

| | |
|---|--|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly. |
| IAS Standard | 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | quote, key details, explicitly |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Students will identify a detail that is explicitly stated. |
| | Tier 2 Students will identify details to explain what the text explicitly says. |
| | Tier 3 Students will identify details/examples to explain what the text explicitly says. |
| 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 Rabbit] Which detail is true about Rabbit? A. Rabbit wants to go home. B. Rabbit wants to eat lunch. C. Rabbit wants to play outside. |

| | |
|---------------------------------|--|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RL.2.1.a.2: Refer to specific text evidence to support inferences. |
| IAS Standard | 5.RL.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Items should require students to interpret basic inferences from the text. Evidence to support inferences should be explicitly stated in the text.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | inference/infer, quote, detail |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student can identify an explicitly stated detail from the text to support a basic inference.</p> |
| | <p>Tier 2</p> <p>Student can identify an explicitly stated detail/evidence from the text to support a basic inference.</p> |
| | <p>Tier 3</p> <p>Student can identify explicitly stated details/evidence from the text to support an inference.</p> |

| 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 | <p>[Stimulus: Story about Joey's room]</p> <p>Which sentence from the story shows that Joey likes to have a clean room?</p> <p>A. "Joey reads books every night."</p> <p>B. "Joey loves when everything is put away."</p> <p>C. "Joey told his mom he would come down soon."</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RL.2.2.a.1: Summarize the text. |
| IAS Standard | 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages avoid interpreting human emotions.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | recall, restate, summary/summarize, beginning, details |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student can identify a key event/detail/character from the beginning of the text.</p> |
| | <p>Tier 2</p> <p>Student can identify key events/details/characters from the text.</p> |
| | <p>Tier 3</p> <p>Student can determine the summary of the text.</p> |

| 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 | <p>[Stimulus: Story about Luisa and Marla's trip to the zoo]</p> <p>Select the summary of this story.</p> <p>A. Luisa and Marla had fun at the zoo.</p> <p>B. Luisa and Marla had a disagreement.</p> <p>C. Luisa and Marla both like animals.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RL.2.2.a.2: Determine the theme of a story, drama, or poem including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic. |
| IAS Standard | 5.RL.2.2: Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Themes should focus on real-life, age-appropriate situations (e.g., safety, friendship, kindness, rules).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | theme, determine, speaker |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student can identify a theme of a story or poem.</p> |
| | <p>Tier 2</p> <p>Student can identify a theme of a story, drama, or poem with supporting details explicitly stated from the text.</p> |
| | <p>Tier 3</p> <p>Students identify a theme of a story, drama, or poem with supporting details from the text.</p> |

| 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 | <p>[Stimulus: Story about a girl telling her friend the truth]</p> <p>What is the theme of the story?</p> <p>A. Friendship is important.</p> <p>B. Dogs are the best pets.</p> <p>C. Always tell the truth.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.ML.2.1.a.1: Review claims made in various types of media. |
| IAS Standard | 5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims. |
| Content Limits | <p>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.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Media and text will include at least one clear, concise claim.</p> <p>Media and text will not require background knowledge.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | claim, evaluate |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student can identify the claim from various types of media. |
| | Tier 2 Student can identify the claim from various types of media. |
| | Tier 3 Student can identify the claim from various types of media. |

| 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 | <p>[Stimulus: Poster for a community picnic]</p> <p>What claim is this poster making?</p> <p>A. The picnic will be fun.</p> <p>B. The picnic will be inside.</p> <p>C. The picnic will be crowded.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.ML.2.1.a.2: Evaluate evidence used to support these claims. |
| IAS Standard | 5.ML.2.1: Review claims made in various types of media and evaluate evidence used to support these claims. |
| Content Limits | <p>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.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Media and text will include at least one clear, concise claim.</p> <p>Media and text will not require background knowledge.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | Evidence, evaluate, claim(s), support |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student can determine if evidence supports a claim. |
| | Tier 2 Student can determine if evidence supports a claim. |
| | Tier 3 Student can determine if evidence supports multiple claims. |

| 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 | <p>[Stimulus: Picture of visitors leaving trash in national parks]</p> <p>Which claim does this evidence support?</p> <p>A. National parks are run by the government.</p> <p>B. National parks need lots of workers to help keep them clean.</p> <p>C. National parks are important in the United States.</p> |

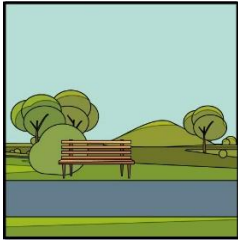
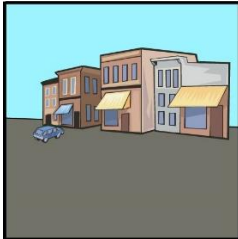
| | |
|---------------------------------|---|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.ML.2.2.a.1: Identify the role of the media in focusing people’s attention on events. |
| IAS Standard | 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. |
| Content Limits | <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Media must contain varied images, illustrations, captions, fonts, etc.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | identify, focus/focusing, opinions, role, media, attention, influence |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will identify the components the media uses to focus people’s attention.</p> |
| | <p>Tier 2</p> <p>Student will identify the components the media uses to focus people’s attention.</p> |
| | <p>Tier 3</p> <p>Student will identify the components the media uses to focus people’s attention.</p> |


| 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 | <p>[Stimulus: Poster for book signing event at a bookstore]</p> <p>How does this poster try to get people’s attention?</p> <p>A. It says “Come see our special guest!”</p> <p>B. It says “High School Basketball.”</p> <p>C. It says “Admission: \$5.00”</p> |

| | |
|---------------------------------|---|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.ML.2.2.a.2: Identify the role of the media in forming people’s opinions on issues. |
| IAS Standard | 5.ML.2.2: Identify the role of the media in focusing people’s attention on events and in forming their opinions on issues. |
| Content Limits | <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Stimuli graphics must contain clear claim.</p> <p>Stimuli must limit emotional pull and focus on reasoning and logic in supporting claims.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | media, opinion |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will identify the opinion given by the author. |
| | Tier 2 Student will identify the opinion given by the author. |
| | Tier 3 Student will identify the opinion given by the author. |

| 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 | <p>[Stimulus: Weather forecast with a short paragraph describing the outlook below]</p> <p>What is the writer's opinion about the weather?</p> <p>A. "It's going to be a beautiful day!"</p> <p>B. "Yesterday it was rainy."</p> <p>C. "Today is Monday."</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RL.2.3.a.1: Describe characters, settings, or events within a story; provide or identify specific details in the text to support the description. |
| IAS Standard | 5.RL.2.3: Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages include at least two details about the characters, settings, and/or events.</p> <p>Images in the text should be limited to the character, setting, or events in the story.</p> |
| Recommended Response Mechanisms | <p>Multiple Select (MS)</p> <p>Multiple Choice (MC)</p> <p>Table Match (TM)</p> |
| Construct-Relevant Vocabulary | characters, setting, events, describe, detail(s) |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student can identify a detail explicitly stated from the text to describe a character, setting, or event.</p> |
| | <p>Tier 2</p> <p>Student can identify details from the text to describe a character, setting, or event.</p> |
| | <p>Tier 3</p> <p>Student can identify details to support how the characters, settings, or events in a story impact the plot.</p> |

| 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 | <p>[Stimulus: Story about a trip to buy new shoes for school]</p> <p>Where does this story take place?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> A.  </div> <div style="display: flex; align-items: center;"> B.  </div> </div> <p style="margin-left: 40px;">in the park</p> <p style="margin-left: 40px;">at the store</p> |

| | |
|--|---|
| | <p>C.  in a school</p> |
|--|---|

| | |
|---------------------------------|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RL.3.1.a.1: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular text. |
| IAS Standard | 5.RL.3.1: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages must be clearly formatted into stanzas.</p> <p>Passages must have a clear connection amongst stanzas.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | series, chapters, scenes, stanzas, structure |
| Cognitive Complexity | 6 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will identify connected ideas within given stanzas.</p> |
| | <p>Tier 2</p> <p>Student will identify connected ideas within given stanzas.</p> |
| | <p>Tier 3</p> <p>Student will identify connected ideas within given stanzas.</p> |

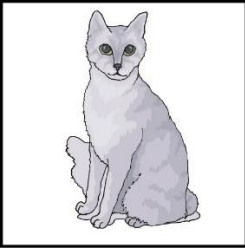
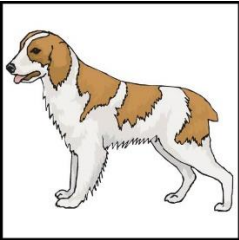

| Accessibility and Accommodation Considerations | |
|--|---|
| Stimulus Graphic Limitations | Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment 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 | <p>[Stimulus: Poem about an actor]</p> <p>How is stanza 2 connected to stanza 3?</p> <p>A. Stanza 2 establishes a background for the main character.</p> <p>B. Stanza 2 sets up conflict for the main character.</p> <p>C. Stanza 2 gives foreshadowing for the main character.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RL.3.2.a.1: Describe how a narrator’s or speaker’s point of view influences how events are portrayed. |
| IAS Standard | 5.RL.3.2: Describe how a narrator’s or speaker’s point of view influences how events are portrayed. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Illustration for Tier 1 (and for Tier 2 and Tier 3 if needed) complexity is based on tier.</p> <p>Attempts should be made to be aware of some students’ difficulties with understanding others’ point of view (students with autism).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | describe, narrator, speaker, point of view, influence, portray |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select how the narrative point of view influences the story.</p> |
| | <p>Tier 2</p> <p>Student will select how the narrative point of view influences the story.</p> |
| | <p>Tier 3</p> <p>Student will select how the narrative point of view influences the story.</p> |


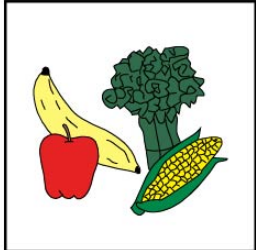
| Accessibility and Accommodation Considerations | |
|--|---|
| Stimulus Graphic Limitations | Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment 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 | <p>[Stimulus: Story about Charlie riding a carnival ride]</p> <p>What does Charlie's story about the carnival ride make you think about his day at the fair?</p> <p>A. It was fun.</p> <p>B. It was scary.</p> <p>C. It was sad.</p> |

Updated: 10/2020

| | |
|---|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RL.4.1.a.1: Identify how visual and multimedia presentations and representations can enhance the meaning of a text. |
| IAS Standard | 5.RL.4.1: Analyze how visual and multimedia presentations and representations can enhance the meaning of a text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Visual and multimedia representations must align directly to text.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | identify, analyze, multimedia, enhance |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will identify a visual that relates to the text. |
| | Tier 2 Student will identify the visual that best supports the text. |
| | Tier 3 Student will identify the visual that best supports 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 | <p>[Stimulus: Story about a cat]</p> <p>Which picture relates to the story?</p> <div style="text-align: center;">  </div> <p>A. a picture of a cat</p> <div style="text-align: center;">  </div> <p>B. a picture of a dog</p> <div style="text-align: center;">  </div> <p>C. a picture of a cow</p> |

| | |
|---------------------------------|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RL.4.2.a.1: Compare and contrast stories in the same genre on their approaches to similar themes and topics. |
| IAS Standard | 5.RL.4.2: Compare and contrast stories in the same genre on their approaches to similar themes and topics. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages have clear similarities and differences.</p> <p>Passages must be within the same genre and contain similar themes/topics.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Table Match (TM) |
| Construct-Relevant Vocabulary | compare, contrast, genre, similar, theme |
| Cognitive Complexity | 6 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given two passages, student will select one similarity in theme.</p> |
| | <p>Tier 2</p> <p>Given two passages, student will select one similarity and one difference in theme.</p> |
| | <p>Tier 3</p> <p>Given two passages, student will select a similarity and difference in theme.</p> |

| 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 | <p>[Stimulus: Story 1 about a family moving away and Story 2 about two friends saying goodbye when one friend is moving]</p> <p>What is the theme of both passages?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> A.  </div> <div style="margin-bottom: 20px;"> <p>Moving can be hard.</p> </div> <div style="display: flex; align-items: center;"> B.  </div> <div> <p>Eating healthy is important.</p> </div> </div> |

| | |
|--|---|
| |  <p>C. Try to help other people.</p> |
|--|---|

Updated: 07/19

| | |
|---|--|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RN.2.1.a.1: Quote accurately from a text when explaining what the text says explicitly. |
| IAS Standard | 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages with nonfiction text features to support comprehension.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | explicitly, quote, accurately, explain |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will select the answer that appeared in the text. |
| | Tier 2 Student will select the answer that appeared in the text. |
| | Tier 3 Student will select the answer that appeared 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 | <p>[Stimulus: Passage about nurses]</p> <p>Which sentence in the passage explains how people become nurses?</p> <p>A. “They help people who are sick or hurt.”</p> <p>B. “They work in clinics and hospitals.”</p> <p>C. “They go to school for special training.”</p> |

| | |
|---------------------------------|--|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RN.2.1.a.2: Quote accurately from a text to support inferences. |
| IAS Standard | 5.RN.2.1: Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Text will accompany pictures.</p> <p>Passage should not require students to interpret emotions and/or feelings.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | quote, accurately, inference |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select the correct text detail to support an inference.</p> |
| | <p>Tier 2</p> <p>Student will select the correct text detail to support an inference.</p> |
| | <p>Tier 3</p> <p>Student will select the correct text detail to support an inference.</p> |

| 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 | <p>[Stimulus: Passage about wildfires]</p> <p>The author believes wildfires are dangerous.</p> <p>Which detail from the passage supports this idea?</p> <p>A. "Wildfires occur on every continent except Antarctica."</p> <p>B. "Some plants depend on fire for growth."</p> <p>C. "Wildfires can cause damage to buildings and human life."</p> |

Updated: 10/2020

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RN.2.2.a.1: Determine main ideas, and identify key details to support main ideas. |
| IAS Standard | 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages will include a main idea.</p> <p>Passages will include at least two key details that support the main idea.</p> <p>Passages will avoid incidental details.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | determine, main idea, support, key, details, identify |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given illustrations and text as response options, student will select the topic of a passage.</p> |
| | <p>Tier 2</p> <p>Student will select the topic of a passage.</p> |
| | <p>Tier 3</p> <p>Given the main idea, students will select a detail that supports the main idea.</p> |

| 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 | <p>[Stimulus: Passage about listening to music]</p> <p>What is the main idea of the passage?</p> <p>A. Music has been around forever.</p> <p>B. Everyone likes to listen to music.</p> <p>C. There are different ways to listen to music.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RN.2.2.a.2: Summarize the text. |
| IAS Standard | 5.RN.2.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages include illustrations to support comprehension of nonfiction text.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | summarize, summary, main idea |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will answer a question about something at the beginning of the passage.</p> |
| | <p>Tier 2</p> <p>Student will answer a question about something at the beginning and end of the passage.</p> |
| | <p>Tier 3</p> <p>Student will select a summary of the passage.</p> |

| 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 | <p>[Stimulus: Passage about drinking water]</p> <p>Which sentence gives a summary of the passage?</p> <p>A. Some people drink lots of soda and juice.</p> <p>B. Drinking water when it is hot outside is important.</p> <p>C. We need to drink more water because water helps us stay healthy.</p> |

| Reporting Category | Key Ideas & Textual Support/Vocabulary |
|---------------------------------|---|
| Content Connector | 5.RN.2.3.a.1: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information across texts. |
| IAS Standard | 5.RN.2.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages include at least two key details that support the main idea.</p> <p>Passages avoid incidental details.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | explain, relationships, interactions, concepts |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given two texts, student will select the correct relationship between two individuals.</p> |
| | <p>Tier 2</p> <p>Given two texts, student will select correct relationships between two individuals and events.</p> |
| | <p>Tier 3</p> <p>Given two texts, student will select correct relationships between two individuals and events.</p> |

| Accessibility and Accommodations 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 | <p>[Stimulus: Two passages about Lewis and Clark]</p> <p>According to the passages, what did Lewis and Clark do together?</p> <p>A. They were explorers.</p> <p>B. They were brothers.</p> <p>C. They were inventors.</p> |

Updated: 10/2020

| | |
|---------------------------------|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RN.3.1.a.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. |
| IAS Standard | 5.RN.3.1: Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | apply, text feature, sources |
| Cognitive Complexity | 5 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will use a given text feature from multiple choices to select correct response.</p> |
| | <p>Tier 2</p> <p>Student will use a given text feature from multiple choices to select correct response.</p> |
| | <p>Tier 3</p> <p>Student will use a given text feature from multiple choices to select correct response.</p> |

| 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 | <p>[Stimulus: Recipe for bread]</p> <p>Which section of the passage lists the ingredients?</p> <p>A. What You Need</p> <p>B. Getting Started</p> <p>C. After Baking</p> |

| | |
|---------------------------------|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RN.3.2.a.1: Compare and contrast the overall structures of events, ideas, concepts, or information in two or more texts. |
| IAS Standard | 5.RN.3.2: Compare and contrast the organizational structures of events, ideas, concepts, or information in two or more texts. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>All items will include two passages divided into two sections on the same topic for the student to compare and/or contrast.</p> <p>All items will include two passages divided into two sections that have same and/or different text structure (e.g., chronology, problem/solution, comparison, cause/effect) for the student to compare and/or contrast.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | compare, contrast, structure, sequence |
| Cognitive Complexity | 6 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will answer a question about a text feature or structure used to organize information.</p> |
| | <p>Tier 2 Student will answer a question about how information is organized similarly in each of two or more passages.</p> |
| | <p>Tier 3 Student will answer a question about how information is organized similarly or differently in each of two or more passages.</p> |
| 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 | <p>[Stimulus: Passage about painting a picture]</p> <p>Which section of the first passage tells what supplies you need?</p> <p>A. Cleaning Up</p> <p>B. Getting Started</p> <p>C. Mixing It All Together</p> |

| | |
|---------------------------------|--|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RN.3.3.a.1: Determine important similarities and differences in the perspectives of multiple accounts of the same event or topic. |
| IAS Standard | 5.RN.3.3: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passages are focused on a realistic event or events.</p> <p>Two passages or two events are included.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Table Match (TM) |
| Construct-Relevant Vocabulary | analyze, determine, similarity, difference |
| Cognitive Complexity | 6 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given two events or topics, students will identify one difference.</p> |
| | <p>Tier 2</p> <p>Given two events or topics, student will identify one difference or one similarity.</p> |
| | <p>Tier 3</p> <p>Given two events or topics, student will identify one difference and one similarity.</p> |

| 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 | <p>[Stimulus: Two passages about growing a garden; one written from a child's perspective and the other written from an adult's perspective]</p> <p>How are the two passages different?</p> <p>A. Only the first one tells about getting wet.</p> <p>B. Only the first one tells about planting seeds.</p> <p>C. Only the first one tells about growing a garden.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RN.4.1.a.1: Explain how an author uses reasons and evidence to support particular points in a text. |
| IAS Standard | 5.RN.4.1: Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>All items will include one passage of text.</p> <p>All passages will include no more than three points made by the author/text.</p> <p>All points made by the author/text will be provided to the student (e.g., underlined in the text).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | explain, reasons, evidence, support |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select the main idea or key point.</p> |
| | <p>Tier 2</p> <p>Student will answer a question about how the text supports the author’s point.</p> |
| | <p>Tier 3</p> <p>Student will answer a question about which part of the text best supports the author’s point.</p> |

| 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 | <p>[Stimulus: Passage about electric cars]</p> <p>Which sentence supports the author's point that the cars we drive are changing?</p> <p>A. Some people ride bikes instead.</p> <p>B. All cars have a source of energy.</p> <p>C. More people are driving electric cars now.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Structural Elements and Organization/Connection of Ideas/Media Literacy |
| Content Connector | 5.RN.4.2.a.1: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge of the subject. |
| IAS Standard | 5.RN.4.2: Combine information from several texts or digital sources on the same topic in order to demonstrate knowledge of the subject. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Two sources on the same topic are included.</p> |
| Recommended Response Mechanisms | Table Match (TM) Multiple Choice (MC) |
| Construct-Relevant Vocabulary | combine, demonstrate |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select a statement related to a given topic from the texts/sources.</p> |
| | <p>Tier 2</p> <p>Student will select a statement related to a given topic from the texts/sources.</p> |
| | <p>Tier 3</p> <p>Student will select a statement related to a given topic from the texts/sources.</p> |

| 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 | <p>[Stimulus: Two passages about a museum]</p> <p>Which statement relates to what both passages are about?</p> <p>A. “The museum has many tourists every year.”</p> <p>B. “The museum is hard to find for many people.”</p> <p>C. “The museum has lots of interesting things inside.”</p> |

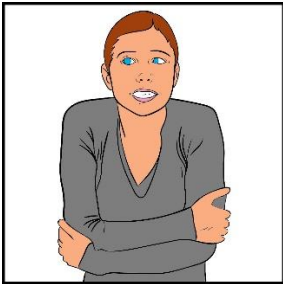

Updated: 07/19

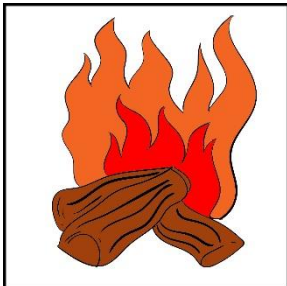
| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RV.2.1.a.1: Use context and text features to determine the meanings of unknown words. |
| IAS Standard | 5.RV.2.1: Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>All items will include at least one new/unfamiliar or multiple-meaning word.</p> <p>All passages will include context that allows student to determine the meaning of the new/unfamiliar word or the intended meaning of the multiple-meaning word.</p> <p>In all items, “context,” used by students to determine the meaning of new/unfamiliar/multi-meaning words, refers to the text surrounding the word; context should not be dependent on student background knowledge.</p> <p>All pictures used will include grade-appropriate content.</p> <p>All selected words will be bolded.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | context, text features, determine |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will use context to select the meaning of an unknown word.</p> |
| | <p>Tier 2 Student will use context to select the meaning of an unknown word.</p> |
| | <p>Tier 3 Student will use context to select the meaning of unknown words (e.g., “From paragraph 1, what is the meaning of the bolded word?”).</p> |
| 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 | |
|----------------------|--|
| <p>Tier 3</p> | <p>[Stimulus: Story about Jolie winning an award]</p> <p>Read the sentences from the story.</p> <p>Jolie was <u>thrilled</u> to win the award. She smiled with great happiness.</p> <p>What does <u>thrilled</u> mean?</p> <p>A. excited</p> <p>B. relieved</p> <p>C. disappointed</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RV.2.2.a.1: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. |
| IAS Standard | 5.RV.2.2: Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies. |
| Content Limits | <p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | relationships, synonyms, antonyms, homographs, metaphors, similes, analogies |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select a synonym for a given word.</p> |
| | <p>Tier 2</p> <p>Student will select the synonym or antonym for a given word.</p> |
| | <p>Tier 3</p> <p>Student will select the relationship between two words (e.g., Given two words -hot/cold- identify the relationship. [antonyms]).</p> |

| 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 | <p>Which word means the same as <i>cold</i>?</p> <p>A. </p> <p>freezing</p> <p>B. </p> <p>shouting</p> |

| | |
|--|--|
| | <p>C. </p> <p>burning</p> |
|--|--|

| | |
|---------------------------------|--|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RV.2.4.a.1: Use common grade-appropriate, known words and word patterns as clues to determine the meaning of an unknown word. |
| IAS Standard | 5.RV.2.4: Apply knowledge of word-structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). |
| Content Limits | <p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Passages should include Greek and Latin affixes (pre-, re-, un-, mis-, a-, photo-, bio-).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | determine, pre-, re-, un-, mis-, a-, photo-, bio- |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select the correct definition of an unknown word to complete the sentence.</p> |
| | <p>Tier 2</p> <p>Student will select the correct definition of an unknown word to complete the sentence.</p> |
| | <p>Tier 3</p> <p>Student will select the correct definition of an unknown word to complete the sentence.</p> |

| 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 | <p>What does <i>return</i> mean?</p> <p>A. come again</p> <p>B. leave a place</p> <p>C. turn in circles</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RV.3.1.a.1: Determine the meaning of figurative language in works of literature, including imagery, symbolism, and figurative language. |
| IAS Standard | 5.RV.3.1: Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion). |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Use short, manageable text (of two or three sentences).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | literature, imagery, symbolism, figurative language, determine |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given a text, student will identify the meaning of figurative language.</p> |
| | <p>Tier 2</p> <p>Given a text, student will identify the meaning of figurative language.</p> |
| | <p>Tier 3</p> <p>Given a text, student will identify the meaning of figurative language.</p> |

| 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 | <p>[Stimulus: Story about a girl named Kyla]</p> <p>What does as quiet as a mouse mean?</p> <p>A. Kyla is shy.</p> <p>B. Kyla is smart.</p> <p>C. Kyla is happy.</p> |

Updated: 10/2020

| | |
|---------------------------------|--|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RV.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text. |
| IAS Standard | 5.RV.3.2: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth-grade topic or text. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | determine |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given a text, student will determine the meaning of general academic and content-specific words and phrases.</p> |
| | <p>Tier 2</p> <p>Given a text, student will determine the meaning of general academic and content-specific words and phrases.</p> |
| | <p>Tier 3</p> <p>Given a text, student will determine the meaning of general academic and content-specific words and phrases.</p> |

| 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 | <p>[Stimulus: Passage about a school announcement]</p> <p>What does announce mean?</p> <p>A. to tell people something</p> <p>B. to invite people somewhere</p> <p>C. to give people something</p> |



| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.RV.3.3.a.1: Identify the meaning of common idioms, proverbs, or adages. |
| IAS Standard | 5.RV.3.3: Analyze the meanings of proverbs, adages, and idioms in context. |
| Content Limits | <p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Passages must provide context to support idioms, proverbs, or adages.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | idioms, proverbs, adages |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given a text, student will identify the meaning of common idioms, proverbs, or adages.</p> |
| | <p>Tier 2</p> <p>Given a text, student will identify the meaning of common idioms, proverbs, or adages.</p> |
| | <p>Tier 3</p> <p>Given a text, student will identify the meaning of common idioms, proverbs, or adages.</p> |

| 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 | <p>[Stimulus: Story about a rainy day]</p> <p>What does "it's raining cats and dogs outside" mean?</p> <p>A. It's not safe to go outside.</p> <p>B. It's raining really hard outside.</p> <p>C. There are too many animals outside.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.SL.3.1.a.1: Summarize the main ideas and supporting details of a text read aloud. |
| IAS Standard | 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Content Limits | <p>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.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Listening only (no text provided).</p> <p>Students must play audio at least once before answering. Audio can be replayed.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | summarize, main idea |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will answer a question about something at the end of the story.</p> |
| | <p>Tier 2</p> <p>Student will answer a question about something at the beginning of the story.</p> |
| | <p>Tier 3</p> <p>Student will select a summary of the story.</p> |

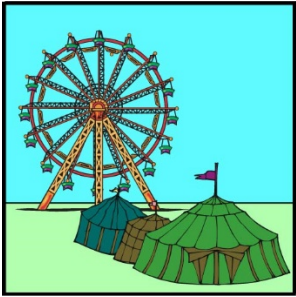
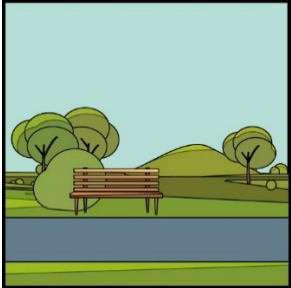
| Accessibility and Accommodation Considerations | |
|--|--|
| Stimulus Graphic Limitations | Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment 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. Audio can be replayed. |
| Sample Item | |
| Tier 3 | <p>[Stimulus: Audio of a short story about Bob and John]</p> <p>Which sentences summarize the story?</p> <p>A. Bob and John like playing together. They had a disagreement but they worked it out.</p> <p>B. Bob and John wanted to watch TV. Bob's mom said to turn the TV off.</p> <p>C. Bob and John want to spend time alone. They don't know each other very well.</p> |


| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.SL.3.1.a.2: Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually, quantitatively. |
| IAS Standard | 5.SL.3.1: Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| Content Limits | <p>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.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Items based on audio or video stimulus.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | summarize, main idea |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given diverse media and formats, the student will identify the main idea.</p> |
| | <p>Tier 2</p> <p>Given diverse media and formats, the student will identify the main idea.</p> |
| | <p>Tier 3</p> <p>Given diverse media and formats, the student will identify the main idea.</p> |

| 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. Audio or video may be replayed. |
| Sample Item | |
| Tier 1 | <p>Listen to the speaker.</p> <p>[Audio: Announcement about bringing water]</p> <p>What is the main idea of the announcement?</p> <p>A.  Remember to bring money.</p> <p>B.  Remember to look your best.</p> |

| | |
|--|---|
| | <p data-bbox="568 441 609 483">C.</p> <div data-bbox="620 237 852 472"></div> <p data-bbox="617 504 1136 556">Remember to bring a water bottle.</p> |
|--|---|

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.SL.3.2.a.1: Summarize the points a speaker makes. |
| IAS Standard | 5.SL.3.2: Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence. |
| Content Limits | <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Listening only (no text provided).</p> |
| Recommended Response Mechanisms | Multiple Select (MS) Multiple Choice (MC) |
| Construct-Relevant Vocabulary | summarize, main idea, speaker |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will identify a point made by a speaker.</p> |
| | <p>Tier 2</p> <p>Student will identify a point made by a speaker.</p> |
| | <p>Tier 3</p> <p>Student will identify a point made by a speaker.</p> |

| 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. Audio may be replayed. |
| Sample Item | |
| Tier 1 | <p>Listen to the speaker.</p> <p>[Audio: Announcement about a basketball game]</p> <p>Which point does the speaker make?</p> <p>A. </p> <p>People should come to the fair.</p> <p>B. </p> <p>People should come to the city park.</p> |

| | |
|--|---|
| | <p data-bbox="574 548 618 583">C.</p> <div data-bbox="634 289 922 577"></div> <p data-bbox="631 632 1305 667">People should come to the basketball game.</p> |
|--|---|

Updated: 07/19

| | |
|---------------------------------|---|
| Reporting Category | Key Ideas & Textual Support/Vocabulary |
| Content Connector | 5.SL.3.2.a.2: Identify the reasons and evidence a speaker provides to support particular points. |
| IAS Standard | 5.SL.3.2: Summarize a speaker’s points as they relate to main ideas or supporting details and demonstrate how claims are supported by reasons and evidence. |
| Content Limits | <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Listening only (no text provided).</p> |
| Recommended Response Mechanisms | <p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p> |
| Construct-Relevant Vocabulary | summarize, main idea, speaker, support, reasons, evidence, points |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will identify the reason given by the speaker to support a particular point.</p> |
| | <p>Tier 2</p> <p>Student will identify reasons given by the speaker to support a particular point.</p> |
| | <p>Tier 3</p> <p>Student will identify reasons given by the speaker to support a particular point.</p> |

| 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. Audio may be replayed. |
| Sample Item | |
| Tier 2 | <p>Listen to the speaker.</p> <p>[Audio: Campaign speech]</p> <p>Why does the speaker think we should vote for him?</p> <p>A. He is in 6th grade and plays soccer for fun.</p> <p>B. He lives in the city and enjoys listening to music.</p> <p>C. He has done this before and cares about the issues.</p> |

Updated: 07/19

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.1: Provide an introduction that states own position within persuasive composition. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and with details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Complexity of choices will be increased for Tier 3.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | persuasive/persuade, introduction, audience, composition, position |
| Cognitive Complexity | 3 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given a three-sentence persuasive paragraph, student will select the appropriate introduction.</p> |
| | <p>Tier 2 Given a 3–4-sentence persuasive paragraph, student will select the appropriate introduction.</p> |
| | <p>Tier 3 Given a 3–6-sentence persuasive paragraph, student will select the appropriate introduction.</p> |
| 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. |

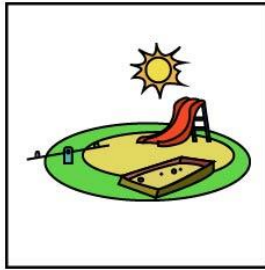
Sample Item

Tier 1

Read the paragraph.

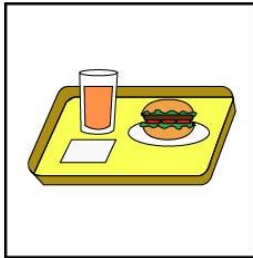
_____. We need to get more sunshine and fresh air. We can then come back inside and focus better.

Which sentence belongs in the blank?



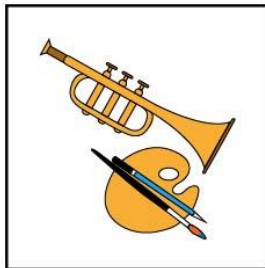
A.

We need a longer recess.



B.

We need a longer lunch period.

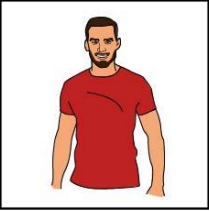
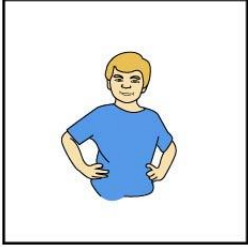



C.

We need more music and art.

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.2: Use language appropriate to the identified audience in a persuasive composition. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Provide a picture (advertisement) for Tier 1 and short, manageable text (advertisement) for Tier 2 and Tier 3.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | persuasive/persuade, composition, audience |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given a picture advertisement, student will identify the appropriate audience.</p> |
| | <p>Tier 2 Given a 2-3-sentence text advertisement, student will identify the appropriate audience.</p> |
| | <p>Tier 3 Given a 3-5-sentence text advertisement, student will identify the appropriate audience.</p> |
| 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. All parts of advertisement should be linked to audio. |

| Sample Item | |
|-------------|---|
| Tier 1 | <p>[Stimulus: Advertisement for a toy]</p> <p>Who is the audience for this advertisement?</p> <p>A.  adults</p> <p>B.  young children</p> <p>C.  high school students</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.3: Provide relevant facts and reasons to support the stated opinion within persuasive writing. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Highlight tool may be used.</p> <p>Keywords need to be included.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | relevant, fact, opinion, persuasive, position, connect, audience |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will select one fact that supports a stated opinion from a stimulus.</p> |
| | <p>Tier 2 Given a statement, student will select two facts or reasons to support the statement.</p> |
| | <p>Tier 3 Given a statement, student will select two facts or reasons to support the statement.</p> |
| 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 | <p>Read the sentence.</p> <p>Dogs are the best pets.</p> <p>Which reasons support this opinion?</p> <p>A. They can be your friend and they can help keep you safe.</p> <p>B. They can help you with homework and teach you how to play baseball.</p> <p>C. They can cost a lot of money, and they might run away from home.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.4: Organize ideas to support the purpose in a persuasive composition. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentences include strong transition words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Table Match (TM) |
| Construct-Relevant Vocabulary | persuasive/persuade, organize, purpose, position, audience, beginning, middle, end |
| Cognitive Complexity | 5 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given three sentences, student will identify the beginning or end.</p> |
| | <p>Tier 2 Given three sentences, student will identify the beginning, middle, or end.</p> |
| | <p>Tier 3 Given up to five sentences, student will organize them into beginning, middle, and end.</p> |
| 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 | <p>Which sentence should come last?</p> <p>A. First, recycling can be fun!</p> <p>B. Next, recycling helps save trees.</p> <p>C. In conclusion, this is why people should recycle.</p> |

Updated: 10/2020

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.5: Link positions and reasons using words, phrases, and clauses in a persuasive composition. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 1 should include basic transition words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | persuasive/persuade, composition, introductory, audience, positions, reasons |
| Cognitive Complexity | 3 |

| Evidence Statements | |
|--|--|
| Evidence Statements | <p>Tier 1 Given a 2-3-sentence paragraph, student will identify appropriate transition words in a persuasive context.</p> |
| | <p>Tier 2 Given a 3-4-sentence paragraph, student will identify appropriate transition words in a persuasive context.</p> |
| | <p>Tier 3 Given a 4-5-sentence paragraph, student will identify appropriate transition words in a persuasive context.</p> |
| 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 | <p>Read the paragraph.</p> <p>Use cloth bags instead of plastic bags. Cloth bags can be used many times. _____ reason to use cloth bags is they can carry a lot of stuff without breaking!</p> <p>Which word belongs in the blank to tell the reader that a new reason is coming?</p> <p>A. Although</p> <p>B. Because</p> <p>C. Another</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.6: Provide a clear concluding statement or paragraph related to the opinion stated in a persuasive composition. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Complexity of choices will be increased for Tier 3.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | persuasive/persuade, composition, position, audience, conclusion/concluding |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given a 2-3-sentence paragraph, student will identify the appropriate concluding statement.</p> |
| | <p>Tier 2 Given a 3-4-sentence paragraph, student will identify the appropriate concluding statement.</p> |
| | <p>Tier 3 Given a 4-6-sentence paragraph, student will identify the appropriate concluding statement.</p> |
| 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 | <p>Read the paragraph.</p> <p>Ice cream has a lot of sugar in it. Too much sugar is unhealthy. Some places sell sugar-free ice cream. It tastes just as good as the regular kind but is healthier.</p> <p>Which sentence best concludes the author's idea?</p> <p>A. Sugar-free ice cream is tasty in the summer.</p> <p>B. Next time you buy ice cream, try the sugar-free kind.</p> <p>C. There are many ice cream toppings to choose from.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.1.a.7: Write persuasive compositions in a variety of forms. |
| IAS Standard | <p>5.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • clearly present a position in an introductory statement to an identified audience. • support the position with qualitative and quantitative facts and details from various sources, including texts. • use an organizational structure to group-related ideas that support the purpose. • use language appropriate for the identified audience. • connect reasons to the position using words, phrases, and clauses. • provide a concluding statement or section related to the position presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Multiple text options must be available (e.g., newspaper article, advertisement, nonfiction text passage).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | persuasive, compositions |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|--|
| Evidence Statements | <p>Tier 1 Given three topic options, student will select the one best suited to persuasive composition.</p> |
| | <p>Tier 2 Given three topic sentences, student will select the one best suited to persuasive composition.</p> |
| | <p>Tier 3 Given three 2-3-sentence persuasive paragraphs, student will select the persuasive composition.</p> |
| Accessibility and Accommodation Considerations | |
| Stimulus Graphic Limitations | <p>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.</p> <p>Images must be free of additional stimuli.</p> |
| Linguistic Complexity | To be determined after IDOE review |
| Visual and Auditory Considerations | All sources are available on one page/screen. |
| Sample Item | |
| Tier 1 | <p>Which topic tries to get people to think a certain way about something?</p> <p>A. a story about a family on vacation</p> <p>B. an article that argues that tablets are better than computers</p> <p>C. a report about the history of electricity</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.1: Introduce a topic in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>All items will include a grade-appropriate topic.</p> <p>All items will include a list of no more than three facts, definitions, concrete details, quotations, and/or other information and examples.</p> <p>All passages presented will follow given parameters for complexity.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |

| | |
|---|--|
| Construct-Relevant Vocabulary | introduce, inform/informative, topic, topic sentence |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will select a topic sentence. |
| | Tier 2 Student will select a topic sentence. |
| | Tier 3 Student will select a topic 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 | <p>Read the paragraph.</p> <p>_____ . The school band has trumpets and trombones. The school band also has clarinets and flutes.</p> <p>Which sentence should begin the paragraph?</p> <p>A. Kids in the school band play many different instruments.</p> <p>B. Kids in the school band need to be at school at 8 a.m.</p> <p>C. Kids in the school band play in a concert every year.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.2: Arrange sentences and paragraphs logically, in an organizational form appropriate to the topic in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentences contain strong transition words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Table Match (TM) |
| Construct-Relevant Vocabulary | informative, organize, beginning, middle, end |
| Cognitive Complexity | 5 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given two sentences, student will identify the beginning or end.</p> |
| | <p>Tier 2 Given three sentences, student will identify the beginning, middle, or end.</p> |
| | <p>Tier 3 Given up to five sentences, student will organize them into beginning, middle, and end.</p> |
| 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 | <p>Which choice shows the correct order of the sentences?</p> <p>A. First, get out the ingredients. Next, add the ingredients to the bowl. Then, stir everything together. Last, pour it into the pan and put the pan into the oven.</p> <p>B. Next, add the ingredients to the bowl. First, get out the ingredients. Then, stir everything together. Last, pour it into the pan and put the pan into the oven.</p> <p>C. First, get out the ingredients. Last, pour it into the pan and put the pan into the oven. Next, add the ingredients to the bowl. Then, stir everything together.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.3: Provide examples, facts, quotations, or other information to support a topic in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | examples, facts, quotations, support, informative, composition, identify, facts |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will identify a fact or detail related to a specified topic.</p> |
| | <p>Tier 2 Student will identify two facts or details related to a specified topic.</p> |
| | <p>Tier 3 Student will support a given topic with relevant facts, definitions, details, etc.</p> |
| 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 | <p>Which details belong in a paragraph about how to play a game?</p> <p>A. how many people can play and how long the game usually takes</p> <p>B. the rules of another game she likes and how much the game costs</p> <p>C. the name of a TV show and when she last played the game</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.4: Use appropriate language, vocabulary, and sentence variety to support a tone and formality in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Images available when appropriate.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | informative, composition, vocabulary, tone, formality, appropriate, audience |
| Cognitive Complexity | 4 |

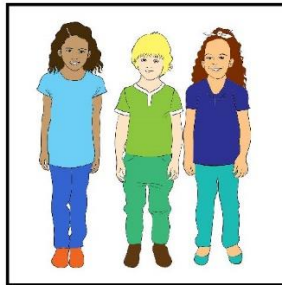
| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given a sentence, student will choose the appropriate audience.</p> |
| | <p>Tier 2 Given three sentences, student will choose the appropriate audience.</p> |
| | <p>Tier 3 Given a short paragraph, student will choose the appropriate audience.</p> |
| 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

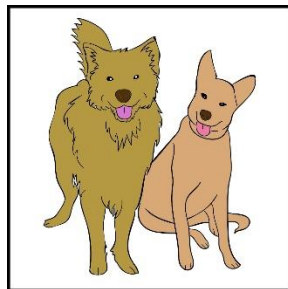
Read the sentence.

Ask a parent or teacher to help you learn more about dogs.

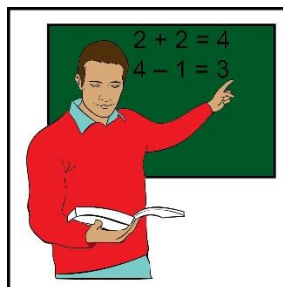
Who is the intended audience?



A.
kids



B.
dogs



C.
teachers

Tier 1

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.5: Use transitional words, phrases, and clauses to connect ideas and create cohesion in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentences contain strong transition words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | informative, transition, phrases, clauses, cohesion |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will choose appropriate transition words (first, next, last).</p> |
| | <p>Tier 2 Student will choose appropriate transition words (first, next, last, after, then, later, before).</p> |
| | <p>Tier 3 Student will choose appropriate transition words first, next, last, after, then, later, before, however, in addition).</p> |
| 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 | <p>Read the sentences.</p> <p>Julia helped her dad vacuum the living room floor. _____ that, they had to get all of Julia's toys off of the living room floor.</p> <p>Which word belongs in the blank?</p> <p>A. After</p> <p>B. Before</p> <p>C. Later</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.6: Provide a concluding statement or paragraph related to the information or explanation presented in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. ● employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. ● connect ideas within and across categories using transition words (e.g., therefore, in addition). ● include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. ● use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. ● provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Complexity of choices will be increased for Tier 3.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | informative, concluding |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|--|
| Evidence Statements | <p>Tier 1 Given a passage, student will select the appropriate concluding statement.</p> |
| | <p>Tier 2 Given a passage, student will select the appropriate concluding statement.</p> |
| | <p>Tier 3 Given a passage, student will select the appropriate concluding statement.</p> |
| 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 | <p>Read the paragraph.</p> <p>[Paragraph fun places to visit during the summer]</p> <p>Which sentence should conclude the paragraph?</p> <p>A. Maybe you can visit some of these fun places this summer.</p> <p>B. Another town nearby has some fun places to visit.</p> <p>C. I want to tell you about some fun places to visit.</p> |

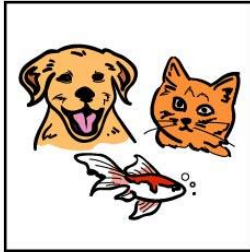
| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.7: Include text features and multimedia when useful to aid comprehension in an informative composition. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 1 items should include Illustrations.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | text features, comprehension, informative, composition |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given an informative composition, student will select text features that aid in reader comprehension.</p> |
| | <p>Tier 2 Given an informative composition, student will select text features that aid in reader comprehension.</p> |
| | <p>Tier 3 Given an informative composition, student will select text features that aid in reader comprehension.</p> |
| 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. |

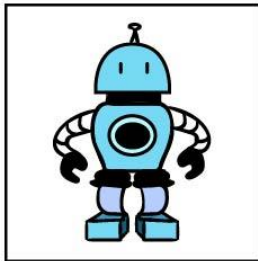
Sample Item

A student is writing about animals that make good pets.

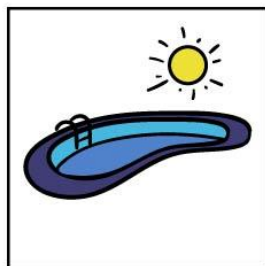
What should the student include to help give information about animals that make good pets?



A. pictures of cats, dogs, and fish



B. pictures of a favorite toy



C. pictures of a swimming pool

Tier 1

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.2.a.8: Write informative compositions on a variety of topics. |
| IAS Standard | <p>5.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. • employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. • connect ideas within and across categories using transition words (e.g., therefore, in addition). • include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. • provide a concluding statement or section related to the information or explanation presented. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Multiple text options must be available (e.g., newspaper article, web resources, nonfiction text passage).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | informative, composition |
| Cognitive Complexity | 4 |

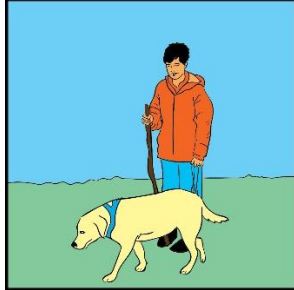
| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given three topic choices, student will select the one best suited to informative composition.</p> |
| | <p>Tier 2 Given three topic sentences, student will select the one best suited to informative composition.</p> |
| | <p>Tier 3 Given three 2-3-sentence paragraphs, student will select the informative composition(s).</p> |
| 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 | <p>Which topic sentence belongs at the beginning of an informative paragraph?</p> <p>A. Our town has many parks.</p> <p>B. Everyone should recycle to save the planet.</p> <p>C. I will never forget my last day of fourth grade.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.1: Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | narrative, element, exposition, setting, situation, introduce, narrator |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will select an element of the exposition (e.g., Which of these belongs at the beginning of a story?).</p> |
| | <p>Tier 2 Student will select an element of the exposition (e.g., Which of these belongs at the beginning of a story?).</p> |
| | <p>Tier 3 Student will select an element of the exposition (e.g., Which of these belongs at the beginning of a story?).</p> |
| 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. |

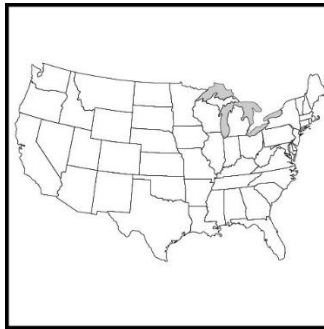
Sample Item

Which sentence belongs at the beginning of a story?



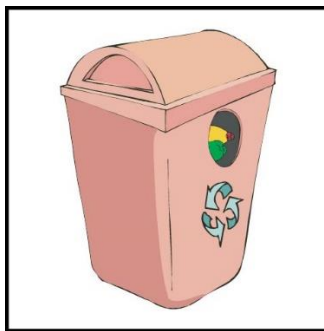
A.

Josh and his dog took a walk to the park.



B.

The United States has 50 states.



C.

Everyone should learn more about recycling.

Tier 1

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.2: Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions in a narrative composition. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentences contain strong transitional words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Table Match (TM) |
| Construct-Relevant Vocabulary | sequence, conflict, climax, resolution, transitions, organize |
| Cognitive Complexity | 5 |

| Evidence Statements | |
|--|--|
| Evidence Statements | <p>Tier 1 Student will select an appropriate sequence of events for what happens next in a given story.</p> |
| | <p>Tier 2 Student will select an appropriate sequence of events for what happens next in a given story.</p> |
| | <p>Tier 3 Student will select an appropriate sequence of events for what happens next in a given story.</p> |
| 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 | <p>Read the paragraph.</p> <p>It was late at night. We were fast asleep in the tent. Suddenly, we heard a bark. Our dog wanted to come inside the tent. _____ . Then, we smelled something. We realized our dog had been sprayed by a skunk!</p> <p>Which sentence belongs in the blank?</p> <p>A. We let the dog come inside the tent.</p> <p>B. In the morning, we gave the dog a bath.</p> <p>C. We went on a long hike with our dog.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.3: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations in a narrative composition. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Stimuli includes dialogue.</p> <p>Stimuli content complexity increases with tier.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | narrative, dialogue, description, pacing |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will identify the dialogue that propels the story.</p> |
| | <p>Tier 2 Student will identify the dialogue that propels the story.</p> |
| | <p>Tier 3 Student will identify the dialogue that propels the story.</p> |
| 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 | <p>Read the paragraph.</p> <p>[Narrative paragraph about walking to school]</p> <p>Which dialogue would help the story continue?</p> <p>A. "That is a pretty flower."</p> <p>B. "Stop! There's a bus coming!"</p> <p>C. "That's fine."</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.4: Use precise and expressive vocabulary in a narrative composition. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Passages need to include clear/concise vocabulary.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | narrative, precise, expressive, describe, visualize |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will identify a word that helps a reader visualize a story.</p> |
| | <p>Tier 2 Student will identify a word that helps a reader visualize a story.</p> |
| | <p>Tier 3 Student will identify a word that helps a reader visualize a story.</p> |
| 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 | <p>Read the sentence.</p> <p>Sally was mad. She _____, “Why did this happen?”</p> <p>Which word will best show how Sally is speaking?</p> <p>A. yelled</p> <p>B. said</p> <p>C. smiled</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.5: Use figurative language in a narrative composition. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Text should be short and manageable.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | figurative language, narrative, composition |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will identify the meaning of figurative language used in a provided sentence.</p> |
| | <p>Tier 2 Student will identify the meaning of figurative language used in a provided sentence.</p> |
| | <p>Tier 3 Student will identify the meaning of figurative language used in a provided sentence or sentences.</p> |
| 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 | <p>Read the sentences.</p> <p>It was really windy. The wind howled like a wolf.</p> <p>What does "howled like a wolf" mean?</p> <p>A. The wind felt nice.</p> <p>B. The wind was gentle.</p> <p>C. The wind sounded loud.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.6: Provide an ending that follows from the narrated events in a narrative composition. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 1 passage is a one- or two-sentence paragraph with the ending sentence left off.</p> <p>Tier 2 and Tier 3 passages are three- or four-sentence paragraphs with the ending sentence left off.</p> <p>Ending sentence should begin with a transitional word or phrase (e.g., “Finally,” “At the end of the day,” “When we got home”).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |


| | |
|---|---|
| Construct-Relevant Vocabulary | narrative, composition, ending |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will select an appropriate ending phrase. |
| | Tier 2 Student will select an appropriate ending sentence for a short paragraph. |
| | Tier 3 Student will select an appropriate ending sentence for a 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 | <p>Read the sentence.</p> <p>At bedtime, I turn off the light and it is _____.</p> <p>What belongs in the blank?</p> <p>A. the first thing I do in the morning</p> <p>B. the last thing I do at night</p> <p>C. the only thing I do all day</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.3.3.a.7: Write narrative compositions in a variety of forms. |
| IAS Standard | <p>5.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). • develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. • use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. • use precise and expressive vocabulary and figurative language for effect. • provide an ending that follows from the narrated experiences or events. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Use short, concise passages for item choices.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | narrative, composition, conflict, climax, resolution |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|--|
| Evidence Statements | <p>Tier 1 Student will select the narrative composition.</p> |
| | <p>Tier 2 Student will select the narrative composition.</p> |
| | <p>Tier 3 Student will select the narrative composition.</p> |
| 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 | <p>Which sentences would you find in a narrative composition?</p> <p>A. Luisa looked everywhere for her book. She picked up her clothes off of the floor. She put all of her toys away. She still couldn't find her book!</p> <p>B. You can check out many things from a library. You can check out books, videos, and even toys. The library is a useful place.</p> <p>C. Everyone should read more books. Reading helps us get smarter. Reading teaches us about many things. Reading is important.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.4.a.1: Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre. |
| IAS Standard | <p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. use technology to interact and collaborate with others to publish legible documents. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Passages must include a graphic organizer with a provided topic and three story webs.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | generate, develop, organize, relevant, topic, purpose, genre, graphic organizer |
| Cognitive Complexity | 5 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1</p> <p>Given a graphic organizer with the central topic and three webs (two filled in, one blank), the student will select a third detail to finish the graphic organizer.</p> |
| | <p>Tier 2</p> <p>Given a graphic organizer with the central topic and three webs (two filled in, one blank), the student will select a third detail to finish the graphic organizer.</p> |
| | <p>Tier 3</p> <p>Given a graphic organizer with the central topic and three webs (two filled in, one blank), the student will select a third detail to finish the graphic organizer.</p> |
| 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 | <p>Chris is writing about types of weather. Here is his organizer.</p>  <p>Which of the following ideas would complete the web?</p> <p>A. wind</p> <p>B. gloves</p> <p>C. shorts</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.4.a.2: Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice). |
| IAS Standard | <p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • use technology to interact and collaborate with others to publish legible documents. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Use grade-level–appropriate reference material.</p> <p>Support with images when necessary.</p> <p>Language within question and answer choices must have clear connotation.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | revise, reference material, quality, fluency, word choice |
| Cognitive Complexity | 3 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given a sentence with a word bolded, the student will use given reference material images to identify the most appropriate replacement word.</p> |
| | <p>Tier 2 Given a sentence with a word bolded, the student will use given reference material images to identify the most appropriate replacement word.</p> |
| | <p>Tier 3 Given a sentence with a word bolded, the student will use given reference material images to identify the most appropriate replacement word.</p> |
| 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 | <p>Read the sentence.</p> <p>Park Rangers have closed the caves so that hikers will not <u>bother</u> the bats during nesting season.</p> <p>[image of dictionary definitions for disturb, repair, and comfort]</p> <p>Which word should replace the word <u>bother</u>?</p> <p>A. disturb</p> <p>B. repair</p> <p>C. comfort</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.4.a.3: Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). |
| IAS Standard | <p>5.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • generate a draft by developing, selecting, and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. • use technology to interact and collaborate with others to publish legible documents. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit to one type of format or convention per sentence/question.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | edit, conventions |
| Cognitive Complexity | 3 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will select the sentence with the correct spelling, capitalization, usage, or punctuation.</p> |
| | <p>Tier 2 Student will select the sentence with the correct spelling, capitalization, usage, or punctuation.</p> |
| | <p>Tier 3 Student will select the sentence with the correct spelling, capitalization, usage, or punctuation.</p> |
| 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 | <p>Which sentence uses correct capitalization?</p> <p>A. The united states is a great nation.</p> <p>B. The United states is a great Nation.</p> <p>C. The United States is a great nation.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.5.a.1: Formulate a research question. |
| IAS Standard | <p>5.W.5: Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> • With support, formulate a research question (e.g., “What were John Wooden’s greatest contributions to college basketball?”). • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Topic should be grade-level appropriate.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | formulate, research |
| Cognitive Complexity | 5 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Given a topic, student will select the most appropriate research question pertaining to it.</p> |
| | <p>Tier 2 Given a topic, student will select the most appropriate research question pertaining to it.</p> |
| | <p>Tier 3 Given a topic, student will select the most appropriate research question pertaining to it.</p> |
| 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 | <p>A student is doing research on horses.</p> <p>Which research question best represents the topic?</p> <p>A. What different kinds of horses are there?</p> <p>B. How can I write a story about horses?</p> <p>C. Where can I go to ride horses?</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.5.a.2: Gather information through reliable primary and secondary sources. |
| IAS Standard | <p>5.W.5: Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> • With support, formulate a research question (e.g., “What were John Wooden’s greatest contributions to college basketball?”). • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 1 should, when appropriate, include images.</p> <p>Use grade-level topics.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | reliable, primary source, secondary source |
| Cognitive Complexity | 3 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will select the reliable primary or secondary source.</p> |
| | <p>Tier 2 Student will select the reliable primary or secondary source.</p> |
| | <p>Tier 3 Student will select the reliable primary or secondary sources.</p> |
| 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 | <p>Select two resources you would use to research dolphins.</p> <p>A. encyclopedia and website</p> <p>B. map and movie</p> <p>C. dictionary and story</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.5.a.3: Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. |
| IAS Standard | <p>5.W.5: Conduct short research assignments and tasks on a topic.</p> <ul style="list-style-type: none"> • With support, formulate a research question (e.g., “What were John Wooden’s greatest contributions to college basketball?”). • Identify and acquire information through reliable primary and secondary sources. • Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. • Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. • Present the research information, choosing from a variety of sources. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 1 passages are short, two or three sentences in length.</p> <p>Tier 2 and Tier 3 passages are short, three to five sentences in length.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | summarize, paraphrase, supporting, cite, source |
| Cognitive Complexity | 4 |

| Evidence Statements | |
|--|---|
| Evidence Statements | <p>Tier 1 Student will select the summary or paraphrased idea.</p> |
| | <p>Tier 2 Student will select the summary or paraphrased idea.</p> |
| | <p>Tier 3 Student will select the summary or paraphrased idea.</p> |
| 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 | <p>Read the sentence.</p> <p>Wearing a bike helmet can save your life.</p> <p>Which sentence presents this idea in different words?</p> <p>A. Bike helmets keep people safe.</p> <p>B. Bike helmets come in lots of colors.</p> <p>C. Bike helmets make you look cool.</p> |


| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.6.1b.a.1: Write sentences that use the perfect verb tenses (e.g., “I have walked,” “I had walked,” “I will have walked”). |
| IAS Standard | 5.W.6.1b: Verbs – <ul style="list-style-type: none"> • Writing sentences that use the perfect (e.g., “I have walked,” “I had walked,” “I will have walked”) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>All options should be the same word but in different tenses.</p> <p>All sentences should have similar structure.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | verb, perfect tense |
| Cognitive Complexity | 2 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will select the correct verb tense in a sentence. |
| | Tier 2 Student will select the correct verb tense in a sentence. |
| | Tier 3 Student will select the correct verb tense 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 | <p>Read the sentence.</p> <p>Last week, Jamie had _____ at the store.</p> <p>Which word belongs in the blank?</p> <p>A. shops</p> <p>B. will shop</p> <p>C. shopped</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.6.1b.a.2: Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). |
| IAS Standard | 5.W.6.1b: Verbs – <ul style="list-style-type: none"> • Writing sentences that use the perfect (e.g., “I have walked,” “I had walked,” “I will have walked”) verb tenses. • Correctly using verbs that are often misused (e.g., lie/lay, sit/set, rise/raise). |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentences should have similar structure.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | verb, misused |
| Cognitive Complexity | 2 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will select the correct verb form for a sentence. |
| | Tier 2 Student will select the correct verb form for a sentence. |
| | Tier 3 Student will select the correct verb form for 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 3 | <p>Read the sentence.</p> <p>I _____ down for a nap.</p> <p>Which word belongs in the blank?</p> <p>A. lie</p> <p>B. lay</p> <p>C. lying</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.6.1d.a.1: Write sentences that use prepositional phrases. |
| IAS Standard | 5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Prepositions need to be phrases that can be shown in pictures (prep location, time, direction).</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | prepositions, prepositional phrase |
| Cognitive Complexity | 2 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select a picture to match a given prepositional phrase.</p> |
| | <p>Tier 2</p> <p>Student will select a picture to match a given prepositional phrase.</p> |
| | <p>Tier 3</p> <p>Student will select a prepositional phrase to match a given picture.</p> |

| 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 | <p>Here is a picture.</p>  <p>[Audio: picture of a man loading the dishwasher]</p> <p>Where is the man putting the dishes?</p> <p>A. He is putting dishes into the dishwasher.</p> <p>B. He is putting dishes during the dishwasher.</p> <p>C. He is putting dishes beside the dishwasher.</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.6.1d.a.2: Explain the functions of prepositional phrases in the sentence. |
| IAS Standard | 5.W.6.1d: Prepositions – Writing sentences that include prepositional phrases and explaining their functions in the sentence. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Prepositions need to be phrases that can be shown in pictures (location, time, direction)</p> <p>Underline prepositional phrase within the sentence.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | function, prepositional phrase |
| Cognitive Complexity | 4 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select the function of the prepositional phrase in a given sentence.</p> |
| | <p>Tier 2</p> <p>Student will select the function of the prepositional phrase in a given sentence.</p> |
| | <p>Tier 3</p> <p>Student will select the function of the prepositional phrase in a given sentence.</p> |

| 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 | <p>Read the sentence.</p> <p>The shoe is <u>under the table</u>.</p> <p>What does <u>under the table</u> tell us about the shoe?</p> <p>A. where the shoe is</p> <p>B. when the shoe is</p> <p>C. how big the shoe is</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.6.1e.a.1: Correctly write simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions. |
| IAS Standard | 5.W.6.1e: Usage – Writing correctly simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor). |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 1 should only be simple or compound sentences.</p> <p>Tier 2 sentences should be declarative and interrogative.</p> <p>Tier 3 sentences can be any of the sentence types.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | simple, compound, complex, sentence fragments, declarative, interrogative |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will choose a complete simple or compound sentence from among sentence fragments</p> |
| | <p>Tier 2</p> <p>Student will choose a complete simple or compound sentence that is either declarative or interrogative.</p> |
| | <p>Tier 3</p> <p>Student will choose a complete simple, compound, or complex sentence that is either declarative, interrogative, imperative, or exclamatory.</p> |

| 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 | <p>Which group of words makes a sentence?</p> <p>A. Either red or blue.</p> <p>B. I like either red or blue best.</p> <p>C. Like either red or blue best.</p> |

Updated: 10/2020

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.6.2a.a.1: Apply correct usage of capitalization in writing. |
| IAS Standard | 5.W.6.2a: Capitalization – Applying correct usage of capitalization in writing. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Capital letters at Tier 1 should be letters that do not look the same in lower case and upper case (e.g., p, P).</p> <p>For Tier 1, the sentence should not be longer than four words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) Multiple Select (MS) |
| Construct-Relevant Vocabulary | capitalization |
| Cognitive Complexity | 2 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Given a lower-case version of a letter and an upper-case version of the same letter, student will select a sentence that begins with a capital letter.</p> |
| | <p>Tier 2</p> <p>Student will select the sentence with the appropriate capitalization.</p> |
| | <p>Tier 3</p> <p>Given a sentence with no capitalization, student will select the words that require capitalization.</p> |

| 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 | <p>Which sentence uses correct capitalization?</p> <p>A. On Monday, my friend will come over.</p> <p>B. On Monday, my Friend will come over.</p> <p>C. on Monday, my friend will come over.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.6.2b.a.1: Apply correct usage of apostrophes in writing. |
| IAS Standard | 5.W.6.2b: Punctuation – Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. |
| 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. Sentences should be simple sentences. Tier 1: Same word used in answer choices (can’t, cant’, ca’nt). |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | apostrophe, possessive noun, contraction |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will select the correct usage of an apostrophe. |
| | Tier 2 Student will select the correct usage of an apostrophe |
| | Tier 3 Student will select the correct usage of an apostrophe |

| 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 | <p>Which sentence uses an apostrophe correctly?</p> <p>A. A plant takes in food through it's roots.</p> <p>B. A plant will need more water when it's hot outside.</p> <p>C. A plant grows for it's whole life.</p> |

| | |
|---------------------------------|---|
| Reporting Category | Writing |
| Content Connector | 5.W.6.2b.a.2: Apply correct usage of quotation marks in writing. |
| IAS Standard | 5.W.6.2b: Punctuation Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address. |
| 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. Sentences should be simple sentences with only one set of quotation marks. |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | quotation mark, quote |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | Tier 1 Student will identify the sentence with quotation marks. |
| | Tier 2 Student will identify the sentence with quotation marks around dialogue used correctly. |
| | Tier 3 Student will identify which part of the sentence needs quotation marks. |

| 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 | <p>Identify the sentence that correctly uses quotation marks.</p> <p>A. She said, "It's hot today."</p> <p>B. She said, "It's hot today.</p> <p>C. She said, It's hot today."</p> |

| | |
|---------------------------------|--|
| Reporting Category | Writing |
| Content Connector | 5.W.6.2c.a.1: Apply correct spelling patterns and generalizations in writing. |
| IAS Standard | 5.W.6.2c: Apply correct spelling patterns and generalizations in writing. |
| Content Limits | <p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Tier 2 should use more complex spelling patterns than grade 4 (-ight).</p> <p>Tier 3 words should be more difficult word families and sight words.</p> |
| Recommended Response Mechanisms | Multiple Choice (MC) |
| Construct-Relevant Vocabulary | spelling, patterns, generalizations |
| Cognitive Complexity | 3 |
| Evidence Statements | |
| Evidence Statements | <p>Tier 1</p> <p>Student will select the correct spelling of simple sight words (or sight words used most often in writing) to complete a sentence.</p> |
| | <p>Tier 2</p> <p>Student will select the correct spelling of words to complete a sentence.</p> |
| | <p>Tier 3</p> <p>Student will select the correct spelling of words to complete a sentence.</p> |

| 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 | <p>Read the sentence.</p> <p>The dog _____ when someone comes to the door.</p> <p>Which word is spelled correctly?</p> <p>A. barks</p> <p>B. barcs</p> <p>C. barcks</p> |