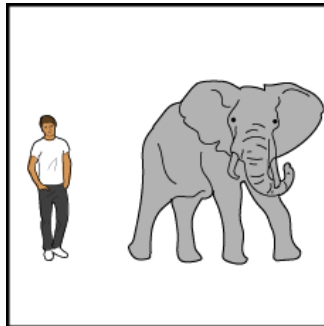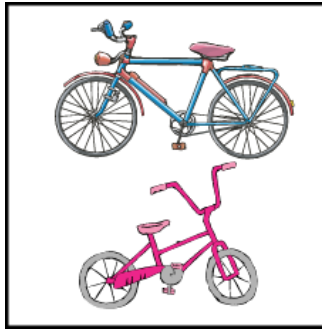|	Read the sentences from the passage.
	The scientists <u>observed</u> the elephant for the entire day. They saw when it slept and what it ate.
	What does **<u>observed</u>** mean in this sentence?
Tier 1	A. fed
	B. touched
	C. **watched**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.LST.3.2.a:** Describe the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
IAS Standard	**9-10.LST.3.2:** Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force*, *friction*, *reaction force*, *energy*).
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	structure, relationships
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the relationship of concepts or key terms in a text.
	Tier 2 Student will identify the relationship of concepts or key terms in a text.
	Tier 3 Student will identify the relationship of concepts or key terms in a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Passage about dogs and wolves] In the passage, what are dogs and wolves an example of? A. animals that make good pets B. animals that are fun to play with **C. animals that are closely related**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.LST.3.3.a:** Describe the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
IAS Standard	**9-10.LST.3.3:** Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, author
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will identify the author's purpose in a text.
	Tier 2 Students will identify the author's purpose in a text.
	Tier 3 Students will identify the author's purpose in a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	[Stimulus: Passage about different types of bikes] What is the author's purpose? A. to explain why riding a bike is fun B. to describe how to fix a broken bike

C.

to describe the different types of bikes

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.LST.4.2.a:** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
IAS Standard	**9-10.LST.4.2:** Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	reasoning, evidence, claim, recommendation
Cognitive Complexity	5
Evidence Statements	

	Evidence Statements
Evidence Statements	**Tier 1** Given a text, student will identify the details in a text that support the author's claim.
	Tier 2 Given a text, student will identify the details in a text that support the author's claim.
	Tier 3 Given a text, student will select details that support the solution or further the author's claim.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	Read the claim from the passage. **We should do more to help other countries get clean water.** Which detail from the passage supports the author's claim? A. People in the United States can turn on a faucet for water. B. People believe dirty water is better than no water at all. **C. People in remote places must walk miles to get water.**

Updated: 07/19

Reporting Category	Writing
Content Connector	**9-10.LST.5.1.a:** Write arguments focused on discipline-specific content.
IAS Standard	**9-10.LST.5.1:** Write arguments focused on discipline-specific content.
Content Limits	Items are not passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Any necessary stimulus should be written with clear language following the rules for "plain language."
	Any necessary stimulus should be focused on functional/real life pertinent activities.
	Any necessary stimulus text complexity should increase as the tiers increase.
	Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
	Multi-Select (MS)
Construct-Relevant Vocabulary	disagree, agree, opinion, fact, argument
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1**
	Given discipline-specific content, student will select an appropriate/correct argument to match the given support.
	Tier 2
	Given discipline-specific content, student will select an appropriate/correct argument to match the given support.
	Tier 3
	Given discipline-specific content, student will select an appropriate/correct argument to match the given support.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	A student is writing a report. The student writes this sentence: **Every time you bake something, you are doing chemistry.** Which argument does this reason support? A. Cooking is too dangerous for kids. B. Students should spend more time studying nature. **C. You might be surprised how often you do science in one day.**

Reporting Category	Writing
Content Connector	**9-10.LST.5.2.a:** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
IAS Standard	**9-10.LST.5.2:** Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MS) Multi-Select (MS)
Construct-Relevant Vocabulary	informative, description, conclusion
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	**Tier 1** Student will identify an appropriate sentence related to a science- or technology-related topic that requires a set of procedures/steps (e.g., conducting an experiment, building a model, navigating the Internet, operating a machine).
	Tier 2 Provided with several steps in a short paragraph about a science- or technology-related topic or activity, student will identify an additional step that would logically follow.
	Tier 3 Given a set of observations in a short paragraph about a science- or technology-related topic or activity, student will identify a logical conclusion.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	Read the paragraph. **I tested how long a plant could go without water before it dies. Each day, I wrote down what the plant looked like. Then, I wrote down what the plant felt like. _____ _____** What sentence belongs in the blank? A. Also, the plant has really pretty leaves. **B. Last, I described how the plant's soil looked and felt.** C. It is fun to draw pictures of different kinds of plants.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.ML.2.1.a.2:** Analyze how media include or exclude information from verbal messages to achieve a desired result.
IAS Standard	**9-10.ML.2.1:** Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	media, include, exclude, verbal messages
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify information included in a verbal media message intended to achieve a desired result.
	Tier 2 Student will identify information included in a verbal media message intended to achieve a desired result.
	Tier 3 Student will identify information included or excluded in a verbal media message intended to achieve a desired result.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 2	[Audio: Are you having trouble finding a job? Do you feel like you need to try something new? Sign-up for the electrician program at Melborne College! A program designed to get you the knowledge you need. A program designed to get you working hands-on. A program designed to get you a job!]
	
	What does the radio advertisement include to interest listeners?
	
	   A. music
	
	   B. questions
	
	   C. payment information

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.ML.2.1.a.1:** Analyze how media include or exclude information from visual messages to achieve a desired result.
IAS Standard	**9-10.ML.2.1:** Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	media, include, exclude, visual messages
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify information included in a visual media message intended to persuade.
	Tier 2 Student will identify information included in a visual media message intended to persuade.
	Tier 3 Student will identify information included or excluded in a visual media message intended to persuade.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	Here is an advertisement for soup. Make your mouth happy *and* save money! What information is left out of the advertisement? A. what the soup looks like B. **how much the soup costs** C. what you could eat the soup with

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.ML.2.2.a.1:** Interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
IAS Standard	**9-10.ML.2.2:** Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Media should represent different time periods and events.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	media, public, opinion, issues, attention, identify
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** N/A
	Tier 2 Student will identify the intended impact of a media message on focusing the public's attention on an event.
	Tier 3 Student will identify the intended impact of a media message on focusing the public's attention on an event or forming the public's opinions on an issue.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Newspaper page encouraging people to vote on Election Day] What should people think when reading this? **A. Voting is important.** B. There is lots of news each day. C. People who work hard win elections.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.ML.2.2.a.2:** Analyze the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
IAS Standard	**9-10.ML.2.2:** Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem.
	Any necessary stimulus should be written with clear language following the rules for "plain language."
	Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.
	Any necessary stimulus text complexity should increase as the tiers increase.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Media should represent different time periods and events.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	media, public, opinion, issues, attention, identify
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify how media affects public attention to an event.
	Tier 2 Student will identify how media affects public attention to an event.
	Tier 3 Student will identify how media affects public attention to an event or is intended to influence an opinion on an issue.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Poster about recycling] How does this poster try to get you to think that recycling is good for our planet? **A. by showing a picture of a clean earth** B. by telling you where you can recycle C. by showing pictures of things you can recycle

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RL.2.1.a.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
IAS Standard	**9-10.RL.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage. Use words such as "support" or "demonstrate" instead of "cite." Answer choices should be a direct quote from the text.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-select (MS)
Construct-Relevant Vocabulary	evidence, support
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a detail that supports an explicit statement about the text.
	Tier 2 Student will identify details that support an explicit statement about the text.
	Tier 3 Student will identify details that support an explicit statement about the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Story about Billy being a good leader] Which sentence supports the idea that the story presents Billy as a good role model? **A. The teacher chooses Billy to be a leader.** B. The teacher says "Good morning" to Billy. C. The teacher smiles when Billy tells a joke.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RL.2.1.a.2:** Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.
IAS Standard	**9-10.RL.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.
	Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
	Use words such as "support" or "demonstrate" instead of "cite."
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, support
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a detail that supports an inference drawn from the text.
	Tier 2 Student will identify details that support an inference drawn from the text.
	Tier 3 Student will identify details that support an inference drawn from the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item

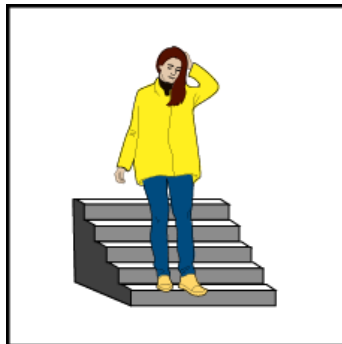| Tier 1	[Stimulus: Story about Sally on a rainy day] Read this sentence from the story. **Sally walked down the steps of her house with her umbrella open.** Which detail tells the reader that it is raining? A. Sally comes outside. B. Sally walks down the steps. C. **Sally opens her umbrella.**

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RL.2.2.a.1:** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
IAS Standard	**9-10.RL.2.2:** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	theme, central idea
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** N/A
	Tier 2 Given two related themes or central ideas, student will identify supporting details.
	Tier 3 Student will analyze the relationship between themes and/or central ideas in the text.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus

	graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Story about Tommy being a new student and feeling alone] Which detail from the story supports the themes that friends make life better and that difficult situations get better? A. Tommy goes to a new school. B. At lunch, Tommy finds a place to sit. **C. Tommy feels better when Joe sits next to him.**

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RL.2.2.a.2:** Analyze how themes and central ideas emerge and are shaped and refined by specific details.
IAS Standard	**9-10.RL.2.2:** Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	theme, central idea
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Given a theme, student will identify a detail that relates to the theme.
	Tier 2 Given two related themes or central ideas, student will identify supporting details.
	Tier 3 Student will analyze the relationship between themes and/or central ideas in the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	[Stimulus: Story about Sally trying to run a mile] Which detail from the story relates to the theme that hard work is important? A. **Sally is tired but she keeps running.** B. Sally tells her friend to walk.

C.

Sally says that it is warm outside.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RL.2.3.a.1:** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text and interact with other characters.
IAS Standard	**9-10.RL.2.3:** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.
	Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
	Passage must have a dynamic character who develops over the course of the text.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	plot, character
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a change in a character.
	Tier 2 Student will identify how a character develops based on actions or thoughts.
	Tier 3 Student will identify how a character develops based on actions, thoughts, or interactions with other characters.

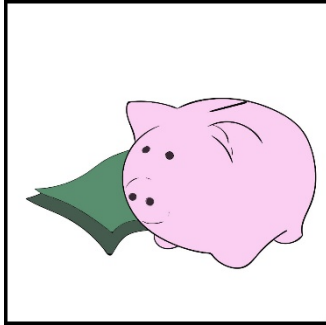| Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 3	[Stimulus: Story about Ella losing a book] How does Ella feel after John finds her book? **A. relieved** B. worried C. excited

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RL.2.3.a.2:** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) advance the plot or develop the theme.
IAS Standard	**9-10.RL.2.3:** Analyze how dynamic characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	character, plot, theme
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify how a character advances the plot.
	Tier 2 Student will identify how a character advances the plot and interacts with other characters.
	Tier 3 Student will identify how a character advances the plot, interacts with other characters, or develops the theme.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 3	Read these paragraphs from the story. **"I don't want to go," Charlie said anxiously.** **"I'll be right there with you," said Max.** **"But what if I can't do it?" asked Charlie** **"It will still be okay. Not everyone succeeds at first," Max said gently.** How does Charlie behave differently with Max than with his other friends? A. He tells jokes and plays pranks with Max. B. He is rude to Max and doesn't listen. **C. He is honest with Max about his fears.**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RL.3.1.a.1:** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
IAS Standard	**9-10.RL.3.1:** Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	order, structure, events
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will select a sentence describing the result of an event in a passage.
	Tier 2 Student will select a sentence describing how an author ordered events to create an effect (e.g., mystery, tension, or surprise) for the reader.
	Tier 3 Student will select a detail in a passage that contains evidence of how an author structured a passage or ordered events within it to create an effect (e.g., tension, surprise, or mystery).

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	[Stimulus: Story about Stacy getting a pet hamster] What happened after Stacy got to the pet store? A. She saved up her money. B. She got in the car.

C.

She picked out a hamster.

Updated: 07/19

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RL.3.2.a.1:** Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).
IAS Standard	**9-10.RL.3.2:** Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (e.g., created through the use of dramatic irony).
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	point of view, character, humor, suspense, details, difference, author
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a detail that shows a character's point of view.
	Tier 2 Student will identify how differences in point of view contribute to an effect such as suspense or humor.
	Tier 3 Student will identify how differences in point of view contribute to an effect such as suspense or humor.

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Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 3	[Stimulus: Story about a surprise for Jennifer]
	
	Which sentence from the story suggests that Jennifer wanted to know what the surprise was?
	
	  A. "Jennifer thanked her father for being so thoughtful."
	
	  B. "Jennifer felt like she couldn't wait a second longer!"
	
	  C. "Jennifer's parents were proud of the grades she earned at school."

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RN.2.1.a.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
IAS Standard	**9-10.RN.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	detail, conclusion, support
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a detail that supports something the text says explicitly.
	Tier 2 Student will identify evidence that supports something the text says explicitly.
	Tier 3 Student will identify evidence that supports something the text says explicitly.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	

Tier 3	[Stimulus: Passage about landslides]
	
	Which sentence from the passage is given as evidence that a landslide is can cause serious damage?
	
	  A. "A landslide is usually very muddy."
	
	  B. "A landslide could break a gas line."
	
	  C. "A landslide can happen when there is lots of rain."

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RN.2.1.a.2:** Cite strong and thorough textual evidence to support analysis of inferences and interpretations drawn from the text.
IAS Standard	**9-10.RN.2.1:** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail, conclusion, support
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a detail that supports an inference about a text.
	Tier 2 Student will identify a detail that supports an inference about a text.
	Tier 3 Students will identify a detail or phrase that supports an inference about a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Passage about self-driving cars] Based on the information in the passage, we can conclude that the author thinks self-driving cars are unsafe. Which detail supports this idea? **A. the number of accidents with self-driving cars** B. the number of times self-driving cars are on TV C. the number of people who drive self-driving cars

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RN.2.2.a.1:** Analyze in detail the development of two or more central ideas over the course of a text.
IAS Standard	**9-10.RN.2.2:** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage. Passages must have two central ideas.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	central idea, detail
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Given two related central ideas, student will identify supporting details.
	Tier 2 Given two related central ideas, student will identify supporting details.
	Tier 3 Given two related central ideas, student will identify supporting details.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	

Tier 2	[Stimulus: Passage about trains and airplanes]
	
	Which detail from the passage relates to both trains and airplanes?
	
	  A. The people who fly them are called pilots.
	
	  B. The people who ride them are called passengers.
	
	  C. The people who control them are called conductors.

Updated: 07/19

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RN.2.2.a.2:** Analyze how central ideas interact and build on one another to provide a complex analysis.
IAS Standard	**9-10.RN.2.2:** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.
	Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
	Passages must have two central ideas.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	central idea, relate, relationship
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the relationship between central ideas in a passage.
	Tier 2 Student will identify the relationship between central ideas in a passage.
	Tier 3 Student will identify the relationship between central ideas in a passage.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Passage about fruits and vegetables] How are fruit and vegetables related in the passage? A. They are both examples of food for kids. **B. They are both examples of healthy food.** C. They are both examples of food you can grow.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RN.2.3.a.1:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, and how they are introduced and developed.
IAS Standard	**9-10.RN.2.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	order, ideas, events, introduced, developed
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the order of ideas or events in a text.
	Tier 2 Student will identify how a text orders a series of ideas of events
	Tier 3 Student will identify how an author unfolds an analysis, series of ideas, or events in a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	[Stimulus: Passage about a journey to another country] How does the author present the events of the journey? A. by telling events in the order they happened **B. by describing the most exciting event first** C. by letting different people tell about different events

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RN.2.3.a.2:** Analyze connections that are drawn between a series of ideas or events.
IAS Standard	**9-10.RN.2.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	connections; ideas; events
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify connections between events or ideas.
	Tier 2 Student will identify connections between events or ideas.
	Tier 3 Student will identify connections between events or ideas.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about the Civil Rights Movement] According to the passage, why did people march? A. They wanted to vote. B. They wanted a parade. **C. They wanted equal rights.**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.3.2.a.1:** Analyze in detail how an author's ideas are developed and refined by particular sentences, paragraphs, or larger portions of a text.
IAS Standard	**9-10.RN.3.2:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	idea, identify, author, supports, detail
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Given a text, student will identify a detail that supports an idea presented in it.
	Tier 2 Given a text, student will identify a sentence that supports an idea presented in it.
	Tier 3 Given a text, student will select a sentence, paragraph, or a section subheading that supports an idea presented in the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about making paper] Which sentence from the passage relates to the process of making paper? A. **"First, the wood gets turned into pulp."** B. "There are lots of different kinds of paper." C. "You can buy paper at a store."

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.3.2.a.2:** Analyze in detail how an author's claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
IAS Standard	**9-10.RN.3.2:** Analyze in detail how an author's ideas or claims are developed and refined by specific sentences, paragraphs, or larger portions of a text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	idea, identify, author, supports, detail, claim
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student identifies a detail that supports a claim in a text.
	Tier 2 Student identifies a sentence that supports a claim in a text.
	Tier 3 Student identifies a sentence, paragraph, or a section subheading that supports a claim in a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about the importance of recess] **Which detail supports the author's claim that schools should have longer recesses?** A. Kids like to talk to their friends. **B. Kids need a chance to run around.** C. Some schools no longer have recess.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.3.3.a.1:** Determine an author's perspective or purpose in a text.
IAS Standard	**9-10.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	purpose, author, perspective
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Given a text, student will identify an author's purpose or an author's perspective on the topic presented. **Tier 2** Given a text, student will identify an author's purpose or an author's perspective on the topic presented. **Tier 3** Given a text, student will identify an author's purpose or an author's perspective on the topic presented.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Passage about caring for dogs] What is the author's purpose? A. to tell about his dog **B. to tell how to care for a dog** C. to tell what kind of dog is the best

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.3.3.a.2:** Analyze how an author uses rhetoric to advance a perspective or purpose.
IAS Standard	**9-10.RN.3.3:** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance a perspective or purpose.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	entertain, persuade, inform, purpose, perspective
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify a detail that shows how an author is advancing a perspective or purpose.
	Tier 2 Student will identify a detail that shows how an author is advancing a perspective or purpose.
	Tier 3 Student will identify a detail that shows how an author is advancing a perspective or purpose.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about river pollution] Which sentence from the passage is a reason in support of the author's claim that people need to keep trash out of the river? A. We throw a lot of trash away. **B. Also, trash can hurt animals.** C. Lots of trash ends up in the river.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.4.1.a.1:** Delineate and evaluate the argument and specific claims in a text.
IAS Standard	**9-10.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage. Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	derive, connect, define
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will select the statement that is the argument from the text.
	Tier 2 Student will select a detail that supports the argument.
	Tier 3 Student will select a detail that supports the argument.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about healthy eating] Which detail supports the argument that eating vegetables is important? A. Vegetables taste delicious. B. We can grow our own vegetables in a garden. **C. Vegetables have nutrients that keep us healthy.**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.4.1.a.2: Assess whether the reasoning is valid and the evidence is relevant and sufficient.**
IAS Standard	**9-10.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.
	Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
	Passages should use simple statements such as generalization and bandwagon appeal (e.g., "Everyone likes cats") for Tier 2 and more challenging statements such as generalization and bandwagon appeal (e.g., "20% of people like cats") for Tier 3.
Recommended Response Mechanisms	Multiple Choice (MC)
	Multi-Select (MS)
Construct-Relevant Vocabulary	reasoning
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1**
	N/A
	Tier 2
	The student can determine if the evidence used to support a specific/claim or argument is relevant.
	Tier 3
	The student can determine if the evidence used to support a specific/claim or argument is relevant or sufficient.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about eating breakfast] Which one is a valid reason in support of the claim that eating breakfast is important? A. All of my friends eat breakfast. B. Some people skip breakfast because they are in a rush. **C. Eating breakfast helps give you energy for the rest of the day.**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	**9-10.RN.4.1.a.3:** Identify false statements and fallacious reasoning.
IAS Standard	**9-10.RN.4.1:** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.
	Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.
	Passages should use simple generalization and bandwagon appeal statements (e.g., "Everyone likes cats") for Tier 2 and more challenging statements for Tier 3 (e.g., "20% of people like cats").
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	reasoning
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** N/A
	Tier 2 Student will identify fallacious reasoning in a text.
	Tier 3 Student will identify fallacious reasoning in a text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 2	[Stimulus: Passage about having pets]
	
	Read the sentences from the passage.
	
	You should get a pet. Everyone has pets. Pets are fun to have. They can also teach responsibility.
	
	Which sentence is an example of bad reasoning?
	
	    A. "Everyone has pets."
	
	    B. "Pets are fun to have."
	
	    C. "They can also teach responsibility."

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.2.1.a.1:** Use context to determine or clarify the meaning of words and phrases.
IAS Standard	**9-10.RV.2.1:** Use context to determine or clarify the meaning of words and phrases.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word. Context clues should be in either in same or adjacent sentence as the assessed word.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	context, clarify, determine, define
Cognitive Complexity (DOK)	3
Evidence Statements	
Evidence Statements	**Tier 1** The student can define or clarify the meaning of a word or phrase using context clues.
	Tier 2 The student can define or clarify the meaning of a word or phrase using context clues.
	Tier 3 The student can define or clarify the meaning of a word or phrase using context clues.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 3	[Stimulus: Story about the first day of school]
	
	Read the sentences.
	
	The principal rang the bell to show the school day had <u>concluded</u>. All of the students went to their buses.
	
	What does <u>**concluded**</u> mean?
	
	   A. began
	
	   B. ended
	
	   C. started over

Updated 10/2020

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.2.3.a.1:** Identify words with similar denotations.
IAS Standard	**9-10.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.
Content Limits	Items may or may not be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	meaning, matching, similar, identify
Cognitive Complexity (DOK)	3
Evidence Statements	

Evidence Statements	**Tier 1** Student will identify a word with a similar meaning to the given word.
	Tier 2 Student will identify a word with a similar meaning to the given word.
	Tier 3 Student will identify a word with a similar meaning to the given word.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 2	Read the sentence.
	
	It is the first day of school, and Kelly is <u>thrilled</u> to meet her new teacher.
	
	What word has a meaning similar to <u>thrilled</u>?
	
	  A. shy
	
	  B. sorry
	
	  C. excited

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.2.3.a.2:** Analyze nuances in the meaning of words with similar denotations.
IAS Standard	**9-10.RV.2.3:** Analyze nuances in the meaning of words with similar denotations.
Content Limits	Items may or may not be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word. Avoid using the word "precise" in the item.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	Nuance, meaning, matching, similar, identify
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will identify the word with a similar meaning that best replaces a given word in a sentence. The word should be more precise.
	Tier 2 Student will identify the word with a similar meaning that best replaces a given word in a sentence. The word should be more precise.
	Tier 3 Student will identify the word with a similar meaning that best replaces a given word in a sentence. The word should be more precise.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	

Tier 2	Read the sentence.
	
	The students will <u>make</u> a tower with blocks.
	
	Which word means almost the same as **<u>make</u>**?
	
	    A. observe
	
	    B. measure
	
	    C. construct

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.2.4.a.1:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
IAS Standard	**9-10.RV.2.4:** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Content Limits	Items may or may not be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	identify, patterns, indicate
Cognitive Complexity (DOK)	4

Evidence Statements	
Evidence Statements	**Tier 1** Students will select the form of the word that completes the sentence.
	Tier 2 Students will select the form of the word that completes the sentence.
	Tier 3 Students will select the form of the word that completes the sentence.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

	Sample Item
Tier 2	Read the sentence. **My friend Joe is a _____ artist.** Which word belongs in the blank? A. create **B. creative** C. creatively

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.3.1.a.1:** Analyze the meanings of words and phrases as they are used in works of literature, including figurative and connotative meanings.
IAS Standard	**9-10.RV.3.1:** Analyze the meanings of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	figurative language, connotation
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.
	Tier 2 The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.
	Tier 3 The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	

Tier 1	[Stimulus: Story about Mr. Johnson]
	
	In the story, Mr. Johnson is described as being "as wise as an owl."
	
	What does "wise as an owl" mean?
	
	A. [image of a man sitting in a chair]
	   lazy
	
	B. [image of a man tapping his temple]
	   smart
	
	C. [image of a man in bed]
	   tired

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.3.1.a.2:** Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings as used in a literary text.
IAS Standard	**9-10.RV.3.1:** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 items should have clear context within the same sentence of the word assessed.
	Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.
	Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
	Passages should provide sufficient context for understanding meaning of words or figurative language.
Recommended Response Mechanisms	Multiple Choice (MC)
	Multi-Select (MS)
Construct-Relevant Vocabulary	meaning, tone
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will identify how a word choice impacts meaning.
	Tier 2 Student will identify how a word choice impacts meaning.
	Tier 3 Student will identify how a word choice impacts meaning or tone.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Story about Stephanie] Stephanie says "excuse me" in the story after she sneezes. What does that tell us about Stephanie? **A. She is polite.** B. She is unkind. C. She is frustrated.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.3.2.a.1:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
IAS Standard	**9-10.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	figurative language, connotation
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.
	Tier 2 The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.
	Tier 3 The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	

Tier 2	[Stimulus: Passage about a forest fire]
	
	What does "The fire swallowed the entire forest" mean?
	
	   A. The fire ate the forest.
	
	   B. The whole forest burned down.
	
	   C. The forest was where the fire started.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.3.2.a.2:** Evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper) in a nonfiction text.
IAS Standard	**9-10.RV.3.2:** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Content Limits	Items must be passage based.
	Tier 1 and 2 items should avoid the word "best" in the stem.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
	Tier 1 items should have clear context within the same sentence of the word assessed.
	Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.
	Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.
	Phrases should be relatable to students and concrete.
	Avoid abstract examples.
	Passages should provide sufficient context for understanding meaning of words.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning, tone
Cognitive Complexity (DOK)	4

Evidence Statements		
Evidence Statements	**Tier 1** Students will identify the how a word choice impacts meaning.	
	Tier 2 Student will identify the how a word choice impacts meaning.	
	Tier 3 Student will identify how a word choice impacts meaning or tone.	
Accessibility and Accommodation Considerations		
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.	
Linguistic Complexity	To be determined after IDOE review	
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.	
Sample Item		
Tier 3	Read this paragraph from the passage. **Becca is learning to swim. She is taking lessons. She believes in herself and thinks she will become a great swimmer.** What tone does the phrase "believes in herself" give the paragraph? **A. a hopeful tone** B. a surprised tone C. an uncertain tone	

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.3.3.a.1:** Interpret figures of speech (e.g., euphemism, oxymoron) in context.
IAS Standard	**9-10.RV.3.3:** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word. Passages should provide sufficient context for understanding meaning of words or figurative language.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	interpret, context, figures of speech
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** The student will identify the meaning of a common figurative phrase supported by context.
	Tier 2 The student will identify the meaning of a common figurative phrase supported by context.
	Tier 3 The student will explain what an example of figurative language means.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	[Stimulus: Story about a girl staying home from school] Read the sentence from the story. **She didn't go to school because she felt <u>under the weather</u>.** What does <u>under the weather</u> mean? A. **She felt sick.** B. She hates rain.

C.

She was shy.

Reporting Category	Key Ideas and Textual Support/Vocabulary
Content Connector	**9-10.RV.3.3.a.2:** Analyze the role of figures of speech in the text.
IAS Standard	**9-10.RV.3.3:** Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Content Limits	Items must be passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Tier 1 items should have clear context within the same sentence of the word assessed. Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed. Tier 1 distractors should demonstrate a clearly incorrect understanding of the word. Passages should provide sufficient context for understanding meaning of words or figurative language.
Recommended Response Mechanisms	Multiple Choice
Construct-Relevant Vocabulary	meaning, tone
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will identify the purpose of a figure of speech.
	Tier 2 Students will identify the purpose of a figure of speech.
	Tier 3 Students will identify the author's purpose of a figure of speech.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	[Stimulus: Story about a big rainstorm] Read the sentence from the story. **Alan came in from the rain looking like someone poured a bucket of water over his head.** Why does the author use the phrase "like someone poured a bucket of water over his head"? A. to explain what Alan was doing in the rain B. to explain how Alan got home in the rain **C. to explain how wet Alan got in the rain**

Reporting Category	Speaking and Listening
Content Connector	**9-10.SL.3.1.a.1:** Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.
IAS Standard	**9-10.SL.3.1:** Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem.
	Any necessary stimulus should be written with clear language following the rules for "plain language."
	Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.
	Any necessary stimulus text complexity should increase as the tiers increase.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	credibility, accuracy
Cognitive Complexity (DOK)	5
Evidence Statements	
Evidence Statements	**Tier 1** Students will select the source that is most credible.
	Tier 2 Students will select the source that is most credible.
	Tier 3 Students will select the source that is most credible.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

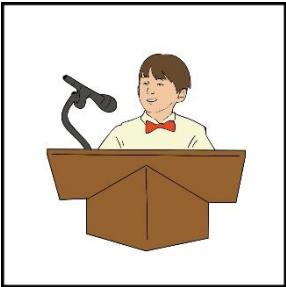| Sample Item	
Tier 3	Which source would provide credible information about water pollution? A. A social media post from a celebrity. B. An opinion blog by someone who likes to fish. **C. A *New York Times* article interviewing scientists.**

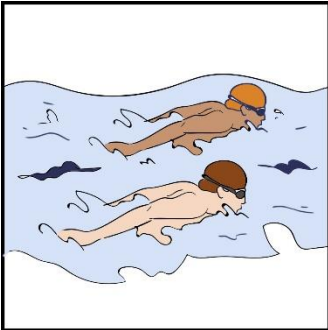|	
Reporting Category	Speaking and Listening
Content Connector	**9-10.SL.3.2.a.3:** Evaluate the evidence used to make the argument.
IAS Standard	**9-10.SL.3.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem.
	Any necessary stimulus should be written with clear language following the rules for "plain language."
	Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.
	Any necessary stimulus text complexity should increase as the tiers increase.
	Tier 1 items should contain picture support in answer choices when possible to aid comprehension.
	Tier 2 items can contain picture support in answer choices.
	Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
	Multi-Select (MS)
Construct-Relevant Vocabulary	argument, evidence, support, strongest
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will select the evidence that supports the argument.
	Tier 2 Students will select the evidence that supports the argument.
	Tier 3 Students will select the argument with the strongest evidence.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	Listen to the speaker. [Audio: Message about wearing bike helmets] According to the speaker, why should kids wear bike helmets? A. Riding a bike is easy. B. **Bike helmets protect our heads.**

C.

Adults should wear bike helmets, too.

Reporting Category	Speaking and Listening
Content Connector	**9-10.SL.3.2.a.2:** Determine what arguments the speaker makes.
IAS Standard	**9-10.SL.3.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	arguments
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will identify the speaker's argument in a text.
	Tier 2 Students will identify the speaker's argument in a text.
	Tier 3 Students will identify the speaker's argument in a text.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information.
	Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 1	Listen to the speaker. [Audio: Campaign speech] What argument is the speaker making? A. Voting is very important. B. **John should be class president.**

C.

Everyone should join the swim team.

Reporting Category	Speaking and Listening
Content Connector	**9-10.SL.3.2.a.1:** Determine the speaker's point of view or purpose in a text.
IAS Standard	**9-10.SL.3.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	point of view
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will identify the speaker's point of view or purpose in an auditory stimulus.
	Tier 2 Students will identify the speaker's point of view or purpose in an auditory stimulus.
	Tier 3 Students will identify the speaker's point of view or purpose in an auditory stimulus.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	Listen to the speaker. [Audio: Advertisement about the grand opening of Pizza Palace] What is the speaker's purpose? **A. to tell you about a new restaurant in town** B. to give you a recipe for the best pizza C. to get you to vote on the best place to eat

Reporting Category	Speaking and Listening
Content Connector	**9-10.SL.3.2.a.4:** Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.
IAS Standard	**9-10.SL.3.2:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Content Limits	Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	exaggeration, reasoning
Cognitive Complexity (DOK)	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will select the detail that is exaggerated in an auditory stimulus.
	Tier 2 Students will select the detail that is exaggerated in an auditory stimulus.
	Tier 3 Students will select the detail that is exaggerated in an auditory stimulus.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information.
	Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 3	Listen to the speaker. [Audio: Restaurant advertisement] Which sentence is an exaggeration? A. On Tuesdays, kids' meals are half-price. B. We are open from 9 am to 10 pm every day. C. **After you eat at our restaurant, you'll never eat anywhere else!**

Reporting Category	Writing
Content Connector	**9-10.W.3.1.a.1:** Introduce precise claims and distinguish them from counterclaims in argumentative writing.
IAS Standard	**9-10.W.3.1:** Write arguments in a variety of forms which perform the following functions: ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claim, counterclaim, argumentative, precise
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	**Tier 1** The student can identify an introductory claim for a given paragraph.
	Tier 2 The student can identify an introductory statement based on a claim/argument made in the paragraph.
	Tier 3 Given a claim, the student will select the sentence that expresses the opposing claim.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	Read the claim. **Listening to music helps students to focus when they study.** Which sentence is the counterclaim? A. Listening to music is fun. B. **Listening to music distracts students.** C. Listening to music makes studying easier.

Reporting Category	Writing
Content Connector	**9-10.W.3.1.a.2:** Develop claims and counterclaims giving evidence for each including strengths and limitations in argumentative writing.
IAS Standard	**9-10.W.3.1:** Write arguments in a variety of forms which perform the following functions: ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	claim, counterclaim, argumentative, precise, evidence, strengths, limitation
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	**Tier 1** Student will identify evidence that develops a claim about a topic.
	Tier 2 Student will identify evidence that develops a claim about a topic.
	Tier 3 Student will identify evidence that develops a claim or counterclaim about a topic.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	Which sentence would be the best support for the claim that football is too dangerous for kids? A. Some kids think football is boring. B. Football players have to work hard. **C. Many football players get concussions.**

Reporting Category	Writing
Content Connector	**9-10.W.3.1.a.3:** Use effective transitions to link the major sections of the text between claims and counterclaims.
IAS Standard	**9-10.W.3.1:** Write arguments in a variety of forms which perform the following functions: ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	transition words, claim, counterclaim
Cognitive Complexity	4

Evidence Statements		
Evidence Statements	**Tier 1** N/A	
	Tier 2 Students will be provided a claim and counterclaim with a blank between them. Students will select the correct transition word to fill in the blank.	
	Tier 3 Student will be provided a short paragraph with a blank between the claim and counterclaim. Students will select the correct transition word or phrase between the claim and counterclaim.	

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	Read the sentences. **Some people think video games are bad for kids. _____, other people think video games can be educational.** Which word belongs in the blank? A. Also **B. However** C. Besides

Reporting Category	Writing
Content Connector	**9-10.W.3.1.a.4:** Establish and maintain a consistent style and tone appropriate to purpose and audience.
IAS Standard	**9-10.W.3.1:** Write arguments in a variety of forms which perform the following functions: ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	consistent, tone, purpose, audience, style

Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1**
	The student can identify the appropriate audience, given a sentence or brief paragraph.
	Tier 2
	The student can identify the sentence that best fits a given purpose.
	Tier 3
	The student will select the sentence that best fits into a brief paragraph with a clear purpose or audience.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information.
	Graphics that do not contribute to the student's understanding should not be included.

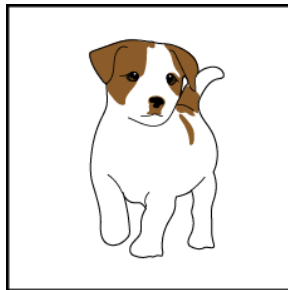|	Sample Item
Tier 1	Read a student's argument to stay up later. **I think I should be allowed to stay up until 10:00 pm on school nights. First, it would give me more time to do homework. Also, I could spend more time helping with chores around the house.** Who is the intended audience? A. **parents** B. pet dog C. friends

Reporting Category	Writing
Content Connector	**9-10.W.3.1.a.5:** Provide a concluding statement or paragraph that follows from and supports the argument presented.
IAS Standard	**9-10.W.3.1:** Write arguments in a variety of forms which perform the following functions: ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice
Construct-Relevant Vocabulary	concluding, support, argument

Cognitive Complexity	5
Evidence Statements	

Evidence Statements	**Tier 1** The student will select the sentence that completes the paragraph.
	Tier 2 The student will select the sentence that completes the paragraph.
	Tier 3 The student will select the sentence that completes the paragraph.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 3	Read the paragraph. **Video games have a surprising number of benefits. Playing games with other people helps you make new friends. You have to learn to make fast decisions to keep up with what is going on in the game. Also, doing something you enjoy can reduce stress.** Which sentence would be the **BEST** conclusion to support the argument in the paragraph? A. First of all, many people think video games are great entertainment. B. I love playing video games with my friends after school. **C. When you consider all the facts, video games can be more helpful than harmful.**

Reporting Category	Writing
Content Connector	**9-10.W.3.1.a.6:** Write arguments in a variety of formats.
IAS Standard	**9-10.W.3.1:** Write arguments in a variety of forms that – ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, support, speaker, ideas, information, detail, argument, claim
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Students can identify a written argument or claim.

	Tier 2 Students can identify a clear introductory sentence for an argument. Students can identify a claim. Students can identify a supporting detail for a claim or argument.
	Tier 3 Students can identify a clear introductory sentence for an argument. Students can identify a supporting detail for a claim or argument. Students can identify an appropriate conclusion for a given argument.
Accessibility and Accommodation Considerations
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item
Tier 3	The argument below is missing an introduction. _____. A school newspaper would give students information about activities. Instead of listening to announcements from teachers, students could read for themselves. A school newspaper would also let students use photography skills and writing skills. It would let students be creative. Which sentence would be the BEST introduction for this argument? **A. We need a school newspaper.** B. All students take pictures. C. Writing is important to education.

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.1:** Introduce a topic in informative compositions.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.

Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	topic, informative, introduce
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Given a short paragraph, students will identify the topic sentence to introduce the paragraph.
	Tier 2 Given a short paragraph, students will identify the topic sentence to introduce the paragraph.
	Tier 3 Given a short paragraph, students will select a topic sentence to introduce the paragraph.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 2	Read this paragraph.
	
	_____. **Some lakes are big. Some lakes are small. Some lakes are natural lakes. Some lakes are made by people.**
	
	Which sentence belongs in the blank?
	
	    A. All lakes are the same.
	
	    B. There are different kinds of lakes.
	
	    C. My grandpa and I went fishing at the lake.

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.2:** Organize complex ideas, concepts, and information to make important connections and distinctions in informative compositions (e.g., include formatting, graphics, and multimedia to aid comprehension).
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as

	the tiers increase.
	Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	complex, organize, sequence, information, sequence
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	**Tier 1** The student will order information/events in the sequence they would occur.
	Tier 2 The student will order information/events in the sequence they would occur in a short paragraph.
	Tier 3 The student will identify the appropriate sequence of an event in a short paragraph.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	A student is writing about Sally Ride, the first American woman who went to space. Which detail should come first? **A. She joined NASA in 1978.** B. She first went to space in 1983. C. Her second space flight was in 1984.

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.3:** Develop the topic with relevant facts, definitions, concrete details, quotations and other information and examples appropriate to the audience's knowledge of the topic in informative compositions.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as

	the tiers increase.
	Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	topic, support, details
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	**Tier 1** Provided with a topic, the student can identify a relevant supporting detail.
	Tier 2 Provided with a topic, the student can identify a relevant supporting detail.
	Tier 3 Provided with a paragraph, the student can select a relevant supporting detail to fit into the paragraph.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	Which detail belongs in an informative paragraph about Indiana? A. Going to Chicago is fun. **B. The state bird is the cardinal.** C. Running is a good way to stay healthy.

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.4:** Use appropriate and varied transitions to link the major sections of the text among complex ideas and concepts in informative compositions.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase.

	Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	transition words
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	**Tier 1** Student will be provided a short paragraph with a blank at the beginning of the first or second sentence in which to place a transition (first, then, last).
	Tier 2 Student will be provided a paragraph with clear transitions. One will be blank for the student to complete (first, in the beginning, next, then, last).
	Tier 3 Student will be provided a paragraph with clear transitions. One will be blank for the student to complete (first, in the beginning, next, then, last, finally).
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	

Tier 1	Read the sentences.
	
	Everyone can save water. _____, we can turn off the water when we brush our teeth. Also, we can take showers instead of baths.
	
	Which word belongs in the blank?
	
	  A. Next
	
	  B. Then
	
	  C. First

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.5:** Choose language and content-specific vocabulary to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy in informative compositions.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as

	the tiers increase.
	Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	wordiness
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Students will select a word that best fits in a blank of a sentence.
	Tier 2 Given a word in a sentence, student will choose a word with a similar meaning.
	Tier 3 Students will choose the word with a similar meaning that best replaces a given word in a sentence.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	Read the sentence. **I will inform you about the rule of the contest.** Which word means the same as "inform"? **A. explain** B. confuse C. build

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.6:** Maintain a consistent style appropriate to the purpose and audience in informative compositions.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts; extended definitions; concrete details; quotations; or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect

	understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, style, audience
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	**Tier 1** The student can identify the appropriate audience, given a sentence or brief paragraph.
	Tier 2 The student will select the sentence that best fits a given purpose.
	Tier 3 The student will select the sentence that best fits into a brief paragraph with a clear purpose or audience.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	A student wants to write steps to explain the right way to fix a flat bike tire. What sentence should the student include? A. **Next, find the air leak.** B. Bikes are better than cars. C. A "tandem bike" is a bike for 2 people.

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.7:** Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase.

	Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	concluding, informative
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Given a brief paragraph, the student will select the sentence that completes the paragraph.
	Tier 2 Given a brief paragraph, the student will select the sentence that completes the paragraph.
	Tier 3 Given a brief paragraph, the student will select the sentence that completes the paragraph.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

	Sample Item
Tier 3	Read the paragraph. **Riding horses can be good for kids and adults. Horses can be trained to stop if the rider falls off. Some doctors believe that people who ride horses will be less afraid to try new things.** Which sentence would best end the paragraph? A. Many people give up after falling off a horse. B. Horses are big animals and hard to get onto. **C. Riding horses can teach people to take chances.**

Reporting Category	Writing
Content Connector	**9-10.W.3.2.a.8:** Write informative compositions on a variety of topics.
IAS Standard	**9-10.W.3.2:** Write informative compositions on a variety of topics which perform the following functions: ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect

	understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS) Table Match
Construct-Relevant Vocabulary	informative, support
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** The student will identify an informative statement.
	Tier 2 The student will identify an informative statement appropriate for a brief paragraph.
	Tier 3 The student will select the correct informative topic to match the given support.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	Which informative statement could begin a paragraph about speaking in class? A. Be careful when using jokes in a speech. **B. Speaking in front of people is difficult.** C. Once you are done speaking, you will feel better.

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.1:** Engage and orient the reader by setting out a problem, situation, or observation in narrative compositions.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	identify, situation, setting
Cognitive Complexity	4

Evidence Statements		

Evidence Statements	**Tier 1** Given a topic, the student will select an appropriate sentence introducing a problem or situation.
	Tier 2 Given a short paragraph directly stating a problem or situation, students will identify a sentence to add to the paragraph that is consistent with the situation/problem.
	Tier 3 Given a short paragraph directly stating a problem or situation, students will identify a sentence to add to the paragraph that is consistent with the situation/problem.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	A student is writing a story about the dog running away. Which sentence would be a good way to start the story? A. **One day, we couldn't find our dog anywhere.** B. Then, our dog came running to follow us. C. Also, our dog is usually a very good dog.

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.2:** Establish one or more points of view and introduce a narrator and/or characters in narrative compositions.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. Create a smooth progression of experiences or events. Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)

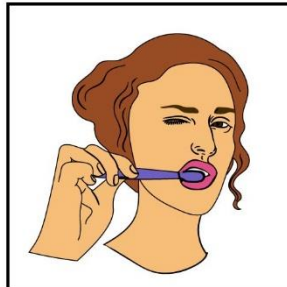| Construct-Relevant Vocabulary	point of view, narrator, character
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Given a topic, the student will select an appropriate sentence introducing the narrator or characters.
	Tier 2 Given a brief narrative paragraph, students will select the missing sentence that maintains consistency with the point of view or introduces the narrator or characters.
	Tier 3 Given a brief narrative paragraph, students will select the missing sentence that maintains consistency with the point of view.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item

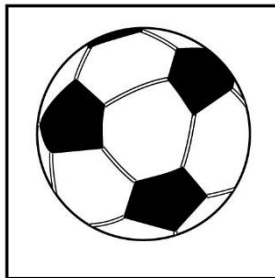|	What would be a good beginning sentence for a story about a girl who decides to be a doctor?
Tier 1	A. **Christine was thinking about a future job.** B. Christine was getting ready to brush her teeth. C. Christine was playing soccer with her friends.

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.3:** Create a smooth progression of experiences or events in narrative compositions.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed. Stimuli should include clear transitions to provide direction of placement of events for students.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)

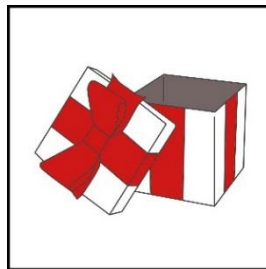| Construct-Relevant Vocabulary	narrative, dialogue, plot, characterization, plot, point of view
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** The student will order events in the sequence they would occur.
	Tier 2 The student will order events in the sequence they would occur in a short paragraph.
	Tier 3 The student will identify the appropriate sequence of an event in a short paragraph.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 1	A student is writing a story about the best present she ever got. Read the sentences. **First, Julia handed me a beautiful box. _____. I couldn't believe what she had given me!** Which sentence belongs in the blank? A. **Then, I opened it and saw what it was.** B. Last, I threw away the wrapping paper. C. Finally, I put on the beautiful sweater Julia gave me.

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.4:** Use narrative techniques to develop experiences, events, and/or characters in narrative compositions.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)

Construct-Relevant Vocabulary	narrative, dialogue, point of view, characterization, plot
Cognitive Complexity	5
Evidence Statements	

Evidence Statements	**Tier 1** Given a character, the student will select an appropriate description or dialogue.
	Tier 2 Given a scenario, the student will identify appropriate development of a character or event.
	Tier 3 Given a scenario, the student will identify appropriate development of a character or event.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

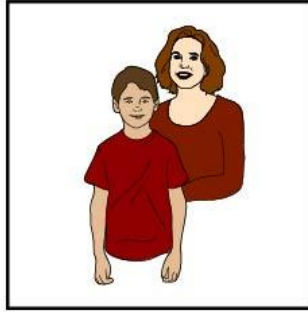| Sample Item	
Tier 1	A student is writing a story about a cold winter day. Read the sentence. **Louie felt nice and warm when he first went outside.** What sentence could be added that supports the idea that Louie felt nice and warm? A. **Louie had on two shirts, a coat, a hat, and gloves.** B. Louie built a snowman.

C.

Louie asked his mom if she would come play, too.

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.5:** Sequence events so they build on one another to create a coherent whole in narrative compositions.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed. The paragraph should include transitions between events.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant	narrator, characterization, setting, plot, dialogue

Vocabulary	
Cognitive Complexity	5
Evidence Statements	

Evidence Statements	**Tier 1** The student will order events in the sequence they would occur.
	Tier 2 The student will order events in the sequence they would occur in a short paragraph.
	Tier 3 The student will identify the appropriate sequence of events in a short paragraph.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
Tier 2	Read the story below. It is missing an event. **Roger got on the airplane.** _____. **The airplane took off, and Roger was on his way!** Which event belongs in the middle of the story? A. He bought his airplane ticket. **B. He found his seat and sat down.** C. He packed his suitcase until it was full.

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.6:** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters in narrative compositions.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed. If graphics are used for Tier 1, visual emotions should be simple and obvious (e.g., happy, sad, upset).

Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	narrative, plot, dialogue, setting, characters, point of view
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** Student will choose the word that best describes a picture of the character or setting, given background information.
	Tier 2 Student will choose the word that best describes a character or setting, given a narrative sentence.
	Tier 3 Students will choose descriptive language that best fits a narrative paragraph.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	A student is writing a story. Read the sentences. **The wind tore through the trees. The snow flew everywhere. I could hardly see where I was going.** Which word describes this setting? A. rainstorm B. thunderstorm **C. snowstorm**

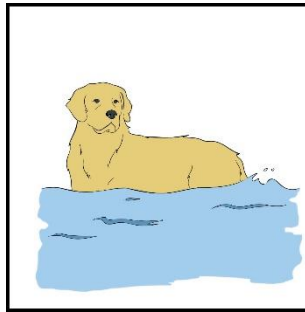| Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.7:** Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	narrative, problem, situation, point of view, characters, dialogue, plot
Cognitive Complexity	4

Evidence Statements		
Evidence Statements	**Tier 1**	
	The student will select the sentence that completes a paragraph.	
	Tier 2	
	The student will select the sentence that completes a paragraph.	
	Tier 3	
	Students will select the ending to a short paragraph that shows how a problem is solved.	
Accessibility and Accommodation Considerations		
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.	
Linguistic Complexity	To be determined after IDOE review	
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.	

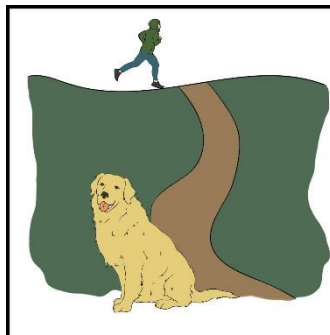| Sample Item	
Tier 1	Read the sentences. **The dog ran up the hill as fast as he could. I was surprised that he caught up with me. Then he ran even faster down the hill. _____.** Which sentence completes the paragraph? A. The dog likes to swim. B. I like to run in the woods. C. **He got to the bottom before I did.**

Reporting Category	Writing
Content Connector	**9-10.W.3.3.a.8:** Write narrative compositions in a variety of forms.
IAS Standard	**9-10.W.3.3:** Write narrative compositions in a variety of forms which perform the following functions: ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques (e.g., dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	narrative, dialogue, plot, characterization, description

Cognitive Complexity	5
Evidence Statements	
Evidence Statements	**Tier 1** Students will determine which statement is written in a narrative form.
	Tier 2 Students will determine which statement is written in a narrative form
	Tier 3 Students will determine which statement is written in a narrative form.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	Which sentence fits in a story about someone trying out for a sport? A. First, find a comfortable pair of shoes. **B. When I made the team, I was so happy!** C. Professional football players should make less money.

Reporting Category	Writing
Content Connector	**9-10.W.6.1b.a.1:** Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
IAS Standard	**9-10.W.6.1b:** Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	verb
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	**Tier 1** N/A
	Tier 2 Students choose the appropriate verb form for a sentence.
	Tier 3 Students choose a sentence using appropriate verb forms.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review

Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	Which sentence is written correctly? A. Tommy might looks older with a beard. **B. Tommy might look older with a beard.** C. Tommy might could look older with a beard.

Reporting Category	Writing
Content Connector	**9-10.W.6.1e.a.1:** Identify and use parallelism in writing to present items in a series.
IAS Standard	**9-10.W.6.1e:** Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	parallel
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	**Tier 1** N/A
	Tier 2 Students will identify a sentence using correct parallel structure.
	Tier 3 Students will identify a sentence using correct parallel structure.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 3	Which sentence is written correctly? A. Cheryl enjoys to swim, reading, and hiking. B. Cheryl enjoys swimming, to read, and hiking. C. **Cheryl enjoys swimming, reading, and hiking**.

Reporting Category	Writing
Content Connector	**9-10.W.6.2.a.1:** Effectively use the conventions of standard English (capitalization, punctuation, and spelling).
IAS Standard	**9-10.W.6.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	capitalization, punctuation, spelling
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	**Tier 1** Students will choose the sentence with correct capitalization.
	Tier 2 Students will choose the sentence with correct punctuation or correct capitalization.
	Tier 3 Students will choose the sentence with correct punctuation, capitalization, and spelling.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	Which sentence uses correct capitalization? A. johnny ate three slices of cake. B. Johnny ate three slices of Cake. C. **Johnny ate three slices of cake.**

Reporting Category	Writing
Content Connector	**9-10.W.6.2b.a.1:** Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
IAS Standard	**9-10.W.6.2b:** Punctuation – Use a semicolon and a conjunctive adverb to link two or more closely related independent clauses.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word "best" in the stem. Any necessary stimulus should be written with clear language following the rules for "plain language." Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	semicolon, conjunctive adverb
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	**Tier 1** Student will select the correct sentence that is punctuated correctly with a semicolon linking two closely related independent thoughts. **Tier 2** Student will select the correct sentence that is punctuated correctly with a semicolon and conjunctive adverb linking two closely related independent thoughts.

	Tier 3 Student will select the correct sentence that is punctuated correctly with a semicolon and conjunctive adverb linking to two or more closely related independent thoughts.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	Which sentence uses a semicolon correctly? **A. The boys lined up on one side; the girls lined up on the other side.** B. The boys; lined up on one side, the girls lined up on the other side. C. The boys lined up on one side, the girls lined up on the other side.