

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LH.2.1.a.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
IAS Standard	<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
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>Passage content should be limited to no more than one primary source and/or one secondary source.</p> <p>Content can be explicit or inferential in nature, but always must refer directly back to specific textual evidence from primary or secondary source.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, inference, primary source, secondary source, support
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a piece of evidence from a secondary source that supports a given fact or statement.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a piece of evidence from a secondary source that supports a given idea or inference.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a piece of evidence from a primary or secondary source that supports analysis 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 2	<p>[Stimulus: Passage about Muhammad Ali]</p> <p>Which sentence from the passage supports the idea that Muhammad Ali was “the greatest boxer of his time”?</p> <p>A. “He was born in Louisville, Kentucky.”</p> <p>B. <b>“He won a gold medal at the Olympics.”</b></p> <p>C. “He changed his name when he was 22.”</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
IAS Standard	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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>Primary and Secondary Sources should reflect appropriate content and complexity for 7th Grade students.</p> <p>Use only secondary sources for Tier 1.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary, central idea, primary source, secondary source
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify an explicit central idea from a historical text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a central idea from a historical text.</p>
	<p><b>Tier 3</b></p> <p>The student can recognize key ideas and details that contribute to the summary of a historical text.</p> <p>The student can identify a central idea from a historical text.</p>

Accessibility and Accommodation Considerations	
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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 paying taxes]</p> <p>What is the central idea of the passage?</p> <p>A. Students at school pay taxes.</p> <p>B. People in other countries pay taxes.</p> <p><b>C. People in the United States pay taxes.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LH.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
IAS Standard	<b>6-8.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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	context
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues from a historical/social studies related document.</p>
	<p><b>Tier 2</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues from a historical/social studies related document.</p>
	<p><b>Tier 3</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues within a historical/social studies related document.</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	
<b>Tier 3</b>	<p>[Stimulus: Passage about different cultures]</p> <p>According to the passage, what does <b>culture</b> mean?</p> <p>A. the kind of house a person lives in</p> <p>B. how far people have to travel to work</p> <p><b>C. the beliefs and customs of a group</b></p>

Updated 10/2020

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.3.2.a.1:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
IAS Standard	<b>6-8.LH.3.2:</b> Describe how a text presents information (e.g., <i>sequentially, comparatively, causally</i> ).
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>Passage should have an overt organizational structure.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	describes, information
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how information is presented sequentially.</p>
	<p><b>Tier 2</b></p> <p>The student will determine how a text presents information.</p>
	<p><b>Tier 3</b></p> <p>The student will determine how a text presents information.</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 the Underground Railroad]</p> <p>How does the passage organize events?</p> <p><b>A. It presents events year-by-year.</b></p> <p>B. It uses headings to organize events.</p> <p>C. It describes the final event first.</p>



Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.3.3.a.1:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
IAS Standard	<b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., <i>loaded language, inclusion or avoidance of particular facts</i> ).
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	purpose, perspective
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicit author’s purpose or an explicit author’s perspective about a topic.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify details that support an author’s purpose or perspective.</p>

Accessibility and Accommodation Considerations	
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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 the Constitution]</p> <p>What is the author's opinion about the Constitution?</p> <p><b>A. The Constitution is important.</b></p> <p>B. The Constitution is a set of rules.</p> <p>C. The Bill of Rights is in the Constitution.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.4.1.a.1:</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
IAS Standard	<b>6-8.LH.4.1:</b> Integrate visual information (e.g., <i>charts, graphs, photographs, videos, or maps</i> ) with other information in print and digital 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>Visual information should be clearly labeled when used in stimulus and item.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	visual
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will select the best chart, graph, picture, or map for a given purpose.</p>
	<p><b>Tier 2</b></p> <p>The student will select the best chart, graph, picture, or map to present the information given.</p>
	<p><b>Tier 3</b></p> <p>Given a series of visual aids within the same general category (e.g., three maps, three charts), the student can determine the most appropriate one to use for a given purpose.</p>

Accessibility and Accommodation Considerations	
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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 the Olympics]</p> <p>Which option would present the information in the section of the passage called "Awards"?</p> <ul style="list-style-type: none"> <li>A. a picture of a people playing a basketball game</li> <li>B. a map of all of the countries who are in the Olympics</li> <li><b>C. a chart with how many gold medals each country has won</b></li> </ul>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.4.2.a.1:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
IAS Standard	<b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment in 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>Passage must contain details from which the student can draw inferences.</p> <p>Avoid the use of “reasoned judgment” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	fact, opinion
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a fact or opinion stated by the author of a text related to history/social studies.</p>
	<p><b>Tier 2</b></p> <p>The student can distinguish between facts and opinions stated in a text related to history/social studies.</p>
	<p><b>Tier 3</b></p> <p>The student will distinguish between fact and judgement or speculation in a text related to history/social studies.</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 the Civil Rights Movement]</p> <p>Which statement from the passage is an opinion?</p> <p><b>A. "Martin Luther King Jr. was very brave."</b></p> <p>B. "People marched and protested during this time."</p> <p>C. "The Civil Rights Movement was about equal rights."</p>

Reporting Category	Writing
Content Connector	<b>6-8.LH.5.1.a.1:</b> Write arguments focused on discipline-specific content.
IAS Standard	<b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.
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	Arguments, discipline-specific
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 2</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 3</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</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><b>Thomas Jefferson helped write the Declaration of Independence.</b></p> <p>Which argument goes with this support?</p> <p>A. Thomas Jefferson had 6 sisters and 3 brothers.</p> <p><b>B. Thomas Jefferson was a great American leader.</b></p> <p>C. Thomas Jefferson ran for president against John Adams.</p>



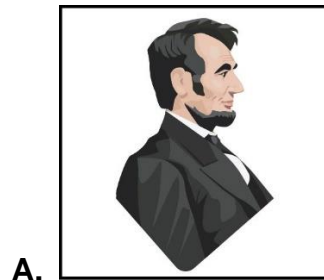
Reporting Category	Writing
Content Connector	<b>6-8.LH.5.2.a.1:</b> Write informative texts, including analyses of historical events.
IAS Standard	<b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical events.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items 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) Multi-Select (MS)
Construct-Relevant Vocabulary	analysis, informative
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an informative sentence appropriate for a brief paragraph about a historical event.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an informative sentence appropriate for a brief paragraph about a historical event.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an informative sentence appropriate for a brief paragraph about a historical event.</p>

Accessibility and Accommodation Considerations	
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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 President Abraham Lincoln.

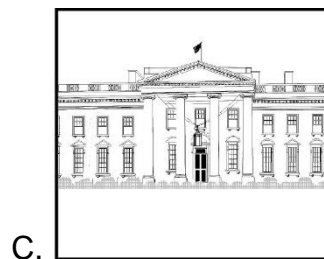
Which sentence should be included in the essay?



Abraham Lincoln was the sixteenth president.



A picture of President George Washington is on the dollar bill.






I want to visit the White House.

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LST.2.1.a:</b> Cite specific textual evidence to support analysis of science and technical texts.
IAS Standard	<b>6-8.LST.2.1:</b> Cite specific textual evidence to support analysis of science and technical 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>Answers for all items must be pulled directly from the text itself.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, analysis, support(ing)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a specific piece of evidence from the scientific or technical text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a specific piece of evidence in a scientific or technical text related to the questions of who, what, or where.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a specific piece of evidence in a scientific or technical text related to the questions of when, why, and how.</p>

Accessibility and Accommodation Considerations	
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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 Alexander Graham Bell]</p> <p>Which sentence from the passage tells us that Alexander Graham Bell liked to make new things?</p> <p>A. "His grandfather was a teacher."</p> <p>B. "He worked with a man named Thomas Watson."</p> <p><b>C. "When he was 12, he made his first invention."</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LST.2.2.a:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
IAS Standard	<b>6-8.LST.2.2:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of 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>Answers for all items must be pulled directly from the passage itself; inferential questions are permitted for items aligned to this content connector.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	central ideas, conclusion, summary
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a central idea or summary of the text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a central idea or summary of the text.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a central idea, conclusion, or summary of the text.</p>


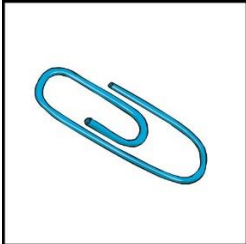
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically 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 1	<p>According to the author, what kind of cars should more people use?</p> <p>A.  cars that use electrical energy</p> <p>B.  cars that use solar energy</p> <p>C.  cars that use wind energy</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LST.3.1.a:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
IAS Standard	<b>6-8.LST.3.1:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts 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 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	symbol
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a word supported by clear context in a science/technical text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a word or symbol supported by clear context in a science/technical text.</p>
	<p><b>Tier 3</b></p> <p>The student can determine the meaning of symbols, key terms, and domain-specific words and phrases supported by context from a scientific or technical 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
Auditory and Visual 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 fossils]</p> <p>What does <b>ancient</b> mean?</p> <p>A. very big</p> <p><b>B. very old</b></p> <p>C. very fresh</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.3.2.a:</b> Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
IAS Standard	<b>6-8.LST.3.2:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
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>Passage should have an overt organizational structure.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	structure, organize, topic, contribute
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how information is presented sequentially.</p>
	<p><b>Tier 2</b></p> <p>The student will determine how a text presents information.</p>
	<p><b>Tier 3</b></p> <p>The student will determine how a text presents information.</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 a simple experiment]</p> <p>What is the first step in the experiment?</p> <p>A. </p> <p style="text-align: center;"><b>Fill a cup with water.</b></p> <p>B. </p> <p>Put a paperclip in the water.</p>

C.



Put a drop of soap in the water.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.3.3.a:</b> Describe the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
IAS Standard	<b>6-8.LST.3.3:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in 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>Passage must have a clear purpose.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	describe, purpose, explain, procedure, experiment
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the author’s purpose.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a supporting detail of the author’s purpose.</p>
	<p><b>Tier 3</b></p> <p>The student will choose a sentence that conveys the purpose of a text (e.g., build a birdhouse to protect the bird).</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
Auditory and Visual 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 apples]</p> <p>Read the sentences from the passage.</p> <p><b>Apples grow on trees. Apples come in many colors. Apples taste good and are good for you.</b></p> <p>Which detail suggests students should eat more apples?</p> <p>A. Apples grow on trees.</p> <p>B. Apples come in many colors.</p> <p>C. <b>Apples taste good and are good for you.</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.4.1.a:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
IAS Standard	<b>6-8.LST.4.1:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., <i>in a flowchart, diagram, model, graph, or table</i> ).
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 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>For tier 1, student should be presented with a simple visual (i.e., a basic diagram/model containing minimal information).</p> <p>Complexity of presented visual should increase accordingly, moving to tier 2, tier 3.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	flowchart, diagram, model, graph, table
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify the appropriate visual based on a piece of information from a scientific or technical text.
	<b>Tier 2</b> The student will identify the appropriate visual based on a piece of information from a scientific or technical text.
	<b>Tier 3</b> The student will identify the appropriate visual based on a piece of information from a scientific or technical text.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review

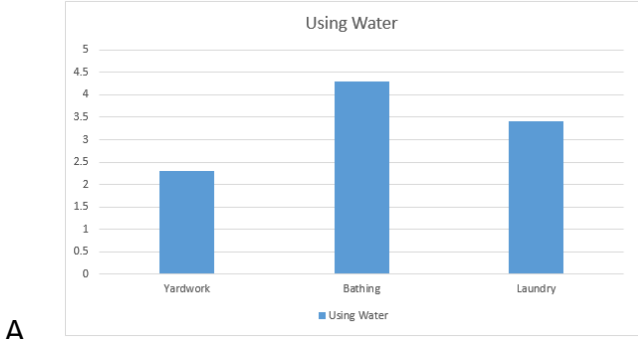
Visual and Auditory Considerations Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student’s understanding should not be included.

**Sample Item**

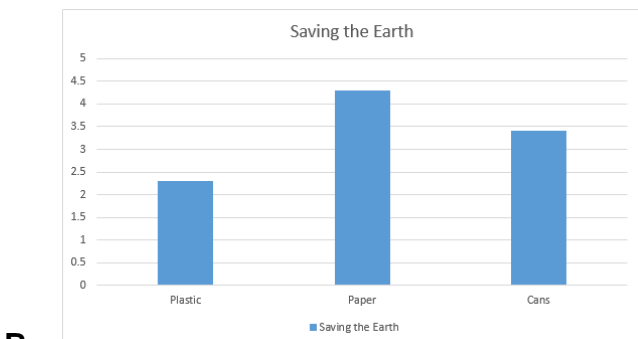
**Tier 1**

[Stimulus: Passage about recycling]

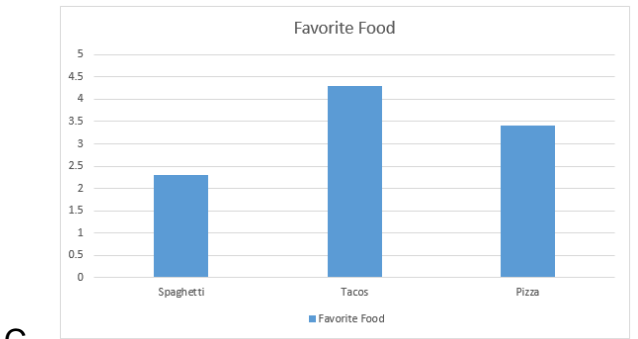
Which chart presents information from the passage?



A. a chart called “Using Water”



B. a chart called “Saving the Earth”



C. a chart called “Favorite Food”



Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.4.2.a:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
IAS Standard	<b>6-8.LST.4.2:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in 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>Avoid the use of “speculation” and “reasoned judgment” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	fact, research, opinion
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a fact or opinion stated by the author of a text related to science or technology.</p>
	<p><b>Tier 2</b></p> <p>The student can distinguish between facts and opinions stated in a text related to science or technology.</p>
	<p><b>Tier 3</b></p> <p>The student will distinguish between fact and judgment or speculation.</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 fishing]</p> <p>Which sentence from the passage is a fact?</p> <p>A. "Fishing for profit needs more rules."</p> <p><b>B. "Angling is another word for fishing."</b></p> <p>C. "The fish population needs to be protected."</p>

Reporting Category	Writing
Content Connector	<b>6-8.LST.5.2.a:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
IAS Standard	<b>6-8.LST.5.2:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
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	informative, conclusion
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify an appropriate sentence related to a science or technology-related topic that requires a set of procedures/steps (e.g., conducting an experiment, building a model, navigating the Internet, operating a machine).</p>
	<p><b>Tier 2</b></p> <p>Provided with several steps in a short paragraph about a science or technology-related topic or activity, the student can identify an additional step that would logically follow.</p>
	<p><b>Tier 3</b></p> <p>Given a set of observations in a short paragraph about a science or technology related topic or activity, the student can identify a logical conclusion.</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	
<b>Tier 2</b>	<p>Read the sentences.</p> <p><b>First, I put bowls of birdseed in different areas of the yard. Each bowl had a different kind of birdseed. For one week, I watched the bowls. I wrote down which kind of birdseed the birds were eating the most of.</b></p> <p>_____.</p> <p>Which sentence belongs in the blank to tell what comes next?</p> <ul style="list-style-type: none"><li>A. Then, I found some bowls for the birdseed.</li><li>B. To begin, I went to the store to choose 3 different kinds of birdseed.</li><li><b>C. After a week, I checked the final results to decide which kind of birdseed the birds liked most.</b></li></ul>

Reporting Category	Writing
Content Connector	<b>6-8.LST.5.1.a:</b> Write arguments focused on discipline-specific content.
IAS Standard	<b>6-8.LST.5.1:</b> Write arguments focused on discipline-specific content.
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	arguments
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 2</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 3</b></p> <p>When given discipline-specific content, the students will select an appropriate/correct argument to match the given support.</p>

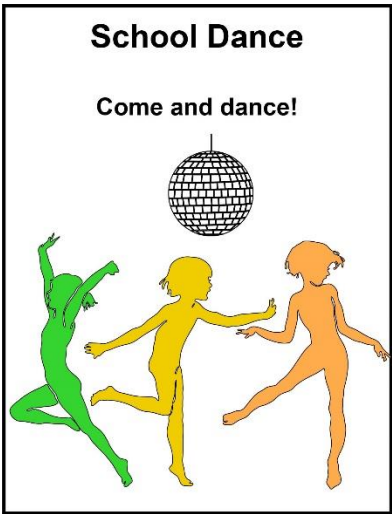
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically 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><b>Plastic bags take a long time to break down.</b></p> <p>Which argument does this sentence support?</p> <p><b>A. People should use fewer plastic bags.</b></p> <p>B. People should make their own plastic bags.</p> <p>C. People should buy plastic bags from the store.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.ML.2.1.a.2:</b> Interpret the various ways information is communicated by visual image-makers to influence the public.
IAS Standard	<b>7.ML.2.1:</b> Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.
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>Illustrations and other examples of visual images related to the content connector should be as basic/clearly designed as possible for the purpose of the content being measured. Please see note in Accessibility and Accommodations section regarding the assessment of this content connector to visually impaired students.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	influence, information, interpret
Cognitive Complexity (DOK)	4



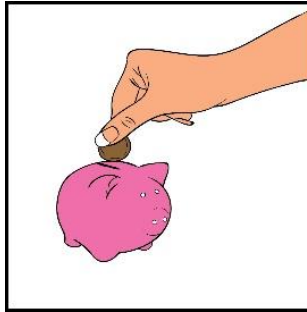
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the purpose of a visual media message based on details in the message.</p>
	<p><b>Tier 2</b></p> <p>The student can identify the purpose of a visual media message based on details in the message.</p>
	<p><b>Tier 3</b></p> <p>The student can interpret the purpose of a visual media message based on details in the message.</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><b>Note:</b> Because of the visual nature of this content connector, it may be inappropriate for assessment for students with visual disabilities unless significant accommodations and adaptations can be made to item content.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>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.</p>
Sample Item	
Tier 3	<p>[Stimulus: Advertisement for coffee]</p> <p>What is the purpose of the advertisement?</p> <p><b>A. to advertise a brand of coffee</b></p> <p>B. to entertain with a story about coffee</p> <p>C. to give instructions for making coffee</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.ML.2.1.a.1:</b> Interpret the various ways in which events are presented.
IAS Standard	<b>7.ML.2.1:</b> Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.
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>Illustrations and other examples of visual images related to the content connector should be as basic/clearly designed as possible for the purpose of the content being measured. Please see note in Accessibility and Accommodations section regarding the assessment of this content connector to visually impaired students.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	events, interpret, media, message
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how an event is presented in a media message.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how an event is presented in a media message.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how an event is presented in a media message.</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><b>Note:</b> Because of the visual nature of this content connector, it may be inappropriate for assessment for students with visual disabilities unless significant accommodations and adaptations can be made to item content.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>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.</p>
Sample Item	
Tier 1	<p>Here is a poster.</p> <div data-bbox="570 1058 959 1568" data-label="Image">  </div> <p>According to the poster, what will students do at the school dance?</p>



A. **have fun**






B. **save money**

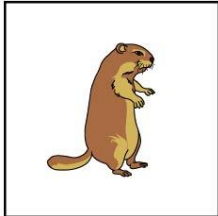
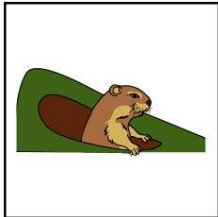


C. **clean up**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.ML.2.2.a.1:</b> Analyze the ways that the media use words and images to attract the public's attention.
IAS Standard	<b>7.ML.2.2:</b> Analyze the ways that the media use words and images to attract the public's attention.
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>Illustrations and other examples of visual images related to the content connector should be as basic/clearly designed as possible for the purpose of the content being measured.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	media
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify how different media use words or images to attract the public's attention.</p>
	<p><b>Tier 2</b></p> <p>The student can identify how different media use words or images to attract the public's attention.</p>
	<p><b>Tier 3</b></p> <p>The student can identify how different media use words or images to attract the public'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	
<b>Tier 1</b>	<p>[Stimulus: Cereal box with a cartoon character that says, "Hey kids, there's a toy in every box!"]</p> <p>How does this cereal appeal to children?</p> <p>A.  It lists ingredients.</p> <p>B.  It has a picture of a bowl.</p> <p>C.  <b>It tells kids there is a toy in the box.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RN.2.1.a.2:</b> Refer to details and examples in a text when making inferences.
IAS Standard	<b>7.RN.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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>Inferences must be directly connected to explicit facts, details and ideas from the text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail, inference, example
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can make an inference from the text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a fact, detail, or idea from the text to support an inference.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a detail, or idea from the text to make 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 1	<p>[Stimulus: Passage about groundhogs]</p> <p>Read the sentence from the passage.</p> <p><b>Groundhogs climb apple trees and eat the fruit.</b></p> <p>What does this detail suggest?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <span style="margin-right: 10px;">A.</span>  </div> <div style="margin-bottom: 20px;"> <p>Groundhogs are brown.</p> </div> <div style="display: flex; align-items: center;"> <span style="margin-right: 10px;">B.</span>  </div> <div> <p>Groundhogs dig holes.</p> </div> </div>





C. Groundhogs like apples.

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RN.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.
IAS Standard	<b>7.RN.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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>Answers for all items must be pulled directly from the passage itself.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	explain, details, example
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a detail from the text to support an explicit statement about the text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify an explicit detail in a text related to the questions of who, what, or where.</p>
	<p><b>Tier 3</b></p> <p>The student can identify an explicit detail in a text related to the questions of when, why, and how.</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	
<b>Tier 3</b>	<p>[Stimulus: Passage about telephones]</p> <p>According to the passage, when were telephones patented?</p> <p>A. 1876</p> <p>B. 2012</p> <p>C. 1986</p>

Updated 10/2020

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RL.2.1.a.1:</b> Refer to details and examples in a text when explaining what the text says explicitly.
IAS Standard	<b>7.RL.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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) Multi-Select (MS)
Construct-Relevant Vocabulary	identify, details, example(s)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a detail from the text to support an explicit statement about the text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify an explicit detail in a text related to the questions of who, what, or where.</p>
	<p><b>Tier 3</b></p> <p>The student can identify an explicit detail in a text related to the questions of when, why and how.</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 Billy fishing with his grandfather]</p> <p>Where do Billy and his grandfather go fishing?</p> <p>A. the city pond</p> <p><b>B. the county lake</b></p> <p>C. the family farm</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RL.2.1.a.2:</b> Refer to details and examples in a text when making inferences.
IAS Standard	<b>7.RL.2.1:</b> Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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>Inferences must be directly connected to explicit facts, details and ideas from the text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail(s), example(s), inference(s)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can make an inference from the text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a fact, detail, or idea from the text to support an inference.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a fact, detail, or idea from the text to make 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 2	<p>[Stimulus: Story about Johnny going to the zoo]</p> <p>Which sentence from the story suggests that Johnny is happy about going to the zoo?</p> <p>A. Johnny is 13 years old.</p> <p>B. Johnny eats breakfast quickly.</p> <p><b>C. Johnny is excited to see the elephants.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RL.2.2.a.1:</b> Analyze the development of the theme or central idea over the course of the text.
IAS Standard	<b>7.RL.2.2:</b> Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
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>Item Content can assess themes and central ideas that are either explicitly stated in the passage or can be inferred. If themes and central ideas require an inference from a student, there must be a clear level of detail in the passage so that determining the theme or central idea is straightforward.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	theme, central idea
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a text’s explicit central idea.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a text’s central idea or theme.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a text’s central idea or theme using detail(s) 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 2	<p>[Stimulus: Story about Mary losing her coat]</p> <p>What is the theme of the story?</p> <p>A. Always be on time.</p> <p>B. Be willing to ask for help.</p> <p><b>C. Honesty is the best policy.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RL.2.2.a.2:</b> Provide a detailed summary of a text.
IAS Standard	<b>7.RL.2.2:</b> Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
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 should be organized sequentially or in another logical manner that allows for summarization.</p> <p>Items should assess student knowledge of most relevant events and information the story.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary, summarize, detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student can recognize key ideas and details from a text that contribute to a text’s summary.</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
Auditory and Visual 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 Eddie's day at the museum]</p> <p>Which detail should be included in a summary of the story?</p> <p>A. Eddie woke up and got ready.</p> <p>B. Eddie ate pancakes for breakfast.</p> <p><b>C. Eddie had fun learning new things.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RL.2.3.a.1:</b> Analyze how particular elements of a work of literature interact (e.g., how setting shapes the characters or plot).
IAS Standard	<b>7.RL.2.3:</b> Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or 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>Answers for some items must be pulled directly from the passage itself; inferential questions are permitted for items aligned to this content connector.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	analyze, setting, characters, plot
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given one element of literature, the student can identify a relationship to another element.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a relationship between two elements of literature.</p>
	<p><b>Tier 3</b></p> <p>The student can analyze how one element of literature impacts another.</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

[Stimulus: Story about Ben and a snow storm]

What must Ben do because of the snow storm?



A.  
wake up



B.  
eat breakfast



C.  
shovel snow

Tier 1

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RL.3.1.a.1:</b> Examine how the structure of a work of literature adds to its meaning.
IAS Standard	<b>7.RL.3.1:</b> Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	examine, structure
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a structural element like a climax or resolution contributes to the meaning of a passage.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how a structural element like a climax or resolution contributes to the meaning or plot of a passage.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how a structural element like a climax or resolution contributes to the meaning or plot of a 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 2	<p>[Stimulus: Story about Mike's family vacation]</p> <p>What is the conflict in the story?</p> <p><b>A. Mike wants to stay home.</b></p> <p>B. Mike likes to listen to music in the car.</p> <p>C. Mike wants to travel to a different state</p>



Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RL.3.2.a.1:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
IAS Standard	<b>7.RL.3.2:</b> Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.
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 asking about the narrator/speaker need to have a passage with a clearly established narrator/speaker.</p> <p>Passages must have a clearly developed point of view for tier 1</p> <p>Passages must have characters/narrators with different points of view for tiers 2 and 3.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	analyze, develop, point of view
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student can identify explicit details about a character’s or narrator’s point of view.</p>
	<p><b>Tier 2</b> Student can identify a difference between two characters’ or narrators’ points of view.</p>
	<p><b>Tier 3</b> Student can identify a difference between two characters’ or narrators’ points of view.</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 Tom and Anna baking]</p> <p>How are Tom and Anna different?</p> <p><b>A. Tom says he likes to bake.</b></p> <p>B. Tom wants to eat the cookies.</p> <p>C. Tom thinks they should bake more cookies.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RN.2.2.a.1:</b> Analyze the development of two or more central ideas over the course of the text.
IAS Standard	<b>7.RN.2.2:</b> Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of 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>Answers for some items must be pulled directly from the passage itself; inferential questions are permitted for items aligned to this content connector.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	analyze, development, central idea
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify two explicit central ideas from the text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify details to support two central ideas from the text.</p>
	<p><b>Tier 3</b></p> <p>The student can analyze details to support the development of two central ideas 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 3	<p>[Stimulus: Passage about ocean life]</p> <p>Which detail supports the central ideas of the passage that the ocean is full of living creatures and these creatures need to be protected?</p> <p>A. Earth has 5 oceans.</p> <p><b>B. The ocean has lots of plants and animals.</b></p> <p>C. There are large sheets of ice in the Arctic Ocean.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RN.2.2.a.2:</b> Provide a detailed, objective summary of a text.
IAS Standard	<b>7.RN.2.2:</b> Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of 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 should be organized sequentially or in another logical manner that allows for summarization.</p> <p>Items should assess student knowledge of most relevant events and information the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	summary, summarize, detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student can recognize key ideas and details that contribute to a text’s summary.</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 growing a garden]</p> <p>Which detail belongs in a summary of the passage?</p> <p>A. Worms are fun to play with.</p> <p><b>B. Finding a sunny spot is important.</b></p> <p>C. Some people like to eat lots of tomatoes.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RN.2.3.a.1:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
IAS Standard	<b>7.RN.2.3:</b> Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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>Answers for some items must be pulled directly from the passage itself; inferential questions are permitted for items aligned to this content connector.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	analyze, interactions, events, ideas, relationships
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given an individual, event, or idea, the student can identify how it interacts with another individual, event, or idea.</p>
	<p><b>Tier 2</b> The student can identify an interaction between individuals, events, and ideas in a text.</p>
	<p><b>Tier 3</b> The student can analyze how interactions influence the relationships between individuals, events, and ideas in a 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	
<b>Tier 2</b>	<p>[Stimulus: Passage about bees]</p> <p>According to the passage, what can water do for bees?</p> <p>A. keep them wet</p> <p>B. make them thirsty</p> <p><b>C. help keep their hives cool</b></p>



Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.3.2.a.1:</b> Analyze the structure an author uses to organize a text.
IAS Standard	<b>7.RN.3.2:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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 should contain basic structural elements that are being assessed within items.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multi-Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	text structure, organize
Cognitive Complexity (DOK)	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the purpose of basic structural elements of an informational text (e.g., paragraph, chart/table, sidebars, graphs, pictures/images).</p>
	<p><b>Tier 2</b></p> <p>The student can identify how a basic structural element contributes to the meaning of an informational text (e.g., paragraph, chart/table, sidebars, graphs, pictures/images).</p>
	<p><b>Tier 3</b></p> <p>The student can identify how a structural element (e.g., paragraph, chart/table, sidebars, graphs, pictures/images) contributes to the meaning of an informational text.</p>
Accessibility and Accommodation Considerations	
Stimulus Limitations	<p>Graphic</p> <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>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>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.</p>
Sample Item	
Tier 3	<p>[Stimulus: Passage about how to play a game]</p> <p>Why are headings included in the instructions?</p> <p>A. to make the instructions longer</p> <p>B. to put the instructions in different languages</p> <p><b>C. to make the instructions easier to understand</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.3.2.a.2:</b> Analyze how the structure contributes to the whole and to the development of the ideas.
IAS Standard	<b>7.RN.3.2:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
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 should contain basic structural elements that are being assessed within items.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	text structure
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify how a basic structural element contributes to the development of a central idea in an informational text.</p>
	<p><b>Tier 2</b></p> <p>The student can identify how a basic structural element contributes to the development of a central idea in an informational text.</p>
	<p><b>Tier 3</b></p> <p>The student can identify how a written structural element (e.g., paragraph, heading, sentence) contributes to the development of a central idea in an informational 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: Passage about growing a tomato plant]</p> <p>Which section tells what supplies you need?</p> <p>A. <b>Getting Started</b></p> <p>B. Planting the Seed</p> <p>C. Watching It Grow</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.3.3.a.1:</b> Determine an author’s perspective or purpose in a text.
IAS Standard	<b>7.RN.3.3:</b> Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from the positions of others.
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 assess informational passages with a clear perspective or purpose.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, perspective
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicit author’s purpose or an explicit author’s perspective about a topic.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</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 making paper]</p> <p>What is the author's purpose?</p> <p>A. to tell a story about paper</p> <p><b>B. to explain how to make paper</b></p> <p>C. to get people to stop using paper</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.3.3.a.2:</b> Analyze how the author distinguishes his or her position from the positions of others.
IAS Standard	<b>7.RN.3.3:</b> Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from the positions of others.
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>Passage must present two positions to be compared.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	analyze, distinguish, position
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the author’s position on a topic.</p>
	<p><b>Tier 2</b></p> <p>The student can identify the author’s position and the other position’s position on a topic.</p>
	<p><b>Tier 3</b></p> <p>The student can identify details that support the author’s position and/or the and/or another position presented on a topic.</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 birds' common traits]</p> <p>What is the author's opinion about birds?</p> <p>A. Birds are lucky.</p> <p>B. Birds are pretty.</p> <p><b>C. Birds are amazing.</b></p>



Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.4.1.a.1:</b> Trace the argument and specific claims in a text.
IAS Standard	<b>7.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
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>The passage must include a plainly articulated argument or claim supported by details that can be distinguished from facts and other information that are also included by the author.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	argument, claim
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify the specific claim or argument being made by the author.</p>
	<p><b>Tier 2</b></p> <p>Student can identify the specific claim or argument being made by the author.</p>
	<p><b>Tier 3</b></p> <p>Student can identify specific facts/details that the author uses to support his or her argument or specific claim.</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 dogs being great pets]</p> <p>What fact does the author state to support the claim that having a dog can make you healthier?</p> <p>A. "Cats can be left alone longer than dogs."            B. "Dogs and cats are two popular types of pets."  <b>C. "Taking your dog on a walk is a way to get exercise."</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.4.1.a.2:</b> Evaluate the claim or argument to determine if they are relevant and supported by evidence.
IAS Standard	<b>7.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
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>The passage must include a plainly articulated argument.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claim, argument, evidence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify explicit evidence that supports the specific claim/argument being made by the author.</p>
	<p><b>Tier 2</b></p> <p>The student can identify evidence that supports the specific claim or argument being made by the author.</p>
	<p><b>Tier 3</b></p> <p>The student can determine if the evidence used to support a specific/claim or argument is relevant.</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 fruit]</p> <p>Which evidence supports the author's claim that fruit is good for you?</p> <p>A. Animals ruin fruit farms.</p> <p>B. People enjoy picking fresh fruit.</p> <p><b>C. Fruit has many important vitamins.</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.4.1.a.3:</b> Distinguish claims or arguments that are supported by evidence from those that are not.
IAS Standard	<b>7.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
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>Item should not focus on irrelevant evidence.</p> <p>The passage must include a plainly articulated argument.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claims, arguments, evidence
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a claim or argument supported by evidence.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a claim or argument supported by evidence.</p>
	<p><b>Tier 3</b></p> <p>The student can identify evidence that supports the claim or argument.</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 soda]</p> <p>What is the author's claim?</p> <p>A. Drinking soda is a bad habit.</p> <p>B. Drinking soda leads to health issues.</p> <p><b>C. A soda tax can help people stop drinking soda.</b></p>

Updated 10/2020

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>7.RN.4.1.a.3:</b> Distinguish claims or arguments that are supported by evidence from those that are not.
IAS Standard	<b>7.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims, noting instances of bias and stereotyping.
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>Item should not focus on irrelevant evidence.</p> <p>The passage must include a plainly articulated argument.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	claims, arguments, evidence
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a claim or argument supported by evidence.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a claim or argument supported by evidence.</p>
	<p><b>Tier 3</b></p> <p>The student can identify evidence that supports the claim or argument.</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 soda]</p> <p>What is the author's claim?</p> <p>A. Drinking soda is a bad habit.</p> <p>B. Drinking soda leads to health issues.</p> <p><b>C. A soda tax can help people stop drinking soda.</b></p>

Updated 10/2020



Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.2.1.a.1:</b> Use context to determine or clarify the meaning of words and phrases.
IAS Standard	<b>7.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.
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>Context clues should be in either in same or adjacent sentence as the assessed word.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	context
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues.</p>
	<p><b>Tier 2</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues.</p>
	<p><b>Tier 3</b></p> <p>The student can define or clarify the meaning of a word or phrase using context clues.</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 an archeological site]</p> <p>What does <b>chisel</b> mean?</p> <p>A. heat</p> <p><b>B. carve</b></p> <p>C. cover</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.2.2.a.1:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
IAS Standard	<b>7.RV.2.2:</b> Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
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>There must be a clear connection and topical consistency between words that are assessed within the context of a word relationship.</p> <p>The meaning of a provided word must be clear before a student is asked to define a synonym or antonym of that word.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	relationship
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the meaning of a word based on its relation to another word.</p>
	<p><b>Tier 2</b></p> <p>The student can identify the meaning of a word based on its relation to another word.</p>
	<p><b>Tier 3</b></p> <p>The student can identify the meaning of a word based on its relation to another 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	
<b>Tier 2</b>	<p>Read the sentences from the story.</p> <p><b>Do not ruin the glass decorations. They are <u>delicate</u> and must be handled gently.</b></p> <p>What does <b><u>delicate</u></b> mean?</p> <p>A. hard to see</p> <p><b>B. can break easily</b></p> <p>C. made of little pieces</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).
IAS Standard	<b>7.RV.2.4:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).
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	affix, prefix, suffix, root
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the meaning of a high-frequency word with a Greek or Latin affix or root.</p>
	<p><b>Tier 2</b></p> <p>The student can identify the meaning of a high-frequency word with a Greek or Latin affix or root.</p>
	<p><b>Tier 3</b></p> <p>The student can identify the meaning of a Greek or Latin affix or root in a high-frequency 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 2	<p>Read the sentence.</p> <p><b>The desk is very <u>unorganized</u>.</b></p> <p>What is true about the desk?</p> <p>A. It is organized.</p> <p><b>B. It is not organized.</b></p> <p>C. It is somewhat organized.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.
IAS Standard	<b>7.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.
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	similar, connotations, denotations
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given a word, the student can choose a word with a similar meaning.</p>
	<p><b>Tier 2</b></p> <p>Given a word, the student can choose a word with a similar meaning.</p>
	<p><b>Tier 3</b></p> <p>The student can replace a given word for a more descriptive 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 2	<p>Read the sentence.</p> <p><b>Rain can make people <u>flee</u> to their cars in a hurry!</b></p> <p>What word means the same as <b><u>flee</u></b>?</p> <p><b>A. run</b></p> <p>B. drive</p> <p>C. sing</p>



Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.3.1.a.2:</b> Analyze how the use of rhymes or repetitions of sounds affect the tone of the poem, story, or play.
IAS Standard	<b>7.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.
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>Repetitions of sound should be limited to instances of rhymes and alliteration.</p> <p>Avoid the use of the words “alliteration” and “tone” in questions.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	rhyme, repetitions
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the impact created by the use of repetition in a poem or story.</p>
	<p><b>Tier 2</b></p> <p>The student can identify the impact created by the use of repetition in a poem or story.</p>
	<p><b>Tier 3</b></p> <p>The student can identify the impact created by the use of rhyme or alliteration in a poem or 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	
<b>Tier 3</b>	<p>[Stimulus: Poem about children at a park]</p> <p>How does rhyme impact the poem?</p> <p><b>A. It makes the poem sound playful.</b></p> <p><b>B.</b> It tells you that a child wrote the poem.</p> <p><b>C.</b> It gives the meaning of the words in the poem.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings.
IAS Standard	<b>7.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.
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>Assessed figurative language must be commonly used words or phrases and/or relate back to specific context within a passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	figurative language, connotation
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the meaning of a word or identify the meaning of figurative language supported by 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 3	<p>Read the sentence from the story.</p> <p><b>Mr. Jackson said to Jennie, “Good job! You were a <u>star</u> during the softball game today.”</b></p> <p>What does Mr. Jackson mean when he calls Jennie a <u>star</u>?</p> <p><b>A. She played great.</b></p> <p>B. She wore bright colors.</p> <p>C. She should practice more.</p>



Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative and connotative meanings.
IAS Standard	<b>7.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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>Assessed figurative language must be commonly used words or phrases and/or relate back to specific context within a passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	figurative, connotative
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the literal meaning of a word supported by context in a nonfiction text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the literal meaning or simple figurative meaning of a word supported by context in a nonfiction text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the literal meaning or figurative meaning of a word or phrase supported by context in a nonfiction 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	
<b>Tier 3</b>	<p>[Stimulus: Passage about farm equipment]</p> <p>What does <b>operate</b> mean?</p> <p>A. to say or speak something</p> <p>B. to learn or study something</p> <p>C. <b>to use or control something</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.3.2.a.2:</b> Analyze how the use of figurative, connotative or technical terms affect the meaning or tone of text.
IAS Standard	<b>7.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
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	tone, connotative, figurative, analyze
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given a sentence from the text, the student can identify how a word choice impacts meaning.</p>
	<p><b>Tier 2</b></p> <p>Given no more than a two-sentence excerpt from the text, the student can identify how a word choice impacts meaning.</p>
	<p><b>Tier 3</b></p> <p>The student can identify how a word choice impacts the meaning or tone of a text.</p>

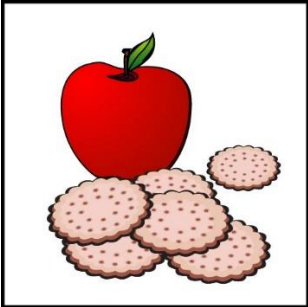



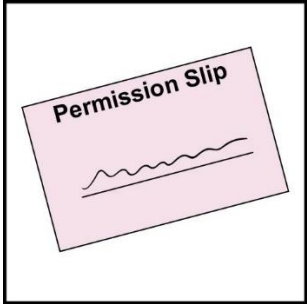
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically 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 2	<p>Read the sentence from the story.</p> <p>Although the day was rainy, the boy felt little <b><u>pockets of sunshine</u></b> as he thought about how much fun he would have later that day.</p> <p>What do the words <b><u>pockets of sunshine</u></b> tell about the boy?</p> <p>A. He is outside.</p> <p><b>B. He is hopeful.</b></p> <p>C. He is looking around.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>7.RV.3.3.a.1:</b> Interpret figures of speech in context.
IAS Standard	<b>7.RV.3.3:</b> Interpret figures of speech (e.g., literary, religious, and mythological allusions) 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	interpret, context, figures of speech
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>TIER 1</b></p> <p>The student will identify the meaning of a common figurative phrase supported by context.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a figurative phrase supported by context.</p>
	<p><b>Tier 3</b></p> <p>The student will explain what an example of figurative language means.</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 Harold and Amy]</p> <p>Read the sentences from the story.</p> <p><b>Harold kept poking his sister Amy's arm. "<u>Cut it out!</u>" said Amy.</b></p> <p>What does Amy mean when she says, "<b><u>Cut it out!</u></b>"?</p> <p>A. That is funny.</p> <p><b>B. Stop doing that.</b></p> <p>C. Hand me the scissors.</p>

Reporting Category	Speaking and Listening
Content Connector	<b>7.SL.3.1.a.1:</b> Evaluate main ideas and supporting details presented in diverse media and formats for accuracy.
IAS Standard	<b>7.SL.3.1:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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.” Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	main ideas, supporting details, accuracy
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student can identify the main idea presented in diverse media.</p>
	<p><b>Tier 2</b> The student can identify one supporting detail, given the main idea presented in diverse media.</p>
	<p><b>Tier 3</b> The student can identify supporting detail(s), given the main idea presented in diverse media.</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	
<b>Tier 1</b>	<p>Listen to the speaker.</p> <p>[Audio: School announcement about a field trip]</p> <p>What is the main idea of the announcement?</p> <div style="text-align: center;">  </div> <p>A.</p> <p style="text-align: center;">Students should bring snacks to share.</p> <div style="text-align: center;">  </div> <p>B.</p> <p style="text-align: center;">Students should bring their cell phones.</p>

	<p data-bbox="625 562 657 598"><b>C.</b></p>  <p data-bbox="662 653 1404 688"><b>Students should remember their permission slip.</b></p>
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Reporting Category	Speaking and Listening
Content Connector	<b>7.SL.3.1.a.2:</b> Explain how main ideas and supporting details presented in diverse media and formats clarify a topic, text or issue.
IAS Standard	<b>7.SL.3.1:</b> Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	explain, topic
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a supporting detail for an idea presented within the auditory stimulus.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a supporting detail for an idea presented within the auditory stimulus.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a supporting detail for an idea presented auditory stimulus.</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	
<b>Tier 2</b>	<p>Listen to the speaker.</p> <p>[Audio: Information about the city swimming pool being closed]</p> <p>Why is the swimming pool going to be closed?</p> <p>A. It is too cold.</p> <p>B. It is crowded.</p> <p><b>C. It needs work.</b></p>



Reporting Category	Speaking and Listening
Content Connector	<b>7.SL.3.2.a.1:</b> Evaluate main ideas of a speaker for accuracy.
IAS Standard	<b>7.SL.3.2:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	argument, claim, speaker
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student can identify a speaker’s argument.</p>
	<p><b>Tier 2</b> The student can identify a speaker’s argument.</p>
	<p><b>Tier 3</b> The student can identify claims that support a speaker’s argument.</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	
<b>Tier 3</b>	<p>Listen to the speaker.</p> <p>[Audio: Advertisement about a sale at General Mart]</p> <p>Which reason does the speaker give for shopping at the General Mart?</p> <p><b>A. “We have the best prices.”</b></p> <p>B. “Come shop this weekend.”</p> <p>C. “We are open 8 am – 8 pm.”</p>

Reporting Category	Speaking and Listening
Content Connector	<b>7.SL.3.2.a.2:</b> Explain how main ideas and supporting details of a speaker clarify a topic, text or issue.
IAS Standard	<b>7.SL.3.2:</b> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	main idea, supporting details, speaker
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify how a detail supports a main idea.</p>
	<p><b>Tier 2</b></p> <p>The student can identify how a detail supports a main idea.</p>
	<p><b>Tier 3</b></p> <p>The student can identify how a detail supports a 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	
<b>Tier 1</b>	<p>Listen to the audio.</p> <p>[Audio: Opinion about people giving cell phones too much time/attention]</p> <p>Which detail supports the main idea that we spend too much time on our phones?</p> <p>A.  Cell phones have games to help you learn.</p> <p>B.  Many people check their phones 3 times an hour.</p> <p>C.  We have to spend money on services for our phones.</p>

Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.1:</b> Provide an introduction that introduces the writer’s claims and acknowledges alternate or opposing claims in an argument.
IAS Standard	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	<p>Multiple Choice (MC)</p> <p>Multi-Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	claims, argument, introduction
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given a brief paragraph with details related to a claim, student will select a sentence introducing the claim.</p>
	<p><b>Tier 2</b> Given a brief paragraph with details related to a claim, student will select a sentence introducing the claim.</p>
	<p><b>Tier 3</b> Given a brief paragraph with details related to a claim, student will select a sentence introducing the claim.</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 a student's paragraph.</p> <p><b>Some of the best singers have talent and work very hard. However, many singers these days get lucky if they know the right people. They may not have formal training or even know how to read music.</b></p> <p>Based on these details, which is the student's claim?</p> <p>A. The best singers can sing for hours at a time.</p> <p>B. It is very difficult to become a singer without practice.</p> <p><b>C. It is possible to be a famous singer without any real talent.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.2:</b> Introduce claim(s), acknowledge alternate or opposing claims in an argument, and use appropriate organizational structures in an argument.
IAS Standard	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	claim, argument
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student can identify an introductory claim for a given paragraph.</p>
	<p><b>Tier 2</b> The student can identify an introductory or closing statement based on a claim/argument made in the paragraph.</p>
	<p><b>Tier 3</b> Provided with a clearly stated claim, students can identify an appropriate alternate or opposing claim.</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 student's paragraph.</p> <p>_____. <b>Fast food is very unhealthy. Eating too much can lead to health problems.</b></p> <p>Which sentence belongs in the blank to introduce the paragraph?</p> <p>A. Greasy food is healthy.</p> <p><b>B. People should eat less fast food.</b></p> <p>C. Eating at school with my friends is fun.</p>





Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.3:</b> Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text in an argument.
IAS Standard	<p>Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	claim, credible source, evidence, support
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will select the sentence (support) that matches the claim.</p> <p>The student can identify a source that is relevant to a provided topic.</p>
	<p><b>Tier 2</b></p> <p>The student will select the sentence (support) that matches the claim.</p> <p>The student can determine why a source is relevant to a provided topic.</p>
	<p><b>Tier 3</b></p> <p>The student will select the sentence (support) that matches a claim.</p> <p>The student can identify a credible source that validly supports a provided topic.</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	
<b>Tier 2</b>	<p>Read this claim from a student's essay.</p> <p><b>School should start later in the day.</b></p> <p>Which sentence could the student add to support this claim?</p> <p>A. Teenagers like to hang out with friends.</p> <p>B. Teenagers would rather play games at home.</p> <p><b>C. Teenagers need more sleep to stay healthy.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience.
IAS Standard	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	purpose, audience, style, tone
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will select the appropriate audience, given a sentence or brief paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that best fits a given purpose.</p>
	<p><b>Tier 3</b> The student will select the sentence that best fits into a brief paragraph with a clear purpose or 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

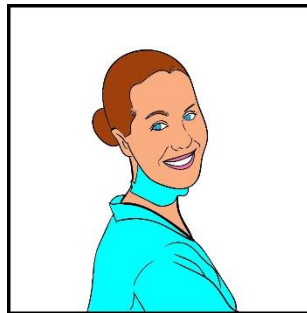
Read the paragraph.

**It is good for students to join after school activities. You will make new friends and learn new things. You will also have fun!**

Who is the audience for this paragraph?

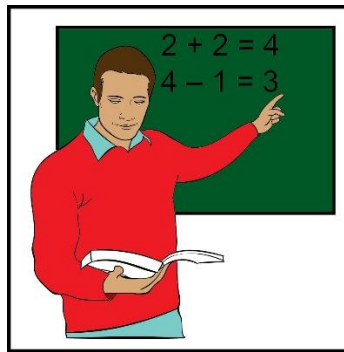
Tier 1

A.

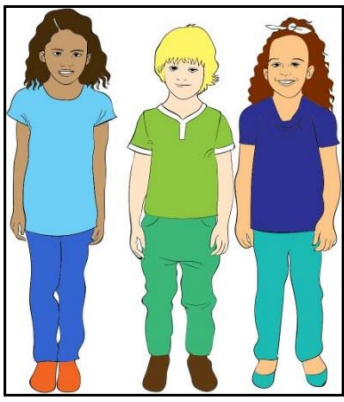


doctors

B.



teachers

	<p data-bbox="649 598 690 640">C.</p>  <p data-bbox="690 682 828 735"><b>children</b></p>
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Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.5:</b> Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence in an argument.
IAS Standard	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	transitions, relationships, cohesion, evidence
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given two sequential sentences, student can select the appropriate transition word to begin one of the sentences.</p>
	<p><b>Tier 2</b> Given three or more sequential sentences, student can select the appropriate transition word to begin one of the sentences.</p>
	<p><b>Tier 3</b> Given a short paragraph, student can select the appropriate transition word to begin two or more of the 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 1	<p>Read the sentences.</p> <p><b>I love to play soccer. _____, I cannot play today because I hurt my knee.</b></p> <p>Which word belongs in the blank?</p> <p>A. Then</p> <p>B. Second</p> <p>C. <b>However</b></p>



Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.6:</b> Provide a concluding statement or paragraph that follows from and supports the argument presented.
IAS Standard	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	argument, conclusion
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will select the sentence that completes the paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that completes the paragraph.</p>
	<p><b>Tier 3</b> The student will select the sentence that completes the paragraph.</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 student's paragraph.</p> <p><b>There are many reasons to become involved at your school. You may make new friends, learn a new skill, or be helpful to someone.</b></p> <p>Which sentence completes the paragraph?</p> <p>A. I am a fast runner.</p> <p>B. Cooking is fun to do at home.</p> <p><b>C. Try a new activity today and have fun.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.1.a.7:</b> Write arguments in a variety of forms.
IAS Standard	<p><b>7.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.</li> <li>• Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>• Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>• Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>• Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
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	argument, claim
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will identify an appropriate argumentative topic.</p>
	<p><b>Tier 2</b> The student will select an appropriate/correct argument to match the given support.</p>
	<p><b>Tier 3</b> The student will select an appropriate/correct argument to match the given support.</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	
<b>Tier 3</b>	<p>Read the student's paragraph.</p> <p><b>Spending time outdoors can be good for your health. But, many people work in offices or attend school inside and then go straight home.</b></p> <p>What argument matches this paragraph?</p> <p>A. We should find time to play.</p> <p><b>B. We must all try to get outside daily.</b></p> <p>C. It is safest to go home right after school.</p>

Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.1:</b> Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension in informative compositions.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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	topic, introduction, supporting detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify which sentence should begin a brief paragraph.</p>
	<p><b>Tier 2</b> The student can identify a sentence that could be used as an appropriate introduction to an incomplete paragraph that has been provided.</p>
	<p><b>Tier 3</b> Given a topic sentence and supporting detail, the student can identify an additional supporting detail.</p>
<b>Accessibility and Accommodation Considerations</b>	
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.
<b>Sample Item</b>	
<b>Tier 1</b>	<p>Which sentence should begin an informational paragraph about butterflies?</p> <p>A. Everyone should love butterflies.</p> <p>B. I saw a butterfly in my backyard yesterday.</p> <p><b>C. There are many interesting facts about butterflies.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.2:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in informative compositions.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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	Multiple Choice (MC)

Response Mechanisms	
Construct-Relevant Vocabulary	relevant facts, supporting detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> Provided with a topic, the student can identify a relevant supporting detail.</p>
	<p><b>Tier 2</b> Provided with a topic, the student can identify a relevant supporting detail.</p>
	<p><b>Tier 3</b> Provided with a paragraph, the student can select a relevant supporting detail to fit into the paragraph.</p>
<b>Accessibility and Accommodation Considerations</b>	
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.
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Topic: How to learn another language</p> <p>Which sentence supports the topic?</p> <p>A. We use language to tell our feelings and ideas.</p> <p>B. There are many languages spoken around the world.</p> <p><b>C. You should choose a time to practice the language every day.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.3:</b> Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts in informative compositions.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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) Multi-Select (MS)
Construct-Relevant	transitions, cohesion, relationships, concepts

Vocabulary	
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will select the correct transitional word (first, next, last).</p>
	<p><b>Tier 2</b> The student will select the correct transition word (first, next, last, then, finally).</p>
	<p><b>Tier 3</b> The student will select the transition word/phrase that best fits in the paragraph.</p>
<b>Accessibility and Accommodation Considerations</b>	
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.
<b>Sample Item</b>	
<b>Tier 1</b>	<p>Read the sentences.</p> <p><b>Take a clean sheet of paper. _____, write down five ideas for a research plan.</b></p> <p>Which transition word belongs between the sentences?</p> <p style="padding-left: 40px;"><b>A. Next</b></p> <p style="padding-left: 40px;">B. First</p> <p style="padding-left: 40px;">C. Before</p>

Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.4:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in informative compositions.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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	wordiness, redundancy, concise
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will replace a generic word with a more clear choice.
	<b>Tier 2</b> The student will replace a generic or wordy phrase with a more clear/concise choice.
	<b>Tier 3</b> Given a sentence, the student will select a sentence that is more concise/clear.
<b>Accessibility and Accommodation Considerations</b>	
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.
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Read the sentence.</p> <p><b>The movie received <u>good</u> reviews.</b></p> <p>Which word could replace <u>good</u>?</p> <p>A. brave</p> <p>B. <b>excellent</b></p> <p>C. ordinary</p>

Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.5:</b> Establish and maintain a style appropriate to purpose and audience in informative compositions.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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	audience, purpose



Vocabulary	
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student can identify the purpose or intended audience of a sentence or brief paragraph.</p>
	<p><b>Tier 2</b> The student can select a sentence that best fits a given purpose.</p>
	<p><b>Tier 3</b> The student can select the sentence that best fits into a brief paragraph with a clear purpose or audience.</p>
<b>Accessibility and Accommodation Considerations</b>	
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.
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Which sentence gives information about school rules?</p> <p>A. School rules can sometimes seem silly.</p> <p>B. A friend of mine broke a school rule yesterday.</p> <p><b>C. The school has rules about lockers and cell phones.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.6:</b> Provide a concluding statement or paragraph that follows from and supports the information or explanation presented in informative compositions.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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	conclusion, informative

Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student can identify an appropriate concluding statement for an informative paragraph.</p>
	<p><b>Tier 2</b> The student can identify an appropriate concluding statement for an informative paragraph.</p>
	<p><b>Tier 3</b> The student can identify an appropriate concluding statement for an informative paragraph.</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	
<b>Tier 3</b>	<p>A student is writing about ballet. Read the paragraph.</p> <p><b>Ballet is a kind of dance created in France long ago. The basics of the dance have stayed the same all this time. Year after year, people around the world do ballet the same way.</b></p> <p>Which statement is the best conclusion for the paragraph?</p> <p>A. Dancing styles can change.</p> <p>B. Ballet is boring for this reason.</p> <p><b>C. Ballet has changed very little.</b></p>

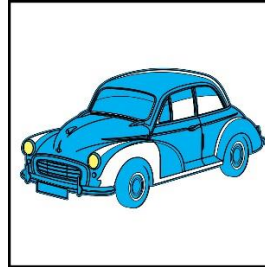
Reporting Category	Writing
Content Connector	<b>7.W.3.2.a.7:</b> Write informative compositions on a variety of topics.
IAS Standard	<p><b>7.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>• Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>• Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>• Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>• Establish and maintain a style appropriate to purpose and audience.</li> <li>• Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul>
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) Table Match (TM)
Construct-Relevant Vocabulary	informative, topics
Cognitive Complexity	4

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

Sample Item

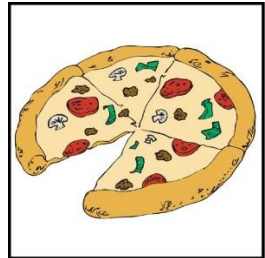
Tier 1

Which topic could be used for an essay to inform?



A.

the history of cars



B.

why pizza is the best food



C.

the story of how I won a race



Reporting Category	Writing
Content Connector	<b>7.W.3.3.a.1:</b> Engage and orient the reader by establishing a context and point of view and introducing the narrator and/or characters in narrative compositions.
IAS Standard	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
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	character, narrator, point of view
Cognitive Complexity	5



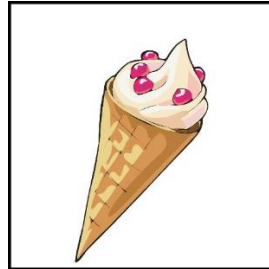
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given a topic, the student will select an appropriate sentence introducing setting or characters (Who and Where).</p>
	<p><b>Tier2</b> Given topic, the student will select an appropriate sentence introducing setting, characters, or a problem (What).</p>
	<p><b>Tier 3</b> Given topic, the student will select an appropriate sentence introducing setting, characters, events that would take place, a problem, or a solution.</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 a story about a trip to the library.

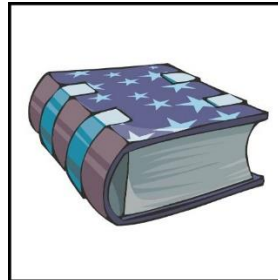
Which sentence should the student write to start the story?

A.



Next, we got ice cream.

B.



That book is my favorite.

C.



I had a fun trip to the library.


Tier 1

Reporting Category	Writing
Content Connector	<b>7.W.3.3.a.2:</b> Develop an event sequence (e.g. conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions from one timeframe or setting to another in a narrative composition.
IAS Standard	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
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	sequence, conflict, climax, resolution, transitions

Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will order events in the sequence they would occur in a short paragraph.</p>
	<p><b>Tier 2</b> The student will order events in the sequence they would occur in a short paragraph.</p>
	<p><b>Tier 3</b> The student will identify the appropriate sequence of an event in a short paragraph.</p>
<b>Accessibility and Accommodation Considerations</b>	
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	
<b>Tier 3</b>	<p>Read these sentences from a story.</p> <p><b>A little bird stands on a tree branch. It tries to fly. The first time, it falls to the ground. _____.</b> <b>The third time, it flaps its wings and is able to fly!</b></p> <p>Which sentence belongs in the blank to connect the ideas of the paragraph?</p> <p><b>A.</b> The little bird invites some friends over to come try.</p> <p><b>B.</b> Also, the little bird gets hungry and eats some worms.</p> <p><b>C. The second time, the little bird flaps its wings but still falls to the ground.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in narrative compositions.
IAS Standard	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
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) Table Match (TM)
Construct-Relevant Vocabulary	dialogue, pacing, description, develop, character, event

Cognitive Complexity	5
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given a picture of a common event, the student will choose an appropriate description.</p>
	<p><b>Tier 2</b> Given a character (e.g., train conductor, police officer, teacher, etc.), the student will select an appropriate description.</p>
	<p><b>Tier 3</b> Given a scenario, the student will identify appropriate development of a character or event.</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	
<b>Tier 1</b>	 <p>Which sentence most clearly describes what is happening in the picture?</p> <p>A. There is a bicycle.</p> <p>B. A girl is doing something.</p> <p><b>C. A girl is delivering newspapers on a bicycle.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in narrative compositions.
IAS Standard	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
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	descriptive details, sensory language
Cognitive Complexity	4



Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will identify appropriate descriptive or sensory language.</p>
	<p><b>Tier 2</b> The student will identify appropriate descriptive or sensory language.</p>
	<p><b>Tier 3</b> Given a sentence with imprecise language, the student will choose a more precise 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 2	<p>Read the paragraph.</p> <p><b>John is afraid of heights. But he climbed a tall tree to rescue a kitten. John is _____.</b></p> <p>Which word describes John?</p> <p>A. sad</p> <p>B. quiet</p> <p><b>C. brave</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.3.3.a.5:</b> Provide an ending that follows from and reflects on the narrated experiences or events in narrative compositions.
IAS Standard	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
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

Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will select a sentence that completes a paragraph.</p>
	<p><b>Tier 2</b> The student will select a sentence that completes a paragraph.</p>
	<p><b>Tier 3</b> The student will select a sentence that completes a paragraph.</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>A student is writing a paragraph. Read the sentences.</p> <p><b>Jenna and her class went to the zoo. They loved seeing the animals. They also enjoyed feeding the animals.</b></p> <p>_____.</p> <p>Which sentence belongs in the blank to end the story?</p> <p>A. They stood in line.</p> <p><b>B. They had a fun time!</b></p> <p>C. They each wore sunscreen.</p>

Reporting Category	Writing
Content Connector	<b>7.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.
IAS Standard	<p><b>7.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>• Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.</li> <li>• Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>• Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>• Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</li> <li>• Provide an ending that follows from and reflects on the narrated experiences or events.</li> </ul>
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
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a sentence appropriate for a narrative.</p> <p>The student will determine an appropriate beginning for a narrative.</p>
	<p><b>Tier 2</b></p> <p>The student will determine an appropriate beginning or ending for a narrative.</p>
	<p><b>Tier 3</b></p> <p>The student will determine a possible resolution for a problem within a narrative.</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	
<b>Tier 2</b>	<p>A student is writing a story about a visit to a lake.</p> <p>Which sentence should introduce the story?</p> <p>A. People should not put trash in lakes.</p> <p><b>B. Last week, I had a fun time at the lake.</b></p> <p>C. A lake is a large body of water surrounded by land.</p>

Reporting Category	Writing
Content Connector	<b>7.W.6.1b.a.1:</b> Recognize and correct problems with subject/verb agreement.
IAS Standard	<b>7.W.6.1b:</b> Verbs – Recognizing and correcting problems with subject/verb agreement
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	subject, verb
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student can identify the verb that agrees with the subject.
	<b>Tier 2</b> The student can identify the sentence that demonstrates correct subject/verb agreement.
	<b>Tier 3</b> The student can identify the sentence that demonstrates correct subject/verb agreement.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	Which word fits the sentence?  The balloon _____.  A. float  <b>B. floats</b>  C. floating

Reporting Category	Writing
Content Connector	<b>7.W.6.1d.a.1:</b> Recognize and correct misplaced and dangling modifiers.
IAS Standard	<b>7.W.6.1d:</b> Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.
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>Assessed sentences should be as brief as possible (to convey the idea of correctly and incorrectly used modifiers).</p> <p>Misplaced modifiers should be overt errors.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	modifier
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a sentence that uses a modifier correctly.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a sentence that uses a modifier correctly.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a sentence that uses a modifier correctly.</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	
<b>Tier 3</b>	<p>Which sentence is written correctly?</p> <p>A. My cookie, tripping over a rock, dropped on the ground.</p> <p>B. On the ground and tripping over a rock, my cookie dropped.</p> <p><b>C. Tripping over a rock, I dropped my cookie on the ground.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.6.1e.a.1:</b> Use simple, compound, complex, and compound-complex sentences within writing when appropriate.
IAS Standard	<b>7.W.6.1e:</b> Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence, fragment, run-on
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify a simple sentence.
	<b>Tier 2</b> The student will identify a simple sentence.
	<b>Tier 3</b> The student will identify a compound or complex 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>Which group of words makes a complete sentence?</p> <p><b>A. I have to leave soon.</b></p> <p>B. My phone starting ringing.</p> <p>C. While jogging down the street.</p>

Reporting Category	Writing
Content Connector	<b>7.W.6.1e.a.2:</b> Recognize and correct sentence fragments and run-ons.
IAS Standard	<b>7.W.6.1e:</b> Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.
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. Distractors must be clear fragments or run-ons.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	fragments, run-ons, complete sentences
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student can identify the complete sentence among fragments as distractors.
	<b>Tier 2</b> The student can identify the complete sentence among run-ons as distractors.
	<b>Tier 3</b> The student can identify the complete sentence(s) among fragments and run-ons as distractors.

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 is written correctly?</p> <p>A. Angela spilled her juice cleaned it up got some more.</p> <p>B. Angela spilled her juice so she cleaned it up she got some more.</p> <p><b>C. Angela spilled her juice, so she cleaned it up and got some more.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.6.1e.a.3:</b> Vary sentence patterns for meaning, reading interest and style.
IAS Standard	<b>7.W.6.1e:</b> Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.
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. Passage should have significant number of varied sentence patterns to reference.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning, interest, style
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student can identify how to combine two simple sentences.
	<b>Tier 2</b> The student can identify how to combine two simple sentences.
	<b>Tier 3</b> The student can identify how to combine two sentences.

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><b>The cat was tired. It took a nap.</b></p> <p>Which one correctly puts these sentences together?</p> <p>A. Cat was tired took a nap.</p> <p>B. The cat was tired took a nap.</p> <p>C. <b>The cat was tired, so it took a nap.</b></p>

Reporting Category	Writing
Content Connector	<b>7.W.6.2b.a.1:</b> Use commas with subordinate clauses.
IAS Standard	<b>7.W.6.2b:</b> Punctuation – ● Using commas with subordinate clauses.
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>Assessed content should be limited to brief, clear sentences.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	comma, subordinate clause
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify which sentence uses the comma with a subordinate clause correctly.</p>
	<p><b>Tier 2</b></p> <p>Student can identify which sentence uses the comma with a subordinate clause correctly.</p>
	<p><b>Tier 3</b></p> <p>Student can identify which sentence uses the comma with a subordinate clause correctly.</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	
<b>Tier 2</b>	<p>Which sentence uses a comma correctly?</p> <p>A. Since I needed milk I went, to the store.</p> <p>B. Since, I needed milk I went to the store.</p> <p><b>C. Since I needed milk, I went to the store.</b></p>