

Florida Interim Assessment Item Bank and Test Platform

Passage and Item Specifications

English
Language Arts
Grades 3–5



FLORIDA DEPARTMENT OF EDUCATION
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I. Introduction

In July 2010, the Florida Department of Education (FDOE) approved the adoption of the Common Core State Standards (CCSS) for English/Language Arts (ELA) to support their pursuit of improved outcomes for all Florida ELA students and their participation in national educational initiatives, such as Race to the Top. The U.S. Department of Education awarded a Race to the Top grant to the FDOE in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida’s Next Generation Sunshine State Standards and the CCSS. The ELA component of this effort will encompass the CCSS for grades kindergarten through 12.

A. Purpose

This document, *Florida Interim Assessment Item Bank and Test Platform Passage and Item Specifications English Language Arts Grades 3–5*, defines the expectations for content and standards alignment of assessment items for the IBTP. These specifications are intended for item writers and reviewers in the development of high-quality passages and assessment items.

B. Scope

These *Passage and Item Specifications* provide general and grade-specific guidelines for the development of all Grades 3–5 ELA passages and items available in the Florida Interim Assessment Item Bank.

C. Standards Alignment

English Language Arts items developed for the IBTP will align to the Common Core State Standards. The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are structured into three levels of specificity: strands, clusters, and standards. These define what ELA students should know and be able to do at every grade level, kindergarten through high school.

The overarching goal of the CCSS is to prepare students to read and comprehend the kinds of complex texts they will commonly encounter in college and careers. As such, the CCSS have shifted from traditional standards in the following ways.

- Students will focus on building knowledge through content-rich informational texts.
- Students will ground their reading, writing, and speaking in evidence from text.
- Students will have regular practice with complex texts and their academic language.¹

To reflect these shifts, test developers and reviewers must ensure that passages and items developed for the CCSS have the following qualities.

- Passages will demonstrate grade-appropriate complexity and rigor, as measured by quantitative factors, qualitative factors, and reader/task considerations. Text complexity will increase steadily from elementary through high school.
- Passages will be either literary or informational and will reflect a variety of writing styles. As the grades progress, so will the amount of informational text, as most college and workplace reading and writing is evidence-based and either argumentative or expository. Accordingly, grades 6–12 include not only Literature and Informational Texts but also Reading for Literacy in History/Social Studies and Reading for Literacy in Science and Technical Subjects.
- Items may require text-dependent analysis, asking students to follow what is stated explicitly and to make valid inferences that square with textual evidence, or items may stand alone, requiring information contained within the stem.
- Items will assess students’ knowledge of academic vocabulary, either directly or indirectly, because comprehension of academic language is a pivotal part of understanding complex texts and a key indicator of overall academic success.

D. Definitions: Reading Passages, Stimuli, and Assessment Items

Reading passages and other complex stimuli are important components of the Florida IBTP. For purposes of these specifications, a reading passage is a segment of written work which is to be followed by a series of questions, or assessment items, that assess the student’s comprehension of content presented. A complex stimulus is a presentation of information as a scenario, text or media (e.g., graph, diagram), which may accompany a passage to provide additional context or information upon which to assess the student’s mastery of certain standards.

II. Guidelines for Passage Development

A. Passage Types

All passages will be either commissioned or taken from the public domain. A **commissioned passage** is a selection developed by a writer for exclusive use in the Florida IBTP. **Public domain passages** are previously published but non-copyrighted passages that are chosen from a variety of sources and used in a form as close as possible to the form in which they were originally published.

The CCSS explain that a key factor in working toward college and career readiness is reading a wide variety of complex and challenging texts. For this reason, four types of reading passages will be used.

- **Literary texts** include fiction, poetry, and plays.
- **Informational texts**
 - **Literary nonfiction** includes the subgenres of exposition and argumentation.
 - **History and social studies texts** include primary source documents as well as secondary source documents that use evidence and data to support arguments about historical events and issues.

- **Science and technical documents** include texts that explain, describe, or analyze scientific or technical topics and that often include scientific or technical vocabulary and present quantitative information.

1. Literary Texts

- Specific forms of literary texts may come from contemporary fiction, folktales, fables, tall tales, legends, myths, fantasy, historical fiction, mysteries, science fiction, poetry, and drama. Literary texts should be substantive enough to lend themselves to a wide range of standards and a variety of item types.
- Themes in literary texts should be important and universal.

2. Informational Texts

As students progress into higher grade levels, they will read informational texts with increasing frequency. By grades 7 and 8, students should be reading informational text more often than literary text (approximately 40% literary and 60% informational). By grade 12, students’ reading should be 30% literary and 70% informational.

Distribution of Literary and Informational Passages by Grade Band

Grade Band	Literary	Informational
K–3	50%	50%
4–5	45%	55%
6–8	40%	60%
9–12	30%	70%

Literary Nonfiction

- Informational texts cover a broad range of nonfiction writing. At grades K–5, they include “biographies and autobiographies; [text] about history, social studies, science, and the arts; [and] technical texts.”²² At grades 6–12, they include “personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts . . . written for a broad audience.”²³
- Expository texts should not be mere restatements or reteachings of concepts taught in school, although they should be closely related to curriculum (through the extension, elaboration, or updating of information or the new application of concepts).

History and Social Studies Texts

- History and social studies texts may be primary or secondary sources.
- A primary source is a document that was created at the time being studied. Examples of primary sources may include speeches, policy documents, party platforms, political campaign pamphlets, political manifestos, political cartoons, charters or constitutions, personal journals or diaries, autobiographies or memoirs, letters, census records, and advertisements.

- Secondary sources offer arguments and interpretations of historical events or issues, and they present well-researched evidence and data as support.
- Sources should steer clear of contemporary political topics that are controversial or highly charged. (See the **Diversity** and **Bias and Sensitivity Concerns** sections on page 9 for more details.)
- Secondary history and social studies texts often include graphic support for the text in the form of detailed maps, graphs, timelines, and charts. There should be enough text so that the piece is mainly text with graphic support. Students should be able to answer questions or solve problems by integrating information from the text and the graphics.
- Texts should be substantive and complex enough to lend themselves to a wide range of standards and a variety of item types.

Science and Technical Texts

- Science and technical texts address scientific or technical topics. They often include scientific or technical vocabulary and present quantitative information.
- Examples of science and technical texts may include scientific papers describing an experiment or process; scientific papers summing up the research about a given topic; detailed explanations of how certain technology works; detailed discussions of a topic that is scientific or technical in nature; and technical documents describing the operation, repair, or construction of a device.
- Science and technical texts often include quantitative and technical information presented in the text and expressed in visual form—for example, detailed flow charts, diagrams, models, graphs, tables, or mathematical expressions.
- Texts should be substantive and complex enough to lend themselves to a wide range of standards and a variety of item types.

B. Criteria for Passage Development

The CCSS propose a three-part model for assessing texts: **quantitative measures, qualitative measures and considerations, and reader and task considerations**. Each category is explained in detail below. It is essential that these categories be given proper consideration throughout the passage development process.

1. Quantitative Measures

The CCSS define quantitative measures as “those aspects of text complexity . . . that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.” The quantitative measures relevant to passage development are Lexile® score, Pearson Reading Maturity Metric (RMM) score, and word count. Lexile® measures text complexity in terms of semantic complexity (vocabulary) and syntactic complexity (sentence length) (as defined by the Lexile® Framework for Reading). Pearson RMM

measures text complexity based on a computational language model to accurately estimate how much language experience is required to achieve adult knowledge of the meaning of each word, sentence, and paragraph. Along with measuring the maturity of words used in texts, the Pearson RMM incorporates other measures of text complexity, including the level of syntactic complexity, semantic coherence, and information about length of sentences (as defined by Pearson RMM).

- Vocabulary should be appropriate for the specified grade level according to commonly accepted word lists, such as Children’s Writer’s Word Book and EDL Core Vocabularies.

Passages should contain a variety of Tier 2 (general academic) and, when possible, Tier 3 (domain-specific) words. Some of these words should be approximately one grade above level so they can be used in test questions. Students should be able to discern the meaning of tested words based on ample contextual information. See the **Tiered Vocabulary** section on page 7 for more details on this topic.

- Passages (except poetry and drama) will have Lexile® and Pearson RMM scores as two measures of readability. The charts below show grade-level ranges for Lexile® and Pearson RMM scores.

Grade Band	Lexile®	
	minimum	maximum
K–1	N/A	N/A
2–3	420L	820L
4–5	740L	1010L
6–8	925L	1185L
9–10	1060L	1335L
11–12	1185L	1385L

Grade Band	Pearson RMM	
	minimum	maximum
K–1	N/A	N/A
2–3	3.53	6.13
4–5	5.42	7.92
6–8	7.04	9.57
9–10	8.41	10.81
11–12	9.57	12.00

- Passage length will increase across grade levels, but it should also vary within grade levels.

Grade	Range of Number of Words per Text	Average Number of Words per Text
K	25–200	50
1	25–300	150
2	50–500	300
3	100–700	500
4	100–900	500
5	200–1,000	600
6	200–1,100	700
7	300–1,100	700
8	300–1,200	700
9	300–1,400	900
10	300–1,400	900
11	300–1,500	1,000
12	300–1,500	1,000

2. Qualitative Measures and Considerations

The CCSS define qualitative measures as “those aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.” The qualitative measures relevant to CCSS passage development are explained below.

Readability and Text Complexity

The quantitative measures discussed above (Lexile[®], Pearson RMM, and word count) should not be the sole criteria for determining the readability of a passage. Passages may occasionally fall outside of the stated ranges as long as these exceptions can be strongly defended based on qualitative factors, such as those stipulated below.

- Readability is a complex notion, comprising many factors. Among the text factors to be considered are levels of meaning or purpose; clarity, elaboration, and organization of ideas; language conventionality or clarity; familiarity of the genre or topic; prior knowledge; level of abstraction; and difficulty of concepts.
- All passages must be appropriate for the intended grade level. Topics must be appropriate for the age of the student; concepts should be neither too dense or sophisticated nor too sparse, simplistic, or juvenile. Likewise, style, tone, and vocabulary must be grade appropriate.

- In general, the best estimate of readability or appropriateness, in terms of difficulty, is based on a consensus judgment of attentive readers who have experience with students at the intended grade level.

Tiered Vocabulary⁴

The CCSS refer to general academic (Tier 2) and domain-specific (Tier 3) vocabulary. Below is an explanation of the tiers and guidance on how they should be incorporated into passage and item development.

“Isabel L. Beck, Margaret G. McKeown, and Linda Kucan have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe three levels, or *tiers*, of words in terms of the words’ commonality (more to less frequently occurring) and applicability (broader to narrower).”

- **Tier 1** words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. These words are not challenging to the average native speaker.
- **Tier 2** words, referred to as “general academic” vocabulary in the CCSS, are words that readers will find in all types of complex texts from different disciplines. These words help students access a wide range of texts (literary, informational, and technical). As indicated in Appendix A of the CCSS, “Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example.”
- **Tier 3** words are closely tied to a specific field of study. The CCSS refer to Tier 3 words as “domain-specific” because these words are not used in a wide range of texts but are confined to particular domains of knowledge (e.g., lava, carburetor, legislature, circumference, and aorta). Appendix A of the CCSS notes, “Recognized as new and ‘hard’ words for most readers (particularly student readers), [Tier 3 words] are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).”

When a standard asks for **domain-specific vocabulary**, developers should try to choose a Tier 3 word.

The following sources provide information about the reading level of individual words:

Taylor, Stanford E. *EDL Core Vocabularies: Reading, Mathematics, Science, and Social Studies*. Austin, TX: Steck-Vaughn-EDL, 1989.

Mogilner, Alijandra. *Children’s Writer’s Word Book*. Cincinnati, OH: Writer’s Digest Books, 1992.

General Quality and Content

- Passages must be able to function as intact, standalone pieces. They must contain a logical beginning and end, contain well-developed key concepts, and exhibit all other qualities of good writing.
- Passages should be accessible to all children at the target grade. Passages should not require specialized or otherwise unreasonable background knowledge, cultural or regional familiarity, or experience beyond what students at that grade might be expected to know.
- Passages must be timely but not apt to become outdated. Conversely, pieces with dated language, style, tone, or content will be accepted only when called for by the standard.
- Passages must reflect a range of cultures, ethnicities, and backgrounds.
- Passages written about ethnic- or culture-specific topics should contain sufficient information to present an accurate depiction, not a superficial treatment.
- No selection should advantage or disadvantage any particular group of students. (For more information, see the **Diversity and Bias and Sensitivity Concerns** sections on page 9.)

Source Documentation

Inaccurate information or misrepresentation of a topic/subject must be avoided. Factual material in passages must be documented by at least **two high-quality, independent, reliable sources**. In literary passages, information such as settings, names of historical figures and sites, historical dates and facts, holidays, customs, climate, and any other information not commonly known by an adult must be documented. All facts in informational passages must be documented. As with literary passages, any facts having to do with the traditions, customs, or lifestyles of another culture (e.g., how to play an ancient Chinese game) or with another geographical or historical place or time must be documented. In science and technical passages, documentation of complex or sophisticated science-related facts, procedures, or experiments must be documented.

C. Reader and Task Considerations

The CCSS define reader and task considerations as “variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed).” The reader and task considerations relevant to CCSS passage development include diversity, bias/sensitivity, and alignment to the CCSS.

Fairness to all students is of the utmost importance in testing. As such, the content in passages should be as fair and balanced as possible. Passages should avoid negative or sensitive topics, stereotyping, biased language, and controversial or emotionally charged subject matter. Passages should aim to include as many students as possible. Comprehensive and balanced representation in authors, as well as in content, is an additional concern.

1. Diversity

- Overall, passages must represent both genders, both in characters and in author representation.
- Passages should represent a wide range of cultures and ethnicities in terms of topics, characters, and situations. It is essential that contemporary fiction, poetry, etc., also be representative of minority cultures.
- Passages about topics specific to a certain culture or region should include sufficient information to allow all students to understand them. They should not create an advantage or disadvantage for any group because of prior knowledge and experience or the lack thereof.

2. Bias and Sensitivity Concerns

- Topics and situations that might be perfectly acceptable in other contexts can adversely affect students taking a test on their own with no discussion or adult guidance. The topics to avoid include, but are not limited to,
 - spiritual matters, parapsychology, the occult, ghosts, witches, magic, and extraterrestrials
 - catastrophes (e.g., earthquakes, floods, fires, hurricanes)
 - anything that could be related to recent national tragedies
 - being fired or losing a job
 - sexual activity, abortion, serious illness, and death
 - serious social problems (e.g., poverty, alcoholism, drug abuse, domestic violence, animal abuse, divorce)
 - games of chance, alcohol, tobacco, guns, and violence
- Passages should not question, suggest, or seem to advocate any particular attitude, belief, or value that might not be held by all Americans. Topics about beliefs or values that are essential in the legal, economic, and social structure of our society and to the personal and social responsibilities of citizens in our society (e.g., democratic values) are acceptable.
- Passages should not include children being unkind or hurtful to people or animals or disrespectful to adults or other authority figures.
- Passages should not contain any situation in which children may be in dangerous or unsafe conditions or in which children are unsupervised by adults.
- Passages should not include unhealthful practices by children or adults.
- Passages should avoid nonstandard English. Passages also should avoid topics that use words or phrases that are likely to have suggestive or negative connotations

3. Exemptions to the Bias and Sensitivity Guidelines

Some of the CCSS dictate the use of foundational U.S. documents, seminal documents, religious works such as the Bible, and other sources that may contain references to sensitive issues. These standards require the use of

primary source, public domain passages; commissioned passages cannot adequately assess them.

It might become necessary at times for passage developers to relax the bias/sensitivity guidelines in order to adequately address such standards.

However, this does not give developers blanket permission to use any document that fits the standard, regardless of bias and sensitivity concerns.

Passage developers' discretion and content-area expertise are of the utmost importance in distinguishing acceptable from unacceptable texts. Often, it is not the topic alone that might be sensitive but the way in which the topic is treated.

4. Text Features and Graphics⁵

- Understanding and interpreting text structure is an important element of the CCSS. Students are asked to locate key information, describe text structure, and analyze how a text's structure relates to its purpose and meaning. As such, **text features** such as headings, subheadings, numbered and bulleted steps, glossaries, and sidebars may be included in some informational passages, especially at lower grade levels in which structure should be more clearly “signposted.”
- The CCSS also focus on **graphics**—specifically, integrating textual information with information presented visually. As such, graphics should not be decorative. Developers should avoid graphics that are simple, unnecessary, or merely supplementary to the meaning of the text.
- Graphics should be high quality and complex, and they should provide an independent source of information within a text. Their interpretation should be essential to understanding the text.
- Graphics—as well as the items that relate to them—should not be dependent on color.

III. Guidelines for Item Development

English Language Arts item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of ELA curriculum based on the Common Core State Standards and an understanding of the range of cognitive abilities of the students to be assessed. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the ELA standards of the CCSS.

A. Overall Considerations

1. Each item should be written to measure primarily one CCSS standard or substandard; however, other standards or substandards may also be addressed for some item types.
2. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be on grade level, except for specifically assessed terms or concepts.

3. Items should be written to the cognitive level (DOK) of the standard. For example, if the standard states the student will compare concepts, the item should assess a comparison.
4. Items should assess the application of the concept rather than the memorization of dates, names, or facts unless otherwise noted in the individual standards specifications.
5. Items should not require the student to define terms but to understand terms used in context.
6. Each item should be written clearly and unambiguously to elicit the desired response.
7. Items should contain accurate and sufficient content information.
8. Items should avoid providing information that may be used to answer other items (known as clueing or clanging).
9. Each item should require students to read the passage closely and analytically.
10. Items should require students to remain within the text rather than to step outside of it and should ask students to support their answers with evidence from the text, where possible.
11. Each item should use language that is text-specific rather than generic.
12. Each item should be a “question worth asking” (in other words, address significant parts of the passage rather than information that is not key to the passage).
13. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
14. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or compromising the overall idea or concept.
15. The item content should be timely but not likely to become outdated too quickly.
16. Real-world, factual stimulus materials included in item text (charts, graphs, tables, etc.) must cite the source used.

B. Item Style and Format

This section presents stylistic guidelines and formatting directions.

1. Items should be clear and concise and should use vocabulary, concepts, and sentence structure appropriate for the assessed grade level. Writers should refer to the resources provided during item writer training.
2. Selected Response (SR) items should have only one correct answer.
3. The words *most likely* or *best* should be used only when appropriate to the question.
4. Avoid the use of *all of the above*, *none of the above*, *no change needed*, *correct as is*, *not enough information*, *cannot be determined*, or similar options.

5. For grades K–5, use uppercase type to emphasize key words (*FIRST*, *MOST*, *MOST LIKELY*, *MAIN*, *OPPOSITE*, *BEST*, etc.). Do not emphasize key words for grades 6–12.
6. Stems should usually be positive, not negative. On the rare occasion that a stem involves the word *NOT*, *EXCEPT*, or *LEAST*, the word should be emphasized by uppercase type for grades K–5. Do not emphasize words for grades 6–12.
7. Masculine pronouns should NOT be used to refer to both sexes. Name(s) should be used whenever possible to avoid gender-specific pronouns (e.g., instead of *The student will make changes so that he . . .*, use *John and Maria will make changes so that they . . .*).
8. In grades K–3, the terms *story*, *article*, *play*, or *poem* should be used when referring to a reading passage. Grades 4–12 should use the terms *passage*, *article*, *play*, or *poem*. For all grades, functional material should be referred to by its specific format (e.g., *schedule*, *brochure*, *flier*, *webpage*).
9. In grades 6–12, if more than one sentence is quoted from the passage or article, the term *excerpt* should be used. In grades K–5, the terms *sentences* or *paragraph* should be used. When just once sentence is quoted, the term *sentence* should be used. When ellipses are used to indicate omission within a quoted sentence, the quoted text should be referred to as an *excerpt*. In poetry, the term *line* or *lines* should be used when referring to a quotation from a poem.
10. Items requiring art should use art that is set to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art.
11. Graphics in items should be clearly labeled and contain all necessary information.

C. Use of Additional Stimuli

Complex stimuli such as graphics may be used to provide both necessary and supplemental information—that is, some stimuli may contain information that is necessary for answering the question and other stimuli may support the context of the question. Scenarios may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the individual standards specifications.

1. An item should not begin with the stimulus; it should always be preceded by text.
2. All graphics (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered; they may be placed above or below the stimulus.

D. Documentation

Most CCSS reading items are passage driven, which means that students will rely on information in the passage to answer the question. Very few items will need to introduce new information (i.e., facts or details that do not appear in the passage).

In the rare event that an item or stimulus might need to introduce new information, it is essential to avoid presenting inaccurate information or misrepresenting a topic/subject. For this reason, factual material introduced in items must be documented by at least two high-quality, independent, reliable sources.

E. Reader and Task Considerations

1. Bias and Sensitivity

Fairness to all students is of the utmost importance in testing. As such, passages must represent both genders and a wide range of cultures and ethnicities. Items should reflect this diversity and should be balanced in terms of characters/subjects addressed. In addition, different cultures and ethnicities should be treated respectfully, and items should avoid stereotyping or pigeonholing ethnic or cultural groups.

Please see page 9 for more detailed information on bias and sensitivity concerns.

2. Universal Design⁶

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and nonnative speakers of English. To support the goal of providing access to all students, item writers must attend to the best practices suggested by universal design, including, but not limited to

- reduction of wordiness
- avoidance of ambiguity
- selection of reader-friendly construction and terminology
- consistently applied concept names and graphic conventions

Universal design principles also inform decisions about item and test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process, these elements are carefully monitored. The review processes and field testing are used to ensure appropriateness, clarity, and fairness.

3. Readability

CCSS-aligned items must be written with readability in mind. In addition, vocabulary must be appropriate for the grade level being tested. Please refer to the **Tiered Vocabulary** section on page 7.

4. Text Features and Graphics

- Understanding and interpreting text structure is an important element of the CCSS. As such, **text features**, such as headings, subheadings, numbered and bulleted steps, glossaries, and sidebars, may be included in some informational passages, especially at lower grade levels in which structure should be more clearly designated.
- The CCSS also focus on **graphics**—specifically, integrating textual information with information presented visually. Graphics should not be assessed in isolation from the main body of the text.

- Graphics in passages should be complex and provide “an independent source of information within a text. Their interpretation should be essential to understanding the text.” Items relating to graphics must require students to relate these two independent sources of information (graphics and main body of text) to one another.

F. Item Difficulty and Cognitive Complexity

Items included in the Florida Interim Assessment Item Bank will reflect a range of difficulty and cognitive complexity. Item writers will not be expected to make a prediction of difficulty for each item created. However, item writers should develop items that reflect a range of difficulty levels. Difficulty levels will be established in field trials and included in the item release.

Each item for the IBTP will be aligned to a depth of knowledge (DOK) level that captures its cognitive complexity. Cognitive complexity, as described by Dr. Norman Webb, refers to the cognitive demand associated with an item, focusing on the expectation made of the item, not the ability of the student. When classifying an item’s demands on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it assumes that the student is familiar with the basic concepts of the task. The complexity of the items remains independent of the particular curriculum a student has experienced. More information about Florida’s depth of knowledge levels is available online at http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_120911.pdf.

1. Levels of Depth of Knowledge for English Language Arts

Reading

Level 1 (Recall) items or tasks require students to recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text and verbatim repetition of a text are exemplary of DOK Level 1 reading tasks. Level 1 standards or test items require only a surface understanding of the text presented and often consist of verbatim recall from the text or simple understanding of a single word or phrase.

Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize and name end punctuation
- Use a dictionary to find the meaning of words
- Identify figurative language in a reading passage
- Recognize the correct order of events from a text
- Quote accurately from a text

Level 2 (Basic Application of Concepts and Skills) includes the engagement of some mental processing beyond recalling a response; it requires both comprehension by attending to contextual clues and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered, but not

in a complex way. Literal main ideas are stressed. Level 2 thinking may require students to apply some of the skills and concepts that are covered in Level 1.

Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words
- Provide an objective summary of the text
- Predict a logical outcome based on information in a reading selection
- Identify and summarize the major events in a narrative
- Determine the main idea of a text
- Determine how details support the main idea
- Recognize elements of a plot
- Make connections between the text of a story or drama and a visual or oral presentation of the text

Level 3 (Strategic Thinking and Complex Reasoning) tasks call upon students to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Level 3 may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Level 3 may also involve more than superficial connections between texts.

Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection
- Identify causal relationships in a text
- Assess the extent to which the reasoning and evidence in a text support the author's claims
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil)
- Trace and evaluate the argument and specific claims in a text
- Summarize information from multiple sources to address a specific topic
- Analyze and describe the characteristics of various types of literature
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas

Level 4 (Extended Thinking and Complex Reasoning) standards or assessment items consist of extended activities, with extended time provided for their completion. The extended time period is not a distinguishing factor if the required work is only repetitive. In other words, any combination of Levels 1–3 skills called upon by an extended time period task will not rise to a Level 4 rating unless the task also encompasses significant conceptual understanding and higher-order thinking. High levels of complexity through analysis and synthesis characterize both Levels 3 and 4. What distinguishes the two is that a Level 4 standard or test item will entail a significant effort over time, multiple resources, and documents. At Level 4, students are expected to take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources
- Examine and explain alternative perspectives across a variety of sources
- Describe and illustrate how common themes are found across texts from different cultures

Writing

Level 1 (Recall) requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but is restricted to basic ideas. The students are engaged in listing ideas or words, as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment, or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling.

Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly
- Identify Standard English grammatical structures and refer to resources for correction
- Recall information from experiences or gather information from provided sources to answer a question
- Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences

Level 2 (Basic Application of Concepts and Skills) tasks require some mental processing. At this level, students are engaged in tasks such as writing first drafts for a limited number of purposes and audiences. At Level 2, students are beginning to connect ideas using a simple

organizational structure. For example, students may be engaged in note taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or website.

Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences
- Use simple organizational strategies to structure written work
- Write summaries that contain the main idea of the reading selection and pertinent details
- Outline a text, illustrating its key ideas
- Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity

Level 3 (Strategic Thinking and Complex Reasoning) tasks require higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage, students are engaged in editing and revising to improve the quality of the composition.

Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples
- Use transitional words or sentences to tie ideas together in an essay or story
- Edit writing to produce a logical progression of ideas associated with a theme
- Write arguments to support claims with clear reasons and relevant evidence
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Level 4 (Extended Thinking and Complex Reasoning) tasks may incorporate a multiparagraph composition that demonstrates synthesis and analysis of complex ideas or themes. Such tasks will require extended time and effort with evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.

Some examples that represent but do not constitute all of Level 4 performance are:

- Write an analysis of two passages, identifying the common theme and generating a purpose that is appropriate for both
- Use voice appropriate to the purpose and audience of an essay
- Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

G. Item Types

This section presents guidelines for development of the following types of items:

Selected Response (SR)—1 point

Constructed Response (CR)—2 points

Extended Response (ER)—4 points

Essay Response (ESR)—6 points

Performance Task (PT)—1–10 points

1. Selected Response (SR) Items (1 Point)

Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

1. SR items should take approximately one minute per item to answer.
2. SR items are worth one point each.
3. SR items for grades K, 1, and 2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).
4. SR items must have only one correct answer option.
5. During item development and review, the correct response should be indicated.
6. During item development and review, the distractor attributes should be referenced for each standard in the item specifications to locate information explaining why a student would select that distractor.

7. Distractors should reflect misconceptions or mistakes commonly made by students.
8. Each distractor should be a believable answer (i.e., plausible, but incorrect).
9. All answer options should be written in a style appropriate to the question asked. For example, a “how” question should have answer options that explain how.
10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).
11. Items should not be clued or answered by information in the stem or other options.
12. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.
13. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.
14. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.
15. Numerical answer options should be arranged in ascending or descending order.
16. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.

Distractor Attributes

Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item’s strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers.

2. Open-Ended Response Items (2–6 Points)

- Constructed Response (CR) (2 points)
- Extended Response (ER) (4 points)
- Essay Response (ESR) (6 points)

Introduce open-ended items with a statement or a question (not the imperative “Explain” or “Write”) and then tell the student what to do (write one paragraph explaining, describing, etc.). Open-ended response items require the student to provide written and oral responses. A scoring

rubric and exemplar should be developed for all open-ended response items. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate and complete and is easy to interpret.

Exemplars

- Include scoring guidance for every aspect of the item that is required.
- Include all applicable criteria from the standard being assessed.
- The best exemplars include a bulleted list of the points that a student may include (“a top score may include but is not limited to the following points”), not always a sample of what a student may write.
- Exemplars should be in bulleted format where appropriate.
- If an item asks for specific quotations or references to the text, the exemplar should list those (not simply state that the response should include quotations or references).
- If the student is asked to take a position for or against, the exemplar should list points for each position.

In addition, open-ended items should display the following elements:

- Contain clear and explicit directions to elicit specific expected answers, which become the basis for scoring rubrics
- May allow for multiple legitimate interpretations and points of view
- Must be consistent in the total number of points and the estimated amount of time a student will take to earn full credit (e.g., extended response items, which are worth 4 points, should take longer than constructed response items, which are worth 2 points)
- Require students to use higher-order thinking skills (application, analysis, synthesis, and evaluation)
- Require students to support their answers with evidence from the text
- Be phrased in a way that is stimulus-specific rather than generic
- Be free of grammatical errors, incorrect spelling, or slang that may distract students from answering the question (see the style guide for details)
- Be clearly written to accommodate universal design principles (see page 13)

Constructed Response (CR) Items (2 Points)

Constructed response (CR) items are designed to measure a single standard and to elicit brief written or oral responses from students. A written response might include “write one paragraph”; an oral response might include a 1-3 minute presentation. If it is a written response, include “Write one paragraph” within the directions. The recommended time allotment for a student to respond is 5–10 minutes. Constructed responses generally do not require extensive research. A complete answer is worth 2 points and a partial answer is worth 1 point. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the passage.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with limited details (in quantity or quality) from the passage.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

Extended Response (ER) Items (4 Points)

Extended response (ER) items are more complex than 2-point CR items. ER items are designed to measure a single standard, but other related standards or substandards may be addressed. ER items are intended to elicit brief written responses of one or two paragraphs from students or a 3 to 5 minute oral presentation. An extended response may require some research. The recommended time allotment for a student to respond is 10–15 minutes. A complete answer is worth 4 points. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Essay Response (ESR) Items (6 Points)

Essay Response (ESR) items are designed to elicit in-depth written responses from students and may assess more than one standard or substandard. In most cases, essay responses will be three or more paragraphs in length, with a distinct introduction, body, and conclusion. Include “Write an essay” within the directions. Students should be given about 30 minutes to complete each item. ESR items are worth a total of 6 points. Two of the points focus on organization and purpose, which relate to CCSS writing standards. Two of the points focus on the use of evidence, support, and details, which may relate to CCSS reading and/or writing standards. Two of the points relate to the use of language conventions and vocabulary, which relate to CCSS language standards. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is purposeful throughout the essay.• The essay has a topic and central idea that are clearly introduced and consistently referred to throughout the course of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is logically organized and uses transitions effectively.• Ideas, concepts, facts, definitions, and examples are clearly related and connected to one another with words, phrases, clauses, and syntax.• The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the central idea and addresses the audience appropriately.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is intermittently purposeful.• The essay has a topic and central idea that are unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is organized somewhat logically and uses transitions, though not always effectively.• Ideas, concepts, facts, definitions, and examples may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent.• The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the central idea. The conclusion also may not address the audience appropriately.
0	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information).• The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay.• The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information).• The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay.• The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none"> • The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

3. Performance Task (PT) Items (1–10 Points)

Performance tasks are used to measure students’ ability to integrate knowledge and skills over multiple standards, clusters, and/or domains or to perform or demonstrate specific skills. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates proficiency in ELA. Higher point performance tasks generally take longer than the other item types and may last as long as a few hours or continue over the course of a few days. They are evaluated using customized scoring rubrics, and they may be worth 1–10 points. A customized rubric may be constructed using portions of more than one rubric: a 2-point research, 4-point writing, and 2-point speech, for example, can comprise the 8 points needed. A performance task may address one or more standards and may be composed of multiple items. The expectation is the performance tasks will include a demonstration of the student’s mastery of the standard. Items are expected to have rubrics.

Performance Tasks may have the following characteristics.

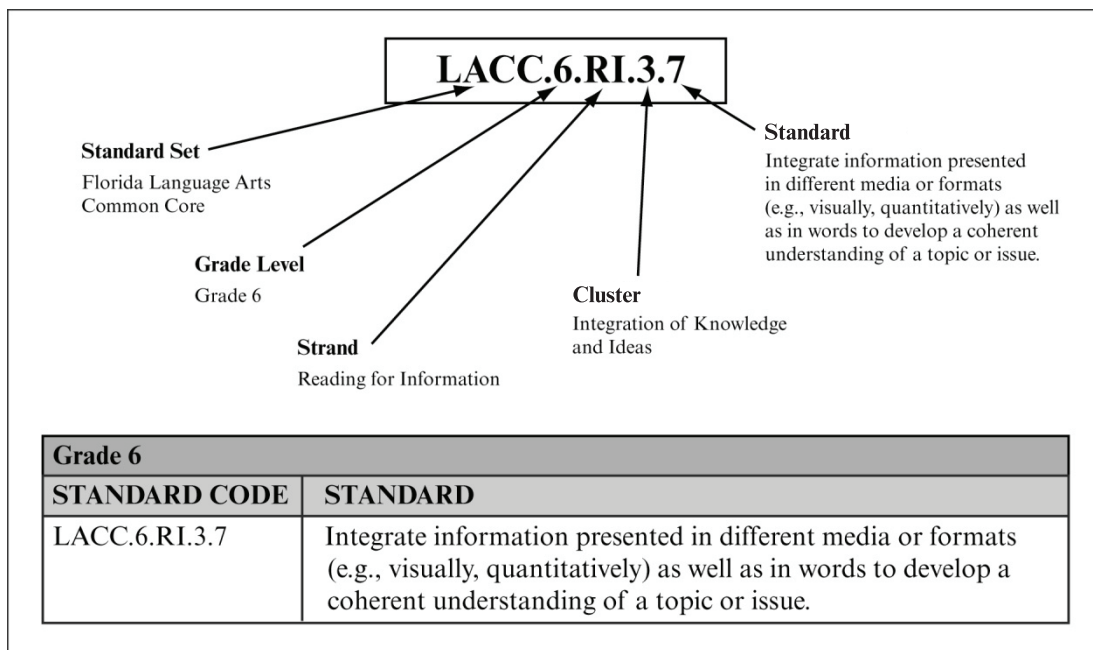
1. Performance tasks may cover a short time period or may cover an extended period of time.
2. Performance tasks should possess sufficient complexity and rigor to clearly exceed the demands of extended response or essay items.
3. Written responses required for performance tasks should be of extended length; other types of typical response formats include demonstrations, oral presentations, exhibits, or other products.
4. Tasks required of a performance task should be worthwhile and meaningful to students.
5. Performance tasks must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.
6. Whenever appropriate, performance tasks should be presented in a scaffolded format (bullet points, numbering, individual answer spaces, etc.).
7. All tasks, skills, and/or behaviors required by the performance tasks must be objective, observable, and measurable.
8. All necessary equipment, materials, and resources should be referenced within the text of the performance task.
9. Performance tasks should elicit a range of score points.
10. Performance tasks generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts.
11. Performance tasks may measure performance in authentic situations and outside the classroom where appropriate and practical.
12. Every performance task requires companion rubrics to be used for scoring purposes. Rubrics should meet the following criteria.
 - a. The rubrics and performance tasks should be developed in tandem to ensure compatibility. It is appropriate to use parts of generic rubrics to describe the specific assessed skill.
 - b. Rubrics must be specific to the individual requirements of each performance task.
 - c. The rubric must allow for efficient and consistent scoring.
 - d. Every possible score point must have a clearly worded descriptor, including the zero score point.
 - e. The highest score descriptor should allow for all foreseeable methods of correctly and thoroughly completing all requirements of the performance task.

IV. Guide to Grade-Level Specifications

A. CCSS: English Language Arts Standards Classification System

The Florida CCSS are labeled with a system of numbers and letters.

- The four letters in the first position of the code identify the Florida Language Arts Common Core standard set.
- The number(s) in the second position represent the grade level to which the standard set belongs.
- The letter(s) in the third position represent the strand.
- The number in the fourth position represents the cluster in the strand.
- The number in the last position represents the standard.
- The sentence after the code is the “standard language,” or the standard itself.



B. Definitions for Individual Specification Components

For each standard, the following information is presented.

Strand	Strand is a broad category of knowledge within the overall study of English Language Arts and Literacy. Strands for all grade levels include Reading Literature; Reading Informational Text; Writing; Speaking and Listening; and Language. Grades 6–12 also include Literacy in History/Social Studies; Literacy in Science and Technical Subjects; and Writing in History/Social Studies, Science and Technical Subjects. Strands may also be referred to as <i>domains</i> .
Cluster	Key Ideas and Details: A cluster is a subcategory within a strand. Each cluster represents a key area of study within the strand. For example, the Reading Literature strand includes the following clusters: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. The clusters are the same across grade levels.
Standard	<p>Each standard defines a skill or understanding that students should have by the end of the grade. This is an example: <i>LACC.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples or anecdotes)</i>.</p> <p>In the example above, <i>LACC.6.RI.1.3</i> is the “standard code.” <i>LACC</i> stands for Language Arts Common Core, <i>6</i> stands for grade 6, <i>RI</i> stands for the Reading Informational Text strand, <i>1</i> stands for the cluster in the strand (Key Ideas and Details), and <i>3</i> stands for the standard in the strand. The sentence after the code is the “standard language,” or the standard itself.</p> <p>Since this document covers a grade band rather than an individual grade, the Standard section will provide the standard code and language for each individual grade-level standard within the band. For example:</p> <p>LACC.6.RL.1.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LACC.7.RL.1.1—Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>LACC.8.RL.1.1—Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>

<p>Clarification and Content Limits</p>	<p>This section provides detailed interpretations of key elements of the standards. It provides explanations that will help item developers understand the precise skills being assessed. The section also defines the scope of the standards, including vertical progressions between grade levels and specific information about what the standard does or does not include.</p> <p>Please note that the information in this section sometimes addresses only the key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.</p> <p>Grade 6 focuses on . . .</p> <p>Grade 7 focuses on . . .</p> <p>Grade 8 focuses on . . .</p>
<p>DOK Target(s)</p>	<p>This section points out the Depth of Knowledge (DOK) levels most appropriate for items aligned to the standard. The possible levels are 1, 2, 3, and 4.</p>
<p>Suggested Stimulus or Passage Material</p>	<p>This section lists the types of passages or other stimuli that may be used to assess the standard. For example, standards from the Reading for Literature strand must be assessed with literary texts, not with informational texts. Standards that assess listening skills require an oral stimulus that is read aloud by the teacher or that is an audio recording.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item’s strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers.</p> <p>Example: Possible attributes for <i>LACC.6.RL.1.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i> may include but are not limited to:</p> <ul style="list-style-type: none"> - details do not support analysis of text - incorrect analysis of text - incorrect inferences drawn from text

¹ Adapted from materials from the May 2012 Student Achievement Partners Item Writers Working Session.

² Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, 31. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

³ Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, 57. http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

⁴ This section is adapted from Appendix A of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
http://www.corestandards.org/assets/Appendix_A.pdf.

⁵ This section is adapted from the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf.

⁶ This section is adapted from the FCAT 2.0 Reading Test Item Specifications.
<http://fcats.fldoe.org/fcat2/itemspecs.asp>.

V. CCSS Grade-Level Specifications

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>Standard 1:</p> <p>LACC.3.RL.1.1—Ask and answer questions to determine understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>LACC.4.RL.1.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LACC.5.RL.1.1—Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	
<p>Clarification and Content Limits</p>	<p>Grade 3 focuses on supporting basic comprehension with explicit details from the text, not with inferences.</p> <p>Grade 4 focuses on using textual evidence to support basic comprehension and inferences.</p> <p>Grade 5 focuses on using textual evidence in the form of direct quotations to support basic comprehension and inferences.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Literary text</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - textual details that do not support an explanation of the text; - details, inferences, explanations that seem plausible but do not appear in the text; - textual evidence that is irrelevant or minimally relevant in support of text inferences.

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 2:

LACC.3.RL.1.2—Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

LACC.4.RL.1.2—Determine a theme of a story, drama, or poem from details in the text; summarize the text.

LACC.5.RL.1.2—Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects on a topic; summarize the text.

Clarification and Content Limits	<p>Grade 3 involves recounting, which means retelling events. It also focuses on determining an obvious central message that is supported with explicit textual details.</p> <p>Grade 4 focuses on determining a theme that arises from key details in the text. It also focuses on summarizing, which is different from recounting because it involves making judgments about key ideas and details.</p> <p>Grade 5 focuses on determining a theme that arises from details such as the characters’ responses to conflict or, in poetry, the speaker’s beliefs or point of view. It also focuses on summarizing, which is different from recounting because it involves making judgments about key ideas and details.</p> <p>Paraphrasing should not be assessed.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text: short story, fable, folktale, myth, poem, and drama (poem and drama for grades 4 and 5 only); Grade 3 texts must have a clear central message and explicit supporting details
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– details from the text that are incorrectly ordered;– unimportant details from the text;– incorrect interpretations of the central message, lesson or moral;– details that do not support interpretation of the theme;– incorrect or incomplete summaries.

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 3:

LACC.3.RL.1.3—Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

LACC.4.RL.1.3—Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

LACC.5.RL.1.3—Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Clarification and Content Limits	<p>Grade 3 focuses on individual characters and how their actions relate to the events in the story.</p> <p>Grade 4 focuses on in-depth descriptions of individual characters, settings, or events and supporting descriptions with details.</p> <p>Grade 5 focuses on comparing or contrasting two or more characters, settings, or events. Selected-response items should assess similarities or differences, not both.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text (only stories at grade 3; dramas can be used at grades 4 and 5)
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– characters’ traits, motivations, or feelings that are not supported by text;– incorrect explanations of the effect of character action on the plot;– descriptions of story elements that are not supported by text;– incorrect comparisons or contrasts of story elements in a single story;– specific details that do not support comparison or contrast of story elements.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 4:

LACC.3.RL.2.4—Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

LACC.4.RL.2.4—Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

LACC.5.RL.2.4—Determine the meaning of words and phrases as they are used in text, including figurative language such as metaphors and similes.

Clarification and Content Limits	<p>Grade 3 focuses on distinguishing the meaning of literal and nonliteral words and phrases as they are used in context.</p> <p>Grade 4 focuses on determining the meaning of words and phrases in context, including those related to mythological characters.</p> <p>Grade 5 focuses on determining the meaning of words and phrases in context, including figurative language.</p> <p>Idioms and symbolism should not be assessed.</p> <p>All words/phrases should be assessed in context (as they are used in the passage.) Context clues should be present and helpful.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- incorrect meanings of word or phrase assessed;- meanings of the assessed word or phrase that are correct but are not supported by the context;- incorrect meanings of word or phrases that allude to mythological characters;- incorrect meanings of figurative language such as metaphors or similes.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 5:

LACC.3.RL.2.5—Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

LACC.4.RL.2.5—Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

LACC.5.RL.2.5—Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

Clarification and Content Limits	<p>Grade 3 focuses on referring to structural elements when discussing a text. It examines how the parts relate to each other but not how they affect the overall structure.</p> <p>Grade 4 focuses on cross-genre comparisons of structural elements. It emphasizes the structural elements of poems and dramas.</p> <p>Grade 5 focuses on a series of text structures and how it affects the overall structure and the text as a whole.</p> <p>This standard assesses text structure, not text features.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary texts: dramas, poems, and stories (Grade 4 mentions “prose,” which may include novel excerpts or other non-story literary texts)
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrect identifications of chapter, scene, or stanza;– incorrect explanations of major differences in structural elements between different types of text;– structural elements that are not part of a specific type of text;– sentences that do not explain the function each part plays in the overall text structure.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 6:

LACC.3.RL.2.6—Distinguish their own point of view from that of the narrator or those of the characters.

LACC.4.RL.2.6—Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

LACC.5.RL.2.6—Describe how a narrator’s or speaker’s point of view influences how events are described.

Clarification and Content Limits	<p>Grade 3 focuses on distinguishing the reader’s point of view from that of the narrator or those of the characters. It does not use the literary terms <i>first person</i> and <i>third person</i>.</p> <p>Grade 4 focuses on identifying the first-person and third-person points of view and comparing and contrasting stories told from these perspectives.</p> <p>Grade 5 goes beyond identifying point of view. It focuses on how the narrator’s/speaker’s point of view affects the way a story is told.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary texts with an identifiable point of view
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– identification of point of view not supported by text;– descriptions (of events) incorrectly attributed to the narrator or a speaker;– incorrect comparisons or contrasts between first- and third-person narration.

Strand: READING STANDARDS FOR LITERATURE**Cluster 3: Integration of Knowledge and Ideas****Standard 7:**

LACC.3.RL.3.7—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LACC.4.RL.3.7—Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

LACC.5.RL.3.7—Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Clarification and Content Limits	<p>Grade 3 focuses on using the information from both words and illustrations to comprehend a text.</p> <p>Grade 4 focuses on identifying similarities and differences between written texts and visual or oral presentations of them.</p> <p>Grade 5 goes beyond comparing and contrasting written and multimedia texts. It focuses on determining how visual/multimedia elements affect a text’s meaning, tone, and beauty.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Grade 3: literary texts with illustrations; Grade 4: stories/dramas and visual/oral presentations of them; Grade 5: literary texts (graphic novels, stories, folktales, myths, poems) that contain visual/multimedia elements
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrect explanations of how an illustration enhances the words in the text;– descriptions and/or directions found in either the illustration(s) or words, but not both;– connections between words and visual information in the text that are not supported by text;– incorrect analysis of contribution(s) made by visual or multimedia elements.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard 8: N/A to literature

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard 9:

LACC.3.RL.3.9—Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

LACC.4.RL.3.9—Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

LACC.5.RL.3.9—Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Clarification and Content Limits	<p>Grade 3 focuses on multiple texts by the same author and about the same characters. Students compare/contrast literary elements of the texts, such as theme, setting, and plot.</p> <p>Grade 4 focuses on multiple texts from different cultures. Students compare/contrast themes, topics, and patterns of events; they do not focus on setting or character.</p> <p>Grade 5 focuses on multiple texts within the same genre. Students compare/contrast their treatment of similar themes, topics, and ideas.</p> <p>A single SR item may ask students to compare or contrast, but not both.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Grade 3: stories in a series; Grade 4: stories and traditional literature from around the world; Grade 5: stories in the same genre but different subgenres
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrect comparisons or contrasts of theme, settings, or plots in related texts by the same author about the same or similar characters;– incorrect comparisons or contrasts of similar themes, topics, and patterns of events in related texts from different cultures;– incorrect comparisons or contrasts of similar themes and topics in related texts of the same genre.

Strand: READING STANDARDS FOR LITERATURE**Cluster 4: Range of Reading and Level of Text Complexity****Standard 10:**

LACC.3.RL.4.10—By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

LACC.4.RL.4.10—By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.5.RL.4.10—By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Clarification and Content Limits	Grade 3 focuses on reading/comprehending literature independently at the high end of the grades 2–3 band. Grade 4 focuses on reading/comprehending literature in the grades 4–5 band, with scaffolding on higher level texts. Grade 5 focuses on reading/comprehending literature independently at the high end of the grades 4–5 band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade 3: literature at the high end of the grades 2–3 text complexity band Grade 4: literature in the grades 4–5 text complexity band Grade 5: literature at the high end of the grades 4–5 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– conclusions regarding text meaning that are not supported by text;– incorrect explanations of literary drama;– incorrect interpretations of poetry.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 1:

LACC.3.RI.1.1—Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

LACC.4.RI.1.1—Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

LACC.5.RI.1.1—Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Clarification and Content Limits	Grade 3 focuses on supporting basic comprehension with explicit details from the text, not with inferences. Grade 4 focuses on using textual evidence to support basic comprehension and inferences. Grade 5 focuses on using textual evidence in the form of direct quotations to support basic comprehension and inferences.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- textual details that do not support an explanation of the text;- details, inferences, explanations that seem plausible but do not appear in the text;- textual evidence that is irrelevant or minimally relevant in support of text inferences.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 1: Key Ideas and Details****Standard 2:**

LACC.3.RI.1.2—Determine the main idea of a text; recount the key details and explain how they support the main idea.

LACC.4.RI.1.2—Determine the main idea of a text and explain how it is supported by key details; summarize the text.

LACC.5.RI.1.2—Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Clarification and Content Limits	<p>Grade 3 focuses on determining an obvious main idea, identifying supporting details, and explaining how the details relate to and support the main idea.</p> <p>Grade 4 focuses on determining a main idea and explaining how key details relate to and support the main idea. It also includes summarizing, which involves making judgments about which ideas and details are the most important.</p> <p>Grade 5 focuses on determining at least two main ideas and explaining how key details relate to and support each one. As such, it requires texts that are more complex than those at Grade 4. It also includes summarizing, which involves making judgments about which ideas and details are the most important.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text; Grade 3 texts must have a clear main idea and explicit supporting details; Grade 5 texts must have more than one main idea
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect main ideas;- details that do not support the main idea;- key details that are incorrectly ordered;- incorrect or incomplete summaries of the text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 3:

LACC.3.RI.1.3—Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

LACC.4.RI.1.3—Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

LACC.5.RI.1.3—Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Clarification and Content Limits	<p>Grade 3 focuses on describing the relationships between parts in a series. The descriptions can be limited to time, sequence, or simple cause/effect; they do not need to be detailed explanations.</p> <p>Grade 4 focuses on explaining events, procedures, or ideas and discussing the reasons and factors behind occurrences. Students must draw on specific textual evidence.</p> <p>Grade 5 focuses on explaining the relationships between multiple people, events, or ideas rather than addressing a single one. Students must draw on specific textual evidence.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text; Grade 4 and Grade 5 texts are historical, scientific, or technical in nature
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– historical events from the text ordered incorrectly;– steps in a technical procedure ordered incorrectly;– ideas or concepts that are not the cause or the effect of another;– interactions of individuals that are not found in the text;– incorrect explanations of the relationships between individuals, events, ideas, or concepts;– details from the text that do not support the explanation of what happened or why it happened.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 2: Craft and Structure****Standard 4:**

LACC.3.RI.2.4—Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

LACC.4.RI.2.4—Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

LACC.5.RI.2.4—Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Clarification and Content Limits	Grades 3, 4, and 5 all include general academic (Tier 2) and domain-specific (Tier 3) vocabulary. Assessed words or phrases should be no more than two grades above level. All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect meanings of words as used in grade-appropriate text;- incorrect interpretations of phrases as used in grade-appropriate text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard 5:

LACC.3.RI.2.5—Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

LACC.4.RI.2.5—Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

LACC.5.RI.2.5—Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Clarification and Content Limits	<p>Grade 3 focuses on the text features in print texts and the search tools in multimedia texts. Text features and search tools should be assessed in terms of navigating a text and locating information, not in isolation.</p> <p>Grade 4 focuses on identifying and describing the overall structure of a text. Text features may be discussed in terms of how they contribute to the text’s overall structure, but they should not be the focus of an item.</p> <p>Grade 5 focuses on similarities and differences in the overall structure of two or more texts.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Grade 3: informational passages with text features or search tools; Grade 4 and Grade 5: informational texts with identifiable structures
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- text features unsuitable for use specified in prompt;- information found in the text that is not drawn from the use of text features;- organizational structures that do not describe the text;- incorrect comparisons or contrasts of the organizational structures in specific texts.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard 6:

LACC.3.RI.2.6—Distinguish their own point of view from that of the author of a text.

LACC.4.RI.2.6—Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

LACC.5.RI.2.6—Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Clarification and Content Limits	<p>Grade 3 focuses on the difference between the reader’s point of view and the author’s point of view. Items may ask about the reader’s vs. the author’s knowledge, experience, or opinions.</p> <p>Grade 4 focuses on comparing/contrasting a primary and secondary account of the same topic or event, specifically how the accounts differ in terms of which details they present and emphasize.</p> <p>Grade 5 focuses on analyzing multiple accounts of the same topic or event, whether they are firsthand or secondhand. Students should focus on the point of view of each account and how it affects the selection/presentation of information.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text; Grade 4: firsthand and secondhand accounts of the same event/topic; Grade 5: multiple accounts of the same event/topic, each with an identifiable point of view
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– details or opinions that do not represent the author’s point of view;– incorrect comparisons or contrasts of first- and secondhand accounts of the same event;– information that does not appear in a specific account (first- or secondhand);– incorrect similarities or differences in multiple points of view of the same event.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

LACC.3.RI.3.7—Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

LACC.4.RI.3.7—Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LACC.5.RI.3.7—Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Clarification and Content Limits	<p>Grade 3 focuses on using the information from both words and illustrations to comprehend a text. The information in illustrations should be assessed not in isolation but in terms of how it relates to the text.</p> <p>Grade 4 focuses not only on simple illustrations but on information presented visually, orally, or quantitatively. Students must not only read the information but interpret it and explain how it relates to the rest of the text.</p> <p>Grade 5 focuses on answering questions by finding and integrating information from visual elements in multiple sources.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Grade 3: informational text with illustrations; Grade 4: informational text with charts, graphs, timelines, animations, or interactive elements; Grade 5: multiple texts with information presented visually, orally, and/or quantitatively
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– details that do not describe key points (where, when, why, how) found in illustrations and the words of the text;– incorrect relationships between the illustrations and the words of the text;– information drawn from multiple sources that does not solve a specific problem;– sources that are not helpful in finding an answer to a specific question or the solution to a specific problem.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 8:

LACC.3.RI.3.8—Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

LACC.4.RI.3.8—Explain how an author uses reasons and evidence to support particular points in a text.

LACC.5.RI.3.8—Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Clarification and Content Limits	<p>Grade 3 focuses on identifying how the ideas in multiple sentences or paragraphs are related to each other. Relationships might include comparisons of ideas or events, cause/effect, or sequence.</p> <p>Grade 4 focuses not only on identifying how ideas relate to each other but on how they relate to and support an author’s points/claims.</p> <p>Grade 5 focuses not only on identifying how ideas relate to each other but on how they relate to and support an author’s points/claims. Grade 5 texts may have more sophisticated organizational styles, so students must be able to discriminate which ideas support which points/claims.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text; at grades 4 and 5, texts must contain identifiable points that are supported with reasons and evidence
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– connections between sentences or paragraphs that are not supported by text;– incorrect descriptions of how reasons or evidence from the text support specific points;– incorrect or irrelevant reasons or evidence in support of a specific point.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 9:

LACC.3.RI.3.9—Compare and contrast the most important points and key details presented in two texts on the same topic.

LACC.4.RI.3.9—Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

LACC.5.RI.3.9—Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Clarification and Content Limits	<p>Grade 3 focuses on comparing and contrasting two texts on the same topic. Students should focus on how the key points/details are similar and different. The standard focuses on reading about the topic only, not on preparing to write or speak about the topic.</p> <p>Grade 4 focuses on integrating two texts with different information about the same topic in order to gain a better understanding of the topic as a whole. (The standard introduces written/spoken responses as a key indicator of mastery. This part of the standard might be measured in CR, essay, or PT items.)</p> <p>Grade 5 focuses on integrating several texts with different information about the same topic in order to gain a better understanding of the topic as a whole. (The standard includes written/spoken responses as a key indicator of mastery. This part of the standard might be measured in CR, essay, or PT items.)</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Multiple informational texts about the same topic
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- textual details that do not show similarities or differences between two texts on the same topic;- incorrect comparisons or contrasts of important points or key details in two texts on the same topic;- information found in two or more texts that cannot be merged to enable knowledgeable discourse about a specific topic;- incorrect integration of information from two or more texts on the same topic.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 4: Range of Reading and Level of Text Complexity****Standard 10:**

LACC.3.RI.4.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

LACC.4.RI.4.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.5.RI.4.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Clarification and Content Limits	<p>Grade 3 focuses on reading/comprehending informational texts independently at the high end of the grades 2–3 band.</p> <p>Grade 4 focuses on reading/comprehending informational texts in the grades 4–5 band, with scaffolding on higher level texts.</p> <p>Grade 5 focuses on reading/comprehending informational texts independently at the high end of the grades 4–5 band.</p>
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	<p>Grade 3: informational texts at the high end of the grades 2–3 text complexity band</p> <p>Grade 4: informational texts in the grades 4–5 text complexity band</p> <p>Grade 5: informational texts at the high end of the grades 4–5 text complexity band</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– explanations of text information that are not supported by text;– incorrect responses to key questions about text content and/or organization;– incomplete summaries of specific history/social studies, science, or technical text.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard 3:

LACC.3.RF.3.3—Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Identify and know the meaning of most common prefixes and derivational suffixes.
- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.
- d. Read grade-appropriate irregularly spelled words.

<p>Clarification and Content Limits</p>	<p>Reading Standards: Foundational Skills standard 3 in Grade 3 focuses on knowing and applying grade-level phonics and word analysis skills in decoding words.</p> <p>Indicator a. focuses on identifying and knowing the meaning of most prefixes and derivational suffixes, including the following: prefixes: <i>un-, re-, in-, im-, ir-, dis-, en-, em-, non-, over-, mis-, sub-, pre-, inter-, de-, trans-, super-, semi-, mid-, under-, tri-, bi-, multi-, centi-, milli-, kilo-, post-</i>; suffixes: <i>-ate, -en, -fy, -ly, -ize, -acy, -al, -ance, -ence, -er, -or, -ism, -ist, -ity, -ment, -ness, -ion, -able, -ible, -ic, -ous, -ish, -less.</i></p> <p>Indicator b. focuses on decoding words with common Latin suffixes, including <i>-able, -ible, -al, -ial, -en, -ic, -ion, -tion, -ation, -ition, -ity, -ty, -ive, -ative, -itive, -ment, -ous, -eous, -ious, -y.</i></p> <p>Indicator c. focuses on decoding multisyllabic words. Words should be grade appropriate and should contain open and closed syllables. Words should contain two to five syllables. Tested words should represent the common syllable types: closed syllable (<i>but ter</i>), open syllable (<i>a pron</i>), vowel-consonant-e syllable (<i>brace let</i>), vowel team syllable (<i>bea ver</i>), consonant -le syllable (<i>jun gle</i>), r-controlled syllable (<i>ger mi nate</i>), and prefix/suffix syllable (<i>mis spell, act or</i>).</p> <p>Indicator d. focuses on reading grade-appropriate irregularly spelled words. Words may include sight (high-frequency) words, such as <i>guard, anxious, become, berry, beauty, certain, fire, machine, language, soldier.</i></p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Text is read independently by student.</p>

Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – incorrect identification of common grade-appropriate prefixes and derivational suffixes; – incorrect meanings for words with common grade-appropriate prefixes and derivational suffixes; – incorrect meanings for common grade-appropriate prefixes and derivational suffixes; – words with common grade-appropriate prefixes and derivational suffixes that do not match prompt context; – incorrect spellings of grade-appropriate words that have irregular spellings.
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Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard 3:

LACC.4.RF.3.3—Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

LACC.5.RF.3.3—Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Clarification and Content Limits	<p>Grades 4 and 5 focus on applying all learned reading and decoding skills to unfamiliar words both in and out of context. Students should utilize knowledge of common letter patterns along with knowledge of syllabication patterns and morphology (structure of roots and affixes). This standard focuses on grade-level-appropriate words.</p>
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grades 4 and 5: Text is read independently.
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – multisyllabic words that do not match prompt context.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 4: Fluency

Standard 4:

LACC.3.RF.4.4—Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LACC.4.RF.4.4—Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LACC.5.RF.4.4—Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Clarification and Content Limits	Students read on-level text with purpose and understanding. Students read prose and poetry with accuracy. Students use context to self-correct for understanding.
DOK Target(s)	1, 2, 3
Suggested Stimulus or Passage Material	Literary text, informational text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 1 (a–d):

LACC.3.W.1.1—Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

LACC.4.W.1.1—Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- d. Provide a concluding statement or section related to the opinion presented.

LACC.5.W.1.1—Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

Clarification and Content Limits

Writing standard 1 in grades 3–5 focuses on writing and supporting an opinion piece.

Indicator a. in grades 3–5 focuses on introducing and stating an opinion and organizing reasons to support the opinion in lists. Grade 4 adds organizing supporting reasons in groups. Grade 5 adds that the supporting reason should be grouped logically.

Indicator b. in grades 3–5 focuses on providing reasons that support the opinion. Grade 4 adds that the reasons should be supported by facts. Grade 5 adds that the reasons should be logically ordered.

Indicator c. in grades 3–5 focuses on using words and phrases to connect opinions to reasons. Grade 5 adds using clauses to connect opinions to reasons.

Indicator d. in grades 3–5 focuses on presenting a conclusion. Grades 4 and 5 add presenting an appropriate conclusion.

DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 2 (a–e):

LACC.3.W.1.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

LACC.4.W.1.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.

LACC.5.W.1.2—Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

<p>Clarification and Content Limits</p>	<p>Writing standard 2 in grades 3–5 focuses on conveying information in explanatory writing.</p> <p>Indicator a. in grades 3–5 focuses on topic introduction and organizing information into groups to aid comprehension. Grade 4 adds a clear topic introduction and organizing information into paragraphs and sections to aid comprehension. Grade 5 adds organizing information into logical groups that aid comprehension.</p> <p>Indicator b. in grades 3–5 focuses on developing the topic with information. Grades 4 and 5 add using concrete details and examples to develop the topic.</p> <p>Indicator c. in grades 3–5 focuses on using language to connect ideas within categories of information. Grade 5 adds using language to connect ideas both within and across categories of information.</p> <p>Indicator d. in grades 4 and 5 focuses on using precise and domain-specific language.</p> <p>Indicator d. in grades 3 and 4 focuses on presenting a conclusion.</p> <p>Indicator e. in Grade 5 adds presenting an appropriate conclusion.</p>
<p>DOK Target(s)</p>	<p>2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Literary text and informational text</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>This standard is not assessed with selected response items.</p>

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 3 (a–e):

LACC.3.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

LACC.4.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

LACC.5.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events.

Clarification and Content Limits	<p>Writing standard 3 in grades 3–5 focuses on developing experiences by writing narratives.</p> <p>Indicator a. in grades 3–5 focuses on establishing a situation, introducing the narrator and/or characters, and organizing a natural sequence of events. Grades 4 and 5 add using the established situation to orient the reader.</p> <p>Indicator b. in grades 3–5 focuses on using the narrative techniques dialogue and description to develop aspects of the narrative. Grade 5 adds pacing as a narrative technique.</p> <p>Indicator c. in Grade 3 focuses on using temporal words and phrases to show sequence. Indicator c. in Grade 4 focuses on using transitional words and phrases to show sequence. Grade 5 adds using transitional clauses to show sequence.</p> <p>Indicator d. in grades 4 and 5 focuses on using descriptive language to communicate narrative elements.</p> <p>Indicator d. in Grade 3 focuses on presenting a conclusion.</p> <p>Indicator e. in grades 4 and 5 adds that the conclusion should be appropriate to the narrative.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 2: Production and Distribution of Writing

Standard 4:

LACC.3.W.2.4—With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LACC.4.W.2.4—Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

LACC.5.W.2.4—Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

Clarification and Content Limits	Writing standard 4 in Grade 3 focuses on using support from adults to produce writing that is developed and organized in a manner suiting its purpose. Grades 4 and 5 add a particular focus on producing clear, coherent writing that is appropriate for its audience and purpose without adult support.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS**Cluster 2: Production and Distribution of Writing****Standard 5:**

LACC.3.W.2.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LACC.4.W.2.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

LACC.5.W.2.5—With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Clarification and Content Limits	Writing standard 5 in grades 3 and 4 focuses on using support from peers and adults to develop, revise, and improve writing. Grade 5 adds a particular focus on rewriting or trying a new approach when using support from peers and adults to develop, revise, and improve writing.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 2: Production and Distribution of Writing

Standard 6:

LACC.3.W.2.6—With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

LACC.4.W.2.6—With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **one** page in a single sitting.

LACC.5.W.2.6—With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of **two** pages in a single sitting.

Clarification and Content Limits	Writing standard 6 in Grade 3 focuses on using technology to produce and publish writing, with support from adults. Grades 4 and 5 add a particular focus on using the Internet and on keyboarding skills.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 3: Research to Build Present Knowledge

Standard 7:

LACC.3.W.3.7—Conduct short research projects that build knowledge about a topic.

LACC.4.W.3.7—Conduct short research projects that build knowledge through investigation of different aspects of a topic.

LACC.5.W.3.7—Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

Clarification and Content Limits	Writing standard 7 in grades 3–5 focuses on building knowledge by researching a topic. Grade 4 adds investigating different aspects of the topic. Grade 5 adds using multiple sources when conducting research on the topic.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– evidence that is incorrectly sorted into a specific category;– incorrect or irrelevant notes from a provided source;– incomplete or incorrect summarizations of information in notes;– incorrect paraphrasing of information in notes.

Strand: WRITING STANDARDS

Cluster 3: Research to Build Present Knowledge

Standard 8:

LACC.3.W.3.8—Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

LACC.4.W.3.8—Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

LACC.5.W.3.8—Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

Clarification and Content Limits	Writing standard 8 in grades 3–5 focuses on gathering information from sources and sorting the evidence into categories. In Grade 3 the categories are provided. Grade 4 adds providing a list of the sources. Additionally, sorting categories are not provided, and the information should be relevant. Grade 5 adds summarizing the information.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– evidence that is incorrectly sorted into a specific category;– incorrect or irrelevant notes from a provided source;– incomplete or incorrect summarizations of information in notes;– incorrect paraphrasing of information in notes.

Strand: WRITING STANDARDS

Cluster 3: Research to Build Present Knowledge

Standard 9:

LACC.3.W.3.9—N/A

LACC.4.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”).
- b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

LACC.5.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Clarification and Content Limits	Writing standard 9 in grades 3–5 focuses on drawing evidence to support research and analysis from literary or informational texts, using grade-appropriate reading skills.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text and informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– evidence that is incorrectly sorted into a specific category;– incorrect or irrelevant notes from a provided source;– incomplete or incorrect summarizations of information in notes;– incorrect paraphrasing of information in notes.

Strand: WRITING STANDARDS

Cluster 4: Range of Writing

Standard 10:

LACC.3.W.4.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LACC.4.W.4.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

LACC.5.W.4.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Clarification and Content Limits	Writing standard 10 in grades 3–5 focuses on writing routinely over extended and shorter time frames.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 1 (a–d):

LACC.3.SL.1.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in light of the discussion.

LACC.4.SL.1.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

LACC.5.SL.1.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Clarification and Content Limits	<p>Speaking and Listening standard 1 in grades 3–5 focuses on engaging in collaborative discussions effectively.</p> <p>Indicator a. in grades 3–5 focuses on coming to the discussion prepared and using the information derived from preparation to contribute to the discussion.</p> <p>Indicator b. in grades 3–5 focuses on following rules. Grades 4–5 add carrying out roles.</p> <p>Indicator c. in grades 3–5 focuses on asking topical questions to check understanding and linking personal comments to the comments of others. Grade 4 adds asking and answering specific questions that clarify the information discussed and making personal comments that contribute to the discussion. Grade 5 adds making comments that elaborate on the comments of others.</p> <p>Indicator d. in grades 3–4 focuses on explaining personal ideas as they relate to the discussion. Grade 4 adds reviewing key ideas. Grade 5 focuses on reviewing key ideas and adds drawing conclusions. It does not include explaining personal ideas.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Class discussions
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS**Cluster 1: Comprehension and Collaboration****Standard 2:**

LACC.3.SL.1.2—Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LACC.4.SL.1.2—Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LACC.5.SL.1.2—Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Clarification and Content Limits	Speaking and Listening standard 2 in grades 3–5 focuses on determining main ideas and supporting details from text read aloud or information from different media/formats. Grade 4 adds paraphrasing text read aloud or information from different media/formats. Grade 5 adds summarizing text read aloud or information from different media/formats.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary or informational texts read aloud, information presented in diverse media and formats
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 3:

LACC.3.SL.1.3—Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

LACC.4.SL.1.3—Identify the reasons and evidence a speaker provides to support particular points.

LACC.5.SL.1.3—Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Clarification and Content Limits	Speaking and Listening standard 3 in grades 3–5 focuses on asking and answering questions about information in a speech. Grade 4 adds identifying the evidence and reasons a speaker provides in support of their point. Grade 5 adds summarizing main points and how each is supported with reasons and evidence.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Grade 3: informative/explanatory speeches Grades 4–5: argumentative speeches
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS**Cluster 2: Presentation of Knowledge and Ideas****Standard 4:**

LACC.3.SL.2.4—Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

LACC.4.SL.2.4—Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

LACC.5.SL.2.4—Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Clarification and Content Limits	Speaking and Listening standard 4 in grades 3–5 focuses on reporting on a topic, using facts and details appropriately. It also focuses on speaking clearly and at the correct pace. Grade 4 adds that the report should be organized and that facts and details should support the main idea or theme. Grade 5 adds that the ideas should be sequenced in a logical manner.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary and informational domains
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– facts that are inappropriate or irrelevant;– information that is presented in an incorrect order;– details that do not support the main idea;– details that do not support the theme.

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 2: Presentation of Knowledge and Ideas

Standard 5:

LACC.3.SL.2.5—Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

LACC.4.SL.2.5—Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

LACC.5.SL.2.5—Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Clarification and Content Limits	Speaking and Listening standard 5 in Grade 3 focuses on creating audio recordings that demonstrate fluid reading. Grade 3 also focuses on using visual displays to emphasize facts or details. Grade 4 focuses on using audio recordings and visual displays to enhance the main idea or theme. Grade 5 focuses on using multimedia and visual displays to enhance the main idea or theme.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary and informational domains
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- facts that are inappropriate or irrelevant;- information that is presented in an incorrect order;- details that do not support the main idea;- details that do not support the theme.

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 2: Presentation of Knowledge and Ideas

Standard 6:

LACC.3.SL.2.6—Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LACC.4.SL.2.6—Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

LACC.5.SL.2.6—Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Clarification and Content Limits	Speaking and Listening standard 6 for grades 3–5 focuses on using grade-appropriate language. Grade 3 focuses on speaking in complete sentences. Grades 4–5 focus on adapting speech to formal and informal purposes.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary and informational domains
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- facts that are inappropriate or irrelevant;- information that is presented in an incorrect order;- details that do not support the main idea;- details that do not support the theme.

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

Standard 1:

LACC.3.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.

LACC.4.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
- b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).

LACC.5.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).

<p>Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Verb tense: Grade 3 focuses on simple tenses, Grade 4 focuses on progressive tenses, and Grade 5 focuses on perfect tenses. In grades 4 and 5, students use modal auxiliaries to convey conditions; in Grade 5 students use verb tense in general to convey times, sequences, states, and conditions. In Grade 5 students recognize and fix inappropriate shifts in verb tense.</p> <p>Adjectives: Grade 3 focuses on comparative and superlative adjectives. Grade 4 focuses on ordering adjectives in a sentence.</p> <p>Conjunctions: Grade 3 focuses on coordinating and subordinating conjunctions. Grade 5 focuses on correlative conjunctions.</p> <p>Sentences: In Grade 3 students produce complete sentences, In Grade 4 students produce complete sentences and correct fragments and run-ons.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – words that are not correct for a specific grade-appropriate function in a sentence; – sentences incorrectly using grade-appropriate parts of speech; – sentences incorrectly using grade-appropriate verb tenses as specified in prompt; – sentences with incorrect verb-subject agreement; – sentences with incorrect pronoun-antecedent agreement; – incorrect comparative or superlative adjectives or adverbs as specified in prompt; – groups of words that are not simple, compound, complex sentences as specified in prompt; – sentences incorrectly using frequently confused words (e.g., to, too, two; there, their); – sentences incorrectly using modal auxiliaries (e.g., can, may, must).

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

Standard 2:

LACC.3.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize appropriate words in titles.
- b. Use commas in addresses.
- c. Use commas and quotation marks in dialogue.
- d. Form and use possessives.
- e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
- f. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

LACC.4.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

LACC.5.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

<p>Clarification and Content Limits</p> <p>(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Capitalization: Grade 3 focuses on correct capitalization in titles. Grade 4 focuses on correct capitalization in general.</p> <p>Commas: Grade 3 focuses on commas in addresses. Grade 4 focuses on using a comma before a coordinating conjunction in a compound sentence. Grade 5 focuses on commas with introductory elements, with <i>yes</i> and <i>no</i>, with tag questions, and to indicate direct address.</p> <p>Commas and quotation marks: Grade 3 focuses on commas and quotation marks in dialogue. Grade 4 focuses on using commas and quotation marks to show direct speech and quotations from a text.</p> <p>Spelling: Grade 3 focuses on high-frequency and other studied words. Students use the following strategies: adding suffixes to base words, using patterns and generalizations, and consulting reference materials as needed. In grades 4 and 5, students spell all grade-appropriate words correctly and consult references as needed.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - titles lacking correct capitalization; - sentences with incorrect capitalization; - quotations from text (dialogue, direct speech, quotations) that are incorrectly punctuated; - sentences with incorrect use of commas; - words that are not correctly formed possessives; - addresses with incomplete punctuation; - incorrect spelling of base words with suffixes; - incorrect spellings of grade-appropriate words.

Strand: LANGUAGE STANDARDS

Cluster 2: Knowledge of Language

Standard 3:

LACC.3.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases for effect.
- b. Recognize and observe differences between the conventions of spoken and written standard English.

LACC.4.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose words and phrases to convey ideas precisely.
- b. Choose punctuation for effect.
- c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

LACC.5.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- b. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

Clarification and Content Limits

(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)

Word choice: Grade 3 focuses on choosing words and phrases for effect (to bring writing to life). Grade 4 focuses on choosing words and phrases for precision. Grade 5 focuses on editing entire sentences in consideration of meaning, interest, and style.

General language knowledge: Grade 3 focuses on exploring the differences between spoken and written English. Grade 4 focuses on examining how authors use formal and informal English for specific purposes or audiences. Grade 5 focuses on making more nuanced comparisons of the varieties of English—such as dialects and registers—that authors use for different purposes in literary texts.

DOK Target(s)

1, 2, 3, 4

Suggested Stimulus or Passage Material

SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

Distractor Attributes for Selected Response Items

Distractors may include, but are not limited to

- words or phrases that do not produce a specific effect;
- punctuation that does not produce a specific effect;
- words or phrases that do not convey ideas precisely;
- contexts that are not correct examples for formal (or informal) discourse as specified in the prompt;
- sentences that lack BEST revision necessary for meaning, reading interest, or style.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 4:

LACC.3.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

LACC.4.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

LACC.5.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

<p>Clarification and Content Limits</p> <p>(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Context clues: Grade 3 focuses on basic sentence-level context clues. Grade 4 focuses on context clues in straightforward forms, such as definitions, examples, or restatements. Grade 5 focuses on context clues in more complex forms, such as cause/effect relationships and comparisons.</p> <p>Roots and affixes: Grade 3 focuses on adding known affixes to known words and on using known roots as clues to the meaning of unknown words. Grades 4 and 5 focus on using common, grade-appropriate Greek and Latin roots and affixes as clues to the meaning of unknown words.</p> <p>Reference materials: Grade 3 focuses on using glossaries and beginning dictionaries to learn about word meaning. Grades 4 and 5 focus on using glossaries, dictionaries, and thesauruses to learn about word meaning and pronunciation.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>SR items may be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect meanings for assessed words; - correct meanings for assessed words but not as the words are being used in specific context; - incorrect words constructed similarly to the correct response (e.g., same affix, same tense); - root words with incorrect affixes; - incorrect meanings for words with grade-appropriate Greek and Latin affixes or roots; - incorrect Greek and Latin affixes or roots for specific meaning; - incorrect meanings drawn from reference material.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 5:

LACC.3.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- b. Identify real-life connections between words and their use (e.g., *describe people who are friendly or helpful*).
- c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).

LACC.4.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

LACC.5.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

Clarification and Content Limits

(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)

Figurative language: Grade 3 focuses on distinguishing literal from nonliteral language. Grade 4 focuses on explaining simple similes and metaphors. Grade 5 focuses on interpreting a range of figurative language.

Word relationships: Grade 3 focuses on making real-life connections between words and their uses. Grades 4 and 5 focus on recognizing and explaining common idioms, adages, and proverbs.

Nuances in word meanings: Grade 3 focuses on distinguishing shades of meaning among related words. Grade 4 focuses on showing understanding of words by relating them to antonyms and synonyms. Grade 5 focuses on using a variety of relationships between words to better understand the words.

DOK Target(s)

1, 2, 3, 4

Suggested Stimulus or Passage Material

SR items may be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

Distractor Attributes for Selected Response Items

Distractors may include, but are not limited to

- incorrect literal meanings of words and phrases;
- incorrect nonliteral meanings of words and phrases;
- incorrect meanings of grade-appropriate metaphors, similes, common idioms, adages, or proverbs;
- antonyms, synonyms or homographs that are not related to a specific word.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 6:

LACC.3.L.3.6—Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

LACC.4.L.3.6—Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation, and endangered* when discussing animal preservation).

LACC.5.L.3.6—Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Clarification and Content Limits

(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)

Vocabulary types: Grade 3 focuses on conversational (Tier 1), general academic (Tier 2), and domain-specific words and phrases (Tier 3). Grades 4 and 5 focus on only Tiers 2 and 3.

Specific words: Grade 3 focuses on words that show spatial and temporal relationships. Grade 4 focuses on words that show precision in terms of actions, emotions, or states of being—in addition to words basic to particular topics. Grade 5 focuses on words that show logical relationships such as contrast or addition.

DOK Target(s)

1, 2, 3, 4

Suggested Stimulus or Passage Material

SR items may be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

Distractor Attributes for Selected Response Items

Distractors may include, but are not limited to

- sentences that do not contain spatial or temporal relationships;
- words that do not signal spatial or temporal relationships;
- sentences that do not BEST use precise words or topic specific words;
- sentences that do not signal logical relationships;
- words that cannot be used to demonstrate precision or specificity within a given context;
- words that do not signal logical relationships within a specific context.

VI. Appendices

Appendix A: Grades 3–5 Sample Items

1. Selected Response	Grade 4	84
2. Constructed Response	Grade 4	84
3. Essay	Grade 4	86
4. Selected Response	Grade 5	90
5. Extended Response	Grade 5	90
6. Performance Task	Grade 5	93

American Struggles (Grade 4 Passage)

In the 1700s, America was organized into thirteen colonies and ruled by the British government, which was led by King George III. The British government protected the colonists and provided them with food, clothing, and other supplies. This peaceful relationship lasted for many years until a war broke out between Great Britain and France.

The war between Great Britain and France began in 1754 and lasted for almost ten years. The two countries fought over large regions of Europe, Asia, and North America, including the seas around them. In 1763, the war ended. Great Britain had won, but the fighting had used much of the government's money. King George needed to raise funds quickly, so he decided to collect taxes from the colonists to solve this problem.

The king taxed items that the colonists used every day, such as sugar, glass, paper, and tea. This upset the colonists. They tried to explain to the king that the taxes were unfair, but he wouldn't listen. The colonists felt the taxes were unfair because the colonists were not able to vote on the laws that created the taxes. The colonists were not represented in the British government also known as Parliament.

The colonists decided the best way to fight against the unjust taxes would be to stop buying British products. This decision made the king angry. In 1768, he sent British troops to occupy the town of Boston, Massachusetts, and make sure the colonists paid the taxes the British government demanded. This situation lasted for two long years. Then in the winter of 1770, a disagreement broke out between a group of colonists and British soldiers. The disagreement turned into a fight, with the colonists throwing snowballs at the soldiers, and the soldiers firing shots at the colonists.

The news of the shooting spread like wildfire through the colonies. The colonists wanted the soldiers to leave. King George tried to make peace by taking away all the taxes except one. He kept the tax on tea because he did not want to show weakness as their king.

This angered the colonists even more, and they stopped buying British tea. The governor would not let the ships leave Boston Harbor until the import taxes on the tea had been paid first. Tempers were rising. On the night of December 16, 1773, the colonists took action. They boarded a ship that had been in the harbor for three weeks and dumped 342 chests of British tea leaves into the water.

The king became enraged when he heard of the destroyed tea, and he decided to send more soldiers to Boston to close the town and harbor. This troubled the colonists. If the king could punish one town, then he had the power to punish all of the colonies.

The leaders of the thirteen colonies assembled to discuss the problem. They decided to fight for freedom, and the Revolutionary War began in 1775. One year later, the United States of America was born.

Sources:

Henretta, James A., and David Brody. *America: A Concise History*, 4th Edition. Boston: Bedford/St. Martin's, 2010.

Mortensen, Lori. *The Boston Tea Party*. Mankato, MN: Picture Window Books, 2010.

Boston Tea Party: <http://www.eyewitnesstohistory.com/teaparty.htm>.

Item 1

Grade: 4

Item Type: Selected Response

Correct Answer: A

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

***LACC.4.RI.2.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.*

Item Text

Read this sentence from “America Struggles.”

In 1768, he sent British troops to occupy the town of Boston, Massachusetts, and make sure the colonists paid the taxes the British government demanded.

Which word BEST matches the meaning of *occupy* in this sentence?

A. control

B. damage

C. help

D. visit

Item 2

Grade: 4

Item Type: Constructed Response

Correct Answer: Rubric

Point Value: 2

DOK: 2

FL ELA Common Core State Standards:

***LACC.4.RI.2.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.*

Item Text

One of the ways the author of “American Struggles” arranges the information in this passage is by order of events. Write one paragraph giving examples from the passage to support this statement.

Rubric

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
1	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Exemplar

Score	Description
2	<p>A two-point response</p> <ul style="list-style-type: none">• Includes a paragraph that correctly uses details from the passage to explain how the information is organized by order of events. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• The passage begins in the 1700s, at the start of the relationship between Great Britain and the colonies.• The passage describes several events in chronological order to show how the relationship between Great Britain and the colonies deteriorated.• The passage ends in 1775 when the colonies declared a war for independence from Great Britain.

Item 3

Grade: 4

Item Type: Essay

Correct Answer: Rubric

Point Value: 6

DOK: 3

FL ELA Common Core State Standards:

LACC.4.W.3.9.b Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

Item Text

After reading “American Struggles,” write an essay to explain the problems the American colonists faced during the rule of King George III. Describe how the colonists addressed those problems and how their choices made a difference in American history.

Rubric

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • The writing is purposeful throughout the essay. • The essay has a central idea and topic that are clear and consistently developed throughout the course of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • The essay is logically organized so that related facts, definitions, details, quotations, and other information and examples are grouped together effectively with linking words and phrases. • The writing appropriately introduces the central idea and topic, and provides a concluding statement or section that is related to the information presented (does not apply to Grade 3).
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • The writing is intermittently purposeful. • The essay has a central idea and topic that are unclear and/or inconsistently developed throughout the course of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • The essay is organized somewhat logically, but not all related facts, definitions, details, quotations, and other information and examples are grouped together effectively. • The response lacks a clear or appropriate introduction, and the concluding statement is missing or unrelated to the central idea and topic.
0	<ul style="list-style-type: none"> • The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none"> • The central opinion or idea of the essay is fully and persuasively defended with sources, facts and details. • The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. <p><i>Sources:</i></p> <ul style="list-style-type: none"> • All support/evidence is derived from relevant sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none"> • The central opinion or idea of the essay is adequately defended with sources, facts, and details that are somewhat connected. • The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. <p><i>Sources:</i></p> <ul style="list-style-type: none"> • The support/evidence is mostly derived from relevant sources.
0	<ul style="list-style-type: none"> • The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The essay uses words that demonstrate a keen understanding of the effect of language. • Throughout the text, the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to the topic. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The essay uses words that demonstrate an adequate understanding of the effect of language. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or well suited to the topic. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none"> • The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

Exemplar

Score	Description
6	<p>A six-point response</p> <ul style="list-style-type: none">• Is an essay that correctly identifies problems the American colonists faced during the rule of King George III and explains how the colonists addressed those problems and how their choices made a difference in American history. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• The colonists faced unfair taxes, lack of representation in Parliament, and limited freedom.• These problems led the colonist to revolt against King George III.• This led to a united country and freedom from Britain.• Supports the answer with details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• One problem that the colonists faced was that King George III made them pay many taxes.• The colonists tried to tell King George III that the taxes were not fair, but he did not change his mind, and left the tax on tea.• The colonists took action and dumped a large amount of British tea into Boston Harbor.• Another problem that the colonists faced was that they were under the rule of the British government.• The colonists stopped buying British goods.• The colonists decided to work together as thirteen colonies and fight against the king.• This led to the Revolutionary War and the Declaration of Independence.• The colonists' choices were important to the history of the country.• They led to a united country and freedom from Britain.

Adventure on the Trails (Grade 5 Passage)

Arlo burst into Grandpa's house. "Are you ready for our hike? Can we leave now?"

Grandpa was occupied with preparations for the afternoon's adventure on the trails. "I'm delighted to see that you are looking forward to going, but I have several more things to accomplish before we leave," Grandpa said, smiling, as he carefully tucked rain gear into his backpack.

"The forecast is for sun," Arlo commented, grinning from ear to ear. "Can we leave now?"

"You never know what may happen," Grandpa responded as he slid a first-aid kit and a flashlight into his pack. Then he opened the cabinet to get energy bars and dried fruit.

"I just finished lunch, so we can forget about snacks," Arlo said.

"You never know," said Grandpa while he packed the snacks and secured the water bottles into loops on the outside of the backpack. "I will fetch my compass in case the trails get confusing; it's easy to get disoriented on the trails."

Arlo couldn't contain his eagerness. "Grandpa, we can't get lost on a marked trail," he said. But Grandpa apparently didn't hear him because he continued packing the materials laid neatly on the table.

Finally, they departed for their hike. When Grandpa parked by the trailhead, Arlo leapt out of the car like a puppy chasing a ball and exclaimed, "Let's go!"

Grandpa strolled over to the trailhead exhibit and studied a map, tracing the trail with his forefinger. "This circuit heads north and loops back," he said. Then, with a twinkle in his eye, he said, "Let's go!"

Arlo rushed down the trail that turned like the movement of a snake.

"Stay within my eyesight," Grandpa called after him.

Arlo made fast progress, while Grandpa walked slowly along. When the path turned, Arlo remembered Grandpa's reminder and waited, even though he was eager to continue.

Grandpa called out, "Did you see this fascinating frog?" as he peered over a chubby, brown frog hidden in the fallen leaves. Arlo retraced his footsteps and looked curiously toward the ground where Grandpa stood.

"I've never seen a frog like this one before," Arlo said. He crouched down to look more closely.

"Sometimes it's good to be a snail," Grandpa said chuckling. Grandpa knew that when you slowed down, you noticed more details. Arlo decided to walk with Grandpa. They noticed many intriguing things as they hiked along, but after a while, Grandpa motioned toward the sky. "Those dark clouds are swollen like balloons ready to burst," he said.

The two hikers put on their protective gear and, before long, gigantic raindrops began to fall. They ducked under a small shelter as the rain pelted down.

"I'm so glad we aren't getting drenched," Arlo remarked. They huddled together and watched the rain for a while, until Arlo realized he was getting hungry. "Did you bring those snacks?" he asked.

When the sun reappeared, Arlo and his grandfather resumed their walk and quickly reached a rushing stream. They saw the trail markers on the other side. "Ordinarily, we'd use the rocks as stepping stones," Grandpa explained, "but they're submerged because of the rain,

and the stream is rushing too fast to cross safely. We'll have to take an alternate route.”

Arlo looked worried, “But we'll get lost without trail markers.”

“My compass and the sun will direct us,” Grandpa assured him. Then, as they strode along, Grandpa showed Arlo how to navigate back to the parking lot where they began their journey.

Riding home, Arlo asked, “When can we hike again? Can we go tomorrow? I can't wait!” Then he slowed down and said, “Next time I'll help you pack, Grandpa.”

Item 4

Grade: 5

Item Type: Selected Response

Correct Answer: B

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

LACC.5.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Item Text

Read this sentence from “Adventure on the Trails.”

When Grandpa parked by the trailhead, Arlo leapt out of the car like a puppy chasing a ball and exclaimed, “Let's go!”

What does the phrase *like a puppy chasing a ball* tell the reader about Arlo?

- A. He is careful.
- B. He is excited.
- C. He loves sports.
- D. He loves nature.

Item 5

Grade: 5

Item Type: Extended Response

Correct Answer: Rubric

Point Value: 4

DOK: 3

FL ELA Common Core State Standards:

LACC.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Item Text

Arlo and his grandfather approach their hike very differently. What does Arlo learn from his afternoon's experience? Write one to two paragraphs using examples from the passage to support your answer.

Rubric

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Exemplar

Score	Description
4	<p>A four-point response</p> <ul style="list-style-type: none">• Provides one to two paragraphs correctly explaining what Arlo learned from his experience. For example, Arlo learns from his grandfather’s approach: it is important to think ahead and prepare for things that might go wrong.• Supports the answer with multiple details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• Arlo doesn’t understand why his grandfather packs rain gear because the forecast is for sunny weather.• During their hike, gigantic raindrops fall and they stay dry because they are prepared.• Arlo doesn’t understand why his grandfather brings a compass on the hike because the trails are marked.• After the storm, they are unable to cross the stream because it is moving too fast.• They are unable to travel back the way they came, so they use the compass and the sun to navigate to their starting point.

Item 6

Grade: 5

Item Type: Performance Task

Correct Answer: Rubric

DOK: 4

FL ELA Common Core State Standards:

LACC.5.W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Point Value: 8 points

Suggested Time: Four to six 45-minute class periods

Task Overview:

After reading the passage “Adventure on the Trails,” students will each write a narrative from Arlo’s point of view, describing the next hike that he and his grandfather plan to take. Students will type and post these stories on a teacher-approved technology platform and will respond to classmates’ work using technology.

Materials:

In advance of assigning this Performance Task, the teacher will need to be prepared to have students post their writing on a school-approved technology platform.

Student Directions:

At the end of “Adventures on the Trails,” Arlo asks his grandfather when they will be able to go hiking again. Imagine that Arlo and his grandfather have already gone on this next hike, and write a story from Arlo’s point of view about the new experiences he has on this hike.

Part 1:

Make some notes or an outline to plan your story. Some questions to think about as you make your plan are:

- What is the setting of the story?
- What new experiences do Arlo and his grandfather have on this hike?
- What do Arlo and his grandfather see and hear on this hike?
- What will happen at the beginning, middle, and end of the story?

How is the story you are writing different from the passage you read? How do the experiences that Arlo and his grandfather had in “Adventures on the Trails” change the way that they experience their next hike?

Part 2:

Write a rough draft of your story. Be sure that your story is told from Arlo’s point of view and that it includes descriptions of the new experiences he and his grandfather have on this hike. Your story should include details about what Arlo sees and hears while on the hike.

Revise and edit your story as necessary for organization, details interesting to the reader, and correct punctuation, grammar, and spelling.

Part 3:

With direction from your teacher, type the final draft of your story on the computer, and post it to a location that can be seen by your classmates.

Part 4:

With direction from your teacher, read the work of at least two other classmates. Provide constructive feedback to those classmates about their work. For example, you might share with your classmates what you enjoyed about their writing and why, questions you had about their stories, or connections you made between their work and the passage you read.

Scoring:

Your work will be scored based on:

- Focus—How well your story describes the hike from Arlo’s point of view
- Organization—How you order your thoughts
- Language/Conventions—Use of appropriate words/phrases and grammar along with correct spelling and punctuation
- Technology—How well you use technology to communicate your ideas to your classmates

Rubrics

Constructed Response—2 Points

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct use of technology.• Response demonstrates clear evidence of producing and publishing writing.• Response includes clear and specific examples of interacting and collaborating with peers through the sharing of constructive comments with classmates. Feedback offered to classmates is relevant and appropriate.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct use of technology.• Response may attempt to demonstrate clear evidence of producing and publishing writing, but may show limitations to produce and publish writing.• Response may attempt to include clear and specific examples of interacting and collaborating with peers, but may show limited examples of interacting and collaborating with peers through the sharing of constructive comments with classmates. Feedback offered to classmates is partially relevant and appropriate.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

Essay—6 Points

Part I: Writing	
2	<p><i>Focus:</i></p> <ul style="list-style-type: none"> The narrative has a consistent focus, demonstrated by the establishment of a narrator and/or characters, and a meaningful situation or context. <p><i>Organization:</i></p> <ul style="list-style-type: none"> The narrative proceeds in an order that is both logical and natural throughout. The sequence of events, use of dialogue, description of actions, and responses from characters are clearly related and connected to one another through the use of transitional words and phrases. The narrative has a fitting conclusion.
1	<p><i>Focus:</i></p> <ul style="list-style-type: none"> The narrative has an inconsistent focus. The establishment of a narrator and/or characters is lacking, and a situation or context is somewhat unclear. <p><i>Organization:</i></p> <ul style="list-style-type: none"> The narrative proceeds in an order that is logical and natural, but it has illogical or unnatural digressions in some sections and/or parts. The sequence of events, use of dialogue, descriptions of action, and responses from characters may be related to one another through the use of transitional techniques, but the relationships are unclear and/or inconsistent. The narrative has a conclusion that is somewhat fitting.
0	<ul style="list-style-type: none"> The purpose and organization of the narrative are highly inadequate or not provided.

Part II: Use of Details	
2	<p><i>Narrative Techniques:</i></p> <ul style="list-style-type: none"> Narrative techniques such as dialogue, descriptions, and pacing (applies only to Grade 5) are used effectively to propel the narrative forward. Experiences, events, and/or characters are developed fully through the use of narrative techniques. <p><i>Details:</i></p> <ul style="list-style-type: none"> Details are consistently used to effectively convey experiences and events.
1	<p><i>Narrative Techniques:</i></p> <ul style="list-style-type: none"> Narrative techniques such as dialogue, descriptions, and pacing (applies only to Grade 5) are used occasionally to propel the narrative forward. Experiences, events and/or characters are sometimes developed through the use of narrative techniques, but the development is incomplete. <p><i>Details:</i></p> <ul style="list-style-type: none"> Details are intermittently used when attempting to convey experiences and events, and they are not always used effectively.
0	<ul style="list-style-type: none"> The details and techniques used in the narrative are irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language:</i></p> <ul style="list-style-type: none">• The narrative uses words that demonstrate a keen understanding of the effect of language.• Precise, descriptive, and/or sensory words and phrases are used frequently to convey experiences and events (does not apply to Grade 3).• Experiences and events are consistently conveyed effectively. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The narrative demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language:</i></p> <ul style="list-style-type: none">• The narrative uses words that demonstrate an adequate understanding of the effect of language.• Precise, descriptive, and/or sensory words and phrases are used intermittently to convey experiences and events (does not apply to Grade 3).• Experiences and events are sometimes conveyed effectively. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The narrative demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• The language and conventions used in the narrative are generally incorrect or not provided.

Exemplar

Score	Description
8	<p>An eight-point response is a narrative that</p> <ul style="list-style-type: none">• Demonstrates clear evidence of producing and publishing writing. For example, the story is posted to an approved website and is available for other readers.• Includes clear and specific examples of interacting and collaborating with peers through the sharing of constructive comments with classmates. Feedback offered to classmates is relevant and appropriate. For example, the student posts comments related to a peer’s story that makes connections between that story and the one told in the passage.• Demonstrates the establishment of a narrator and/or characters, and a meaningful situation or context. For example, it is clear that the story is told from Arlo’s point of view and relates information about a hike that is distinct from the one told in the passage.• Effectively uses narrative techniques such as dialogue, descriptions, and pacing to propel the story forward. For example, conversations between Arlo and his grandfather are used to advance the action of the story.• Consistently uses details to effectively convey experiences and events in the story. For example, the story includes a robust description of the sights and sounds of the hike.

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2-Point Research Rubric

Research	
2	<p><i>Research Topic:</i></p> <ul style="list-style-type: none"> • The response/task clearly develops knowledge about a topic. • The response/task shows the ability to build knowledge by considering different aspects of a topic (does not apply to Grade 3). <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • The response/task demonstrates the ability to gather and incorporate information and/or evidence from experiences and from print and digital sources. • The response/task shows the ability to sort evidence into relevant categories and to provide a comprehensive list of sources (does not apply to Grade 3).
1	<p><i>Research Topic:</i></p> <ul style="list-style-type: none"> • The response/task adequately develops knowledge about a topic. • The response/task occasionally shows the ability to build knowledge by considering different aspects of a topic (does not apply to Grade 3). <p><i>Evidence:</i></p> <ul style="list-style-type: none"> • The response/task demonstrates some ability to gather and incorporate information and/or evidence from experiences and from print and digital sources. • The response/task shows some ability to sort and integrate evidence into somewhat relevant categories and to provide a partial list of sources (does not apply to Grade 3).
0	<ul style="list-style-type: none"> • The response does not develop knowledge about the research topic and demonstrates no ability to sort or list sources.

2-Point Rubric for Language Standards 1, 2, and 3

Score	Description
2	<ul style="list-style-type: none"> • Response provides a complete and correct explanation of, or answer to, the item. • Response demonstrates a thorough understanding of the relevant writing convention or language skill.
1	<ul style="list-style-type: none"> • Response provides a partially complete and correct explanation of, or answer to, the item. • Response demonstrates a limited understanding of the relevant writing convention or language skill.
0	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

4-Point Rubric for Language Standards 1, 2, and 3

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response demonstrates a thorough understanding of the relevant writing convention or language skill.• Response shows the ability to apply and/or use the writing convention or language skill in an effective manner.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response demonstrates a mostly thorough understanding of the relevant writing convention or language skill.• Response shows the ability to apply and/or use the writing convention or language skill in a mostly effective manner.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response demonstrates a limited understanding of the relevant writing convention or language skill.• Response shows the ability to effectively apply and/or use the writing convention or language skill in a partially effective manner.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response demonstrates a minimal understanding of the relevant writing convention or language skill.• Response shows the ability to effectively apply and/or use the writing convention or language skill in a minimally effective manner.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

2-Point Rubric for Language Standards 4, 5, and 6

Score	Description
2	<ul style="list-style-type: none">• Response demonstrates an effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects successful selection and implementation of relevant vocabulary strategies or knowledge.
1	<ul style="list-style-type: none">• Response demonstrates a partially effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects an attempt to select and implement relevant vocabulary strategies and or knowledge, but the strategies may have been poorly chosen or used, or the knowledge may have been limited or not fully applicable.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

4-Point Rubric for Language Standards 4, 5, and 6

Score	Description
4	<ul style="list-style-type: none"> Response demonstrates an effective assessment and/or use of vocabulary words/phrases or figurative language. Response reflects successful selection and implementation of relevant vocabulary strategies or knowledge.
3	<ul style="list-style-type: none"> Response demonstrates a mostly effective assessment and/or use of vocabulary words/phrases or figurative language. Response reflects a mostly successful selection and implementation of relevant vocabulary strategies or knowledge, but there may be some gaps in comprehension or analysis.
2	<ul style="list-style-type: none"> Response demonstrates a partially effective assessment and/or use of vocabulary words/phrases or figurative language. Response reflects an attempt to select and implement relevant vocabulary strategies and or knowledge, but the strategies may have been poorly chosen or used, or the knowledge may have been limited or not fully applicable.
1	<ul style="list-style-type: none"> Response demonstrates a minimally effective assessment and/or use of vocabulary words/phrases or figurative language. Response reflects a minimal attempt to select and implement relevant vocabulary strategies or knowledge. It may be difficult to discern which strategy or knowledge was selected or how it was implemented.
0	<ul style="list-style-type: none"> Response is irrelevant, inappropriate, or not provided.

2-Point Constructed Response Rubric

Score	Description
2	<ul style="list-style-type: none"> Response provides a complete and correct explanation of, or answer to, the item. Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. Response is supported with details from the passage.
1	<ul style="list-style-type: none"> Response provides a partially complete and correct explanation of, or answer to, the item. Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. Response is supported with limited details (in quantity or quality) from the passage.
0	<ul style="list-style-type: none"> Response is incorrect, irrelevant, or not provided.

4-Point Extended Response Rubric

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

4-Point Rubric for Speaking and Listening Standard 1 (Grade K only)

Score	Description
4	The student <ul style="list-style-type: none">• follows agreed-upon rules throughout the entire discussion• participates in conversation through multiple exchanges
3	The student <ul style="list-style-type: none">• follows agreed-upon rules throughout most of the discussion• participates in conversation through several exchanges
2	The student <ul style="list-style-type: none">• follows agreed-upon rules through some of the discussion• participates in conversation through very few exchanges
1	The student <ul style="list-style-type: none">• follows agreed-upon rules through a small part of the discussion• participates in conversation minimally
0	• Participation is irrelevant, inappropriate, or not demonstrated.

4-Point Rubric for Speaking and Listening Standard 1

Score	Description
4	<p>The student</p> <ul style="list-style-type: none"> comes to the discussion well prepared and effectively uses information derived from that preparation to contribute to the discussion follows rules and carries out a role throughout the entire discussion raises and responds to questions directly related to the topic, text, or issue incorporates and uses new information derived from the discussion to effectively update and/or refine understandings
3	<p>The student</p> <ul style="list-style-type: none"> comes to the discussion prepared and uses information derived from that preparation to contribute to the discussion, but not necessarily effectively follows rules and carries out a role through the most of the discussion raises and responds to questions related to the topic, text, or issue incorporates and uses new information derived from the discussion to update and/or refine understandings, but not necessarily effectively
2	<p>The student</p> <ul style="list-style-type: none"> comes to the discussion adequately prepared and attempts to use information derived from that preparation to contribute to the discussion, but only somewhat effectively follows rules and carries out a role through some of the discussion raises and responds to questions, but questions and responses are only somewhat related to the topic, text, or issue sometimes incorporates and uses new information derived from the discussion to update and/or refine understandings, but only somewhat effectively
1	<p>The student</p> <ul style="list-style-type: none"> comes to the discussion poorly prepared and ineffectively uses information derived from that preparation to contribute to the discussion follows rules and carries out a role through a small part of the discussion raises and responds to questions, and questions and responses are unrelated to the topic, text, or issue rarely incorporates and ineffectively uses new information derived from the discussion to update and/or refine understandings
0	<ul style="list-style-type: none"> Discussion preparation, participation, and response are irrelevant, inappropriate, or not demonstrated.

2-Point Listening Rubric

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the prompt.• Response includes clear and specific explanations, interpretations, and/or opinions of the prompt based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the prompt.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the prompt.• Response may attempt to include explanations, interpretations, and/or opinions of the prompt, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with limited details (in quantity or quality) from the prompt.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

4-Point Listening Rubric

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the prompt.• Response includes clear and specific explanations, interpretations, and/or opinions of the prompt based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the prompt.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the prompt.• Response includes explanations, interpretations, and/or opinions of the prompt, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the prompt.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the prompt.• Response may attempt to include explanations, interpretations, and/or opinions of the prompt, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the prompt.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the prompt.• Response may be too brief to show understanding of the prompt.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

6-Point Opinion (Grade 5 Only) and Informative/Explanatory Speech Rubric

Part I: Speech	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • The speech is purposeful and focused throughout. • The speech has a clearly communicated topic, story, experience, or opinion (applies only to Grade 5) that is consistently supported by relevant facts and/or descriptive details. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • The speech is well organized, with an appropriate beginning, middle, and end.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • The speech is intermittently purposeful and focused. • The speech communicates a topic, story, experience, or opinion (applies only to Grade 5) that is inconsistently supported by somewhat irrelevant facts and/or vague details. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • The speech is somewhat organized. The contents of the beginning, middle, and end may be somewhat inappropriate.
0	<ul style="list-style-type: none"> • The purpose, focus, and organization of the speech are highly inadequate or not provided.

Part II: Use of Evidence/Details	
2	<p><i>Relevance:</i></p> <ul style="list-style-type: none"> • The speech fully develops the topic or opinion with relevant facts and/or descriptive details. <p><i>Use:</i></p> <ul style="list-style-type: none"> • The evidence/details are seamlessly incorporated into the overall flow and structure of the speech. • The evidence/details serve to clarify or support the topic or opinion.
1	<p><i>Relevance:</i></p> <ul style="list-style-type: none"> • The speech adequately develops the topic or opinion with somewhat relevant facts and/or details. <p><i>Use:</i></p> <ul style="list-style-type: none"> • The incorporation of evidence/details into the overall flow and structure of the speech is somewhat forced, and it is not seamless. • The evidence/details somewhat clarify or support the topic or opinion, but not in the most effective way.
0	<ul style="list-style-type: none"> • The evidence/details used in the speech are irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The speech uses words that demonstrate a keen understanding of the effect of language. • Throughout the speech the presentation usefully and correctly uses complete sentences. • The presentation adjusts formal and informal language to remain highly appropriate to audience, task, and context (does not apply to Grade 3). <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • The speaker consistently maintains a clear, understandable pace. • The speaker seamlessly integrates audio, video, or multimedia (only in Grade 5) components as appropriate, effectively clarifying information or details and enhancing the presentation.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The speech uses words that demonstrate an adequate understanding of the effect of language. • The presentation mostly uses complete sentences, though not always usefully. • The presentation adjusts formal and informal language to remain somewhat appropriate to audience, task, and context (does not apply to Grade 3). <p><i>Presentation:</i></p> <ul style="list-style-type: none"> • The speaker maintains a clear and understandable pace but does so inconsistently. • The speaker may integrate audio, visual, or multimedia (only in Grade 5) components, but they may not be appropriate. • The audio, visual, or multimedia (only in Grade 5) components are ineffective and do not clarify and/or enhance the presentation.
0	<ul style="list-style-type: none"> • The language, vocabulary, and presentation techniques used in the speech are generally incorrect, ineffectual, and/or not present.

6-Point Narrative Speech Rubric

Part I: Speech	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The speech is purposeful and focused throughout.• The speech has a clearly communicated topic, story, experience, or opinion (only applies to Grade 5) that is consistently supported by relevant facts and/or descriptive details. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The speech is well organized, with an appropriate beginning, middle, and end.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The speech is intermittently purposeful and focused.• The speech communicates a topic, story, experience, or opinion (only applies to Grade 5) that is inconsistently supported by somewhat irrelevant facts and/or vague details. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The speech is somewhat organized. The contents of the beginning, middle, and end may be somewhat inappropriate.
0	<ul style="list-style-type: none">• The purpose, focus, and organization of the speech are highly inadequate or not provided.

Part II: Use of Details	
2	<p><i>Relevance:</i></p> <ul style="list-style-type: none">• The speech fully recounts the story or experience with relevant, descriptive details. <p><i>Use:</i></p> <ul style="list-style-type: none">• The details are seamlessly incorporated into the overall flow and structure of the speech.• The details serve to clarify the story or experience.
1	<p><i>Relevance:</i></p> <ul style="list-style-type: none">• The speech adequately recounts the story or experience with somewhat relevant details. <p><i>Use:</i></p> <ul style="list-style-type: none">• The incorporation of details into the overall flow and structure of the speech is somewhat forced, and it is not seamless.• The details somewhat clarify the story or experience, but not in the most effective way.
0	<ul style="list-style-type: none">• The details used in the speech are irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• The speech uses words that demonstrate a keen understanding of the effect of language.• Throughout the speech the presentation usefully and correctly uses complete sentences.• The presentation adjusts formal and informal language to remain highly appropriate to audience, task, and context (does not apply to Grade 3). <p><i>Presentation:</i></p> <ul style="list-style-type: none">• The speaker consistently maintains a clear, understandable pace.• The speaker seamlessly integrates audio, video, or multimedia (only in Grade 5) components as appropriate, effectively clarifying information or details and enhancing the presentation.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• The speech uses words that demonstrate an adequate understanding of the effect of language.• The presentation mostly uses complete sentences, though not always usefully.• The presentation adjusts formal and informal language to remain somewhat appropriate to audience, task, and context (does not apply to Grade 3). <p><i>Presentation:</i></p> <ul style="list-style-type: none">• The speaker maintains a clear and understandable pace but does so inconsistently.• The speaker may integrate audio, visual, or multimedia (only in Grade 5) components, but they may not be appropriate. The audio, visual, or multimedia (only in Grade 5) components are ineffective and do not clarify and/or enhance the presentation.
0	<ul style="list-style-type: none">• The language, vocabulary, and presentation techniques used in the speech are generally incorrect, ineffectual, and/or not present.

6-Point Opinion Writing Rubric

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is purposeful throughout the essay.• The essay has a clearly communicated opinion or point of view that is referred to consistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is logically organized so that opinions and reasons are listed or grouped together with linking words and phrases.• The writing clearly introduces the topic or opinion and provides a concluding statement or section.• The conclusion is related to the opinion (does not apply to Grade 3).
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is intermittently purposeful.• The essay has an opinion or a point of view that is unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is organized somewhat logically, but not all reasons are listed or grouped together effectively.• The response lacks a clear introduction to the topic or opinion.• The concluding statement or section is missing or unrelated to the opinion (does not apply to Grade 3).
0	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central opinion or idea of the essay is fully and persuasively defended with sources, facts, and details.• The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from relevant sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central opinion or idea of the essay is adequately defended with sources, facts, and details that are somewhat connected.• The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from relevant sources.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• The essay uses words that demonstrate a keen understanding of the effect of language.• Throughout the text, the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to the topic. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• The essay uses words that demonstrate an adequate understanding of the effect of language.• The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or well-suited to the topic. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

6-Point Informative/Explanatory Writing Rubric

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is purposeful throughout the essay.• The essay has a central idea and topic that are clear and consistently developed throughout the course of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is logically organized so that related facts, definitions, details, quotations, and other information and examples are grouped together effectively with linking words and phrases.• The writing appropriately introduces the central idea and topic, and provides a concluding statement or section that is related to the information presented (does not apply to Grade 3).
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is intermittently purposeful.• The essay has a central idea and topic that are unclear and/or inconsistently developed throughout the course of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is organized somewhat logically, but not all related facts, definitions, details, quotations, and other information and examples are grouped together effectively.• The response lacks a clear or appropriate introduction, and the concluding statement is missing or unrelated to the central idea and topic.
0	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central opinion or idea of the essay is fully and persuasively defended with sources, facts, and details.• The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from relevant sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central opinion or idea of the essay is adequately defended with sources, facts, and details that are somewhat connected.• The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from relevant sources.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• The essay uses words that demonstrate a keen understanding of the effect of language.• Throughout the text, the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to the topic. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• The essay uses words that demonstrate an adequate understanding of the effect of language.• The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or well suited to the topic. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

6-Point Narrative Writing Rubric

Part I: Writing	
2	<p><i>Focus:</i></p> <ul style="list-style-type: none">• The narrative has a consistent focus, demonstrated by the establishment of a narrator and/or characters, and a meaningful situation or context. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The narrative proceeds in an order that is both logical and natural throughout.• The sequence of events, use of dialogue, description of actions, and responses from characters are clearly related and connected to one another through the use of transitional words and phrases.• The narrative has a fitting conclusion.
1	<p><i>Focus:</i></p> <ul style="list-style-type: none">• The narrative has an inconsistent focus. The establishment of a narrator and/or characters is lacking, and a situation or context is somewhat unclear. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The narrative proceeds in an order that is logical and natural, but it has illogical or unnatural digressions in some sections and/or parts.• The sequence of events, use of dialogue, descriptions of action, and responses from characters may be related to one another through the use of transitional techniques, but the relationships are unclear and/or inconsistent.• The narrative has a conclusion that is somewhat fitting.
0	<ul style="list-style-type: none">• The purpose and organization of the narrative are highly inadequate or not provided.

Part II: Use of Details	
2	<p><i>Narrative Techniques:</i></p> <ul style="list-style-type: none">• Narrative techniques such as dialogue, descriptions, and pacing (applies only to Grade 5) are used effectively to propel the narrative forward.• Experiences, events, and/or characters are developed fully through the use of narrative techniques. <p><i>Details:</i></p> <ul style="list-style-type: none">• Details are consistently used to effectively convey experiences and events.
1	<p><i>Narrative Techniques:</i></p> <ul style="list-style-type: none">• Narrative techniques such as dialogue, descriptions, and pacing (applies only to Grade 5) are used occasionally to propel the narrative forward.• Experiences, events and/or characters are sometimes developed through the use of narrative techniques, but the development is incomplete. <p><i>Details:</i></p> <ul style="list-style-type: none">• Details are intermittently used when attempting to convey experiences and events, and they are not always used effectively.
0	<ul style="list-style-type: none">• The details and techniques used in the narrative are irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language:</i></p> <ul style="list-style-type: none">• The narrative uses words that demonstrate a keen understanding of the effect of language.• Precise, descriptive, and/or sensory words and phrases are used frequently to convey experiences and events (does not apply to Grade 3).• Experiences and events are consistently conveyed effectively. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The narrative demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language:</i></p> <ul style="list-style-type: none">• The narrative uses words that demonstrate an adequate understanding of the effect of language.• Precise, descriptive, and/or sensory words and phrases are used intermittently to convey experiences and events (does not apply to Grade 3).• Experiences and events are sometimes conveyed effectively. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The narrative demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• The language and conventions used in the narrative are generally incorrect or not provided.

2-Point Revising Rubric

Score	Description
2	<ul style="list-style-type: none">• Response provides evidence that writing has been developed and strengthened in an effective manner.• Response shows the successful use of one or more strategies related to the revision process, such as planning, editing, rewriting, or trying a new approach.
1	<ul style="list-style-type: none">• Response provides evidence that writing has been developed and strengthened in a partially effective manner.• Response may show an attempt to use one or more strategies related to the revision process, such as planning, editing, rewriting, or trying a new approach. However, the strategy may have been poorly chosen, or the attempt may have been poorly executed.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

2-Point Constructed Response Writing/Technology Rubric

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct use of technology.• Response demonstrates clear evidence of producing and publishing writing.• Response includes clear and specific examples of interacting and collaborating with peers.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct use of technology.• Response may attempt to demonstrate clear evidence of producing and publishing writing, but may show limitations to produce and publish writing.• Response may attempt to include clear and specific examples of interacting and collaborating with peers, but may show limited examples of interacting and collaborating with peers.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.