General Education Item Specifications

ASSESSABLE INDICATORS FROM THE KANSAS READING STANDARDS

(Organized by Grade Level)

Revisions: January 2005, May 2005, August 2007, April 2008, July 2009

NOTE: Beginning September 2004, the representatives from the reading committee suggested
<u>that all indicators will have at least 4 items</u>
and
<u>that student reporting on the indicator level will reflect each assessed indicator</u>.

Key for Coding and Test Specification Abbreviations

Standards Coding Scheme:

R = Reading/literature standards
HS = High School

The code that precedes each assessable indicator is constructed as follows:

Subject **.** Grade Level **.** Standard Number **.** Benchmark Number **.** Indicator Number

For Example, the code R.8.1.4.5 stands for the following: Reading, Grade 8, Standard 1, Benchmark 4, Indicator 5.

Item Types:

MC = Multiple-choice items
PB = Passage-based items (i.e., items that are based on a reading passage of one or more pages)
NPB = Non-passage-based items (i.e., items that are based on one or two sentences or a short paragraph)

Passage Types:

N = Narrative
E = Expository
T = Technical
P = Persuasive

Miscellaneous

TBD = To be determined
CA= Correct Answer
AC= Answer Choice

Grade 2

Assessable Indicator	Item Specification Notes (official)
R.2.1.3.2 ▲determines the meaning of unknown words or phrases using picture clues and context clues from sentences and paragraphs.	• MC • PB and NPB • Passage types: N, E • Tested words should be at least 1 grade level above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be. • When using pictures to determine the meaning of a word(s) the picture should be clear and simplistic enough to indicate word meaning. Any words within the picture should NOT be misleading.
Sample item	**Item Specification Notes (recommended)**

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.2.1.3.5 ▲determines meaning of words through knowledge of word structure (e.g., ▲base words, ▲compound nouns, ▲contractions, inflectional endings).	• MC • PB and NPB • Passage types: N, E • Base words: grade-appropriate base words • Compound nouns: grade-appropriate compound nouns. Should be in the singular form. • Contractions: grade-appropriate base words. • Contractions that follow the general rule, such as -n't/can't, isn't, didn't; -'ll/I'll, you'll, we'll; -'ve/I've, they've, we've; -'m/I'm.
Sample item	**Item Specification Notes (recommended)**
	• Only test examples marked with ▲.

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.2.1.4.5 ▲Uses ▲illustrations, ▲text, and prior knowledge to make inferences and draw conclusions.	• MC • PB and NPB (illustration) • Passage types: N, E • If using NPB, illustration must contain only a single action without misleading words or details. • Passages must be of familiar grade-appropriate topics. • Passage must be limited to one conclusion/outcome.
Sample item	**Item Specification Notes (recommended)**
	• Only test examples marked with ▲.

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.2.1.4.7 ▲sequences events according to basic story structure of beginning, middle, and end.	• MC and CR • PB • Passage types: N, E • Types of sequence: chronological order (beginning, middle, and end), series of steps CR • Students should list events as they happened in the correct order (i.e., beginning, middle, and end). • Students do not have to specifically state terms, such as "beginning/first", "middle/next", and "end/last". CR3
Sample item	**Item Specification Notes (recommended)**

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.2.1.4.10 ▲retells or describes important events and main ideas from narrative and expository texts.	• MC and CR • PB • Passage types: N, E • Topics for both narrative and expository texts must be familiar and grade-appropriate. • For **narrative** (fictional) passages, main idea questions must focus on the first few sentences that contain a topic sentence. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For **expository** passages, main idea questions may focus on the main idea of the whole passage or its parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. Example stem: "Which sentence(s) best retells/describes the passage?" Answer choices must be complete sentences containing important events or main ideas. CR4
Sample item	**Item Specification Notes (recommended)**

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.2.1.4.11 ▲Identifies topic, main idea, and supporting details in appropriate-level texts.	• MC • PB • Passage types: N, E • Topics for both narrative and expository texts must be familiar and grade-appropriate. • For **narrative** (fictional) passages, main idea questions must focus on the first few sentences that contain a topic sentence. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For **expository** passages, main idea questions may focus on the main idea of the whole passage or its parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.2.2.1.1 ▲Identifies and describes character(s) in literature.	• MC and CR • PB • Passage types: N • Character identification should be limited to two characters. • Description of characters should be limited to basic physical traits, such as tall, skinny, wore a red outfit. • Identification of characters should be clearly stated to include basic personality traits, such as sad, kind, greedy. • Items may request to identify or describe, not necessarily both. CR1
Sample item	**Item Specification Notes (recommended)**

Grade 2 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R2.2.1.2 ▲Identifies and describes setting.	• MC and CR • PB • Passage types: N • Passage should include a single setting where the majority of the story takes place. • Setting should be explicitly stated within the text. • **No** questions should be asked regarding time of day, day of the week, months of the year, or seasons. • Items may request to identify or describe, not necessarily both. CR • Should include a key phrase of location as stated in the text, such as in the house, in the woods, or on the playground. CR2
Sample item	**Item Specification Notes (recommended)**

Grade 3

Assessable Indicator	Item Specification Notes (official)
R.3.1.3.2 ▲determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E • Tested words should be at least 1, and preferably 2 or more, grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 10, the word raw probably means • In the third paragraph, the word ravine means • In the first paragraph, the phrase "wolf down" probably means • Read the sentence below from the passage. All the students in the class pooled their money together to buy one big gift. In the sentence, the word pooled probably means	• Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.3.5 ▲determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲prefixes, ▲suffixes).	• MC • PB and NPB • Passage types: N, E • Roots: grade-appropriate root words • Prefixes: mis-, pre-, pro-, re-, un- • Suffixes: -ed, -er, -est, -ing, -ly, -y • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• Knowing the meaning of the suffix *–er* helps the reader understand that the word "plainer" means A. plain again. B. more plain. C. plain before. D. the most plain. CA: B	• Only test prefixes and suffixes. • Only test the prefixes and suffixes listed above.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.4.2 ▲understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents to locate information in text) • Passage types: N, E • Use the language of the indicator in stem and answer choices.
Sample item	**Item Specification Notes (recommended)**
• The purpose of the picture is to show the reader CA: the way a cat jumps. • The title "Dogs in Training" tells the reader CA: the topic of the passage. • The purpose of the title is to • According to the chart, how many students are in Mr. Smith's class?	• Only test examples marked with ▲.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E
Sample item	**Item Specification Notes (Recommended)**
• Based on the passage, Jill hid behind the barn PROBABLY because • When are whiskers probably MOST useful to cats?	• Various other sample items are possible depending on content.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.4.8 ▲compares and contrasts information (e.g., topics, characters) in a text.	• MC • PB • Passage types: N, E • Aspects of characters that can be compared and contrasted include characters' physical and personality traits and their actions. Comparisons occur within a single text.
Sample item	**Item Specification Notes (recommended)**
• The father and son are ALIKE because they both • Raising kittens is DIFFERENT from raising puppies because	• Test only information in the e.g. list.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.4.9 ▲links causes and effects in appropriate-level narrative and expository texts.	• MC • PB • Passage types: N, E
Sample item	**Item Specification Notes (recommended)**
• What happened when Malcolm forgot to lock the door? • What caused Emily to wake up?	

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.4.10 ▲retells main ideas or events as well as supporting details in narrative and expository texts.	• MC • PB • Passage types: N, E • For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For **expository** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. Example stem: "Which sentence(s) best retells the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or events as well as supporting details.
Sample item	**Item Specification Notes (recommended)**
• Which BEST retells the story? CA: Paul met Katherine at school. Paul asked Katherine if she wanted to play a game. Paul and Katherine became friends.	• Distracters must be passage-based. • We no longer write items with one-sentence ACs.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.1.4.11 ▲identifies the topic, main idea(s), and supporting details in appropriate-level texts.	• MC • PB • Passage types: N, E • For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For **expository** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• What is the MAIN idea of the passage? • The passage is MAINLY about • What is the MAIN topic of the passage? • Which detail from the passage BEST supports the main idea? • According to the passage, where do sparrows make their homes? • What was the FIRST thing Glen did after he won the game?	• The last three sample items ask about supporting details.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.2.1.1 ▲identifies and describes characters' physical traits, basic personality traits, and actions.	• MC • PB • Passage types: N • Items may request to identify or to describe, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• At the beginning of the passage, Emma tries to • In the passage, Jenna learns how to • By staying at school, Gray is being • What did Joe forget to do? • Aaron shows that he is shy when he • Maggie's hair gets caught in the window because her hair is • How does Matt act towards Jimmy?	• Do not ask about characters' feelings in grade 3. • Do not ask about reasons for characters' actions in grade 3.

Grade 3 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.3.2.1.2 ▲identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	• MC • PB • Passage types: N • Items may request to identify or to describe, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• What is the setting of the passage? • The passage takes place during which time of day?	• Do not ask about how much time has passed. • Do not use the word "describe" in the stem. • Test only types of setting in the e.g. list.

Grade 4

Assessable Indicator	Item Specification Notes (official)
R.4.1.3.1 ▲determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E, T • Tested words should be 2 or more grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 10, the word sufficient probably means • In the third paragraph, the word reef means • In the first paragraph, the phrase "wolf down" probably means • Read the sentence below from the passage. Sarah's house was so remote, it took an hour to get to the nearest store. In the sentence, the word remote probably means	• Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.3.4 ▲determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲root words, ▲prefixes, ▲suffixes).	• MC • PB <u>and</u> NPB • Passage types: N, E, T • Roots: grade-appropriate root words • Prefixes: anti-, dis-, ex-, non-, under- • Suffixes: -en, -ful, -less, -ment, -ness • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• The prefix *under-* helps the reader know that an "underskirt" is worn A. like a skirt. B. against a skirt. C. below a skirt. D. without a skirt. CA: C	• Only test prefixes and suffixes. • Only test the prefixes and suffixes listed above.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.2 ▲understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents to locate information in text) • Passage types: N, E, T • Use the language of the indicator in stem and answer choices. • Items may include textbox as a text feature.
Sample item	**Item Specification Notes (recommended)**
• The purpose of the picture is to • According to the chart, which student has the best grades? • The phrase *Raging Sea* is printed in italics PROBABLY because it is A. the title of a book. B. difficult to pronounce. C. the name of a ship. D. written in another language. CA: A	• Only test examples marked with ▲, and textboxes. • Title is not tested at this grade level.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E, T
Sample item	**Item Specification Notes (recommended)**
• Based on the passage, Jill ruined her picture PROBABLY because • Based on the passage, why do spider plants grow well indoors?	• Various other sample items are possible depending on content.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.7 ▲compares and contrasts information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.	• MC • PB • Passage types: N, E, T
Sample item	**Item Specification Notes (recommended)**
• During the story, Justin's feelings changed from • Barry is MOST like his father in which way? • Read the sentence below from the passage. When Mara shook the principal's hand, he knew that she was stronger than most children. Which word in the sentence is a contrast signal word? A. shook B. that C. knew D. than CA: D	• Test only information in the e.g. list.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.8 ▲links causes and effects in appropriate-level narrative and expository texts.	• MC • PB • Passage types: N, E
Sample item	**Item Specification Notes (recommended)**
• What would PROBABLY happen if Malcolm kept feeding the fish at the wrong time? • What caused Erin to fall in the water?	

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.9 ▲retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts.	• MC • PB • Passage types: N, E, T • For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. Example stem: "Which sentence(s) best retells the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or events as well as supporting details.
Sample item	**Item Specification Notes (recommended)**
• Which BEST retells the story? CA: Paul met Katherine at school. Paul asked Katherine if she wanted to play a game. Paul and Katherine became friends.	• Distracters must be passage-based. • We no longer write items with one-sentence ACs.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.10 ▲identifies the topic, main idea(s), and supporting details in appropriate-level texts.	• MC • PB • Passage types: N, E, T • For **narrative** (fictional) passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• What is the MAIN idea of the passage? • The passage is MAINLY about • What is the MAIN topic of the passage? • Which detail from the passage BEST supports the main idea? • According to the passage, when is the BEST time to plant tomatoes? • What was the LAST thing June did before she went to bed?	• The last three sample items ask about supporting details.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.11 ▲identifies the author's purpose (e.g., to persuade, ▲to entertain, ▲to inform).	• MC • PB • Passage types: N, E, T
Sample item	**Item Specification Notes (recommended)**
• The author's MAIN purpose for writing the passage is to A. inform. B. persuade. C. describe. D. entertain. CA: D • What is the author's MAIN purpose for writing the passage? A. to inform the reader about how to make pumpkin pie B. to persuade the reader to visit a pumpkin patch C. to inform the reader about using cinnamon in pumpkin pies D. to entertain the reader with a story about a girl who loves pumpkins CA: A	• Test only examples marked with ▲. • Can use non-▲ purposes as distracters, but **not** as the CA. • If the CA is "to inform," do not use "to describe" as a distracter. • For the second sample item, up to two ACs can begin with the same word (e.g. 2 informs, 1 entertain, 1 persuade).

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.1.4.14 ▲distinguishes between fact and opinion in various types of appropriate-level texts.	• MC • PB • Passage types: E, T
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage is a fact? • Which statement based on the passage is an opinion?	• In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.2.1.1 ▲identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	• MC • PB • Passage types: N • Items may request to identify, to describe, or to explain, **not necessarily all three.**
Sample item	**Item Specification Notes (recommended)**
• In the city, Cathy PROBABLY felt • Why did Cindy think Tim was kind when she first met him? • Which is the MAIN reason Alex brought the kitten home?	

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.2.1.2 ▲identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.	• MC • PB • Passage types: N • Items may request to identify or to describe, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• What is the setting of the passage? • During which season does the passage take place?	• Do not ask about how much time has passed. • Do not use the word "describe" in the stem. • Test only types of setting in the e.g. list.

Grade 4 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.4.2.1.3 ▲identifies or describes the major conflict in a story and how it is resolved.	• MC • PB • Passage types: N
Sample item	**Item Specification Notes (recommended)**
• The MAJOR conflict in the story is resolved when • What is the MAJOR conflict in the passage?	• The word "story" may be used if "passage" sounds awkward.

Grade 5

Assessable Indicator	Item Specification Notes (official)
R.5.1.3.1 ▲determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E, T, P • Tested words should be 2 or more grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 10, the word erupt probably means • In the third paragraph, the word convey means • In the first paragraph, the phrase "keen on" probably means • Read the sentence below from the passage. Because of the famine, people left their homes in search of food. In the sentence, the word famine probably means	• Do not test words defined in a glossary.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.3.4 ▲determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲prefixes, ▲suffixes).	• MC • PB <u>and</u> NPB • Passage types: N, E, T, P • Roots: grade-appropriate root words • Prefixes: bi-, co-, de-, en-, tri- • Suffixes: -able/-ible, -ance/-ence, -ate, -ish • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• Knowing the meaning of the suffix *–ish* helps the reader understand that the word "warmish" means A. warm again. B. somewhat warm. C. warm before. D. the most warm. CA: B	• Only test prefixes and suffixes. • Only test the prefixes and suffixes listed above.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.2 ▲understands the purpose of text features (e.g., title, ▲graphs/charts and maps, ▲table of contents, ▲pictures/illustrations, ▲boldface type, ▲italics, ▲glossary, ▲index, ▲headings, ▲subheadings, topic and summary sentences, ▲captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, headings, subheadings, and indexes to locate information in text) • Passage types: N, E, T, P • Use the language of the indicator in stem and answer choices • Items may include textbox as a text feature.
Sample item	**Item Specification Notes (recommended)**
• The purpose of the picture is to • The phrase *Raging Sea* is printed in italics PROBABLY because it is A. the title of a book. B. difficult to pronounce. C. the name of a ship. D. written in another language. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings MAINLY to CA: divide information into different topics. • According to information under the subheading **Special Delivery**, the main purpose of the Pony Express was to • According to the map, which city is closest to Albany?	• Only test examples marked with ▲, and textboxes. • Subheadings used as ACs should be in the same order as subheadings in the passage. • Title is not tested at this grade level.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Based on the passage, Jill gave up on Malcolm PROBABLY because • Based on the passage, adding more flour to the mixture would PROBABLY	• Various other sample items are possible depending on content.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.7 ▲compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.	• MC (the compare/contrast information used must come directly from the passage and not based on inference.) • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• During the story, Justin's feelings about swimming changed from • According to the passage, how is driving in the rain DIFFERENT from driving in the snow?	• Interpret the e.g. lists as i.e. lists.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.8 ▲links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.	• MC • PB • Passage types: N, E, T
Sample item	**Item Specification Notes (recommended)**
• What would PROBABLY happen if Malcolm kept feeding the fish at the wrong time? • What caused Emily to choose Meredith as her running partner? • Read the sentence below from the passage. Sandy was able to pass the test because of the time she spent studying. Which word in the sentence is a cause and effect signal word?	

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.9 ▲retells main ideas or events as well as supporting details in appropriate-level narrative, expository, persuasive, and technical texts.	• MC • PB • Passage types: N, E, T, P • For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. Example stem: "Which sentence(s) best retells the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or events as well as supporting details.
Sample item	**Item Specification Notes (recommended)**
• Which BEST retells the story? CA: Paul met Katherine in the schoolyard. Paul asked Katherine if she wanted to play a game of tennis. Paul and Katherine became friends after they played tennis together.	• Distracters must be passage-based. • We no longer write items with one-sentence ACs.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.	• MC • PB • Passage types: N, E, T, P • For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• What is the MAIN idea of the passage? • The passage is MAINLY about • What is the MAIN topic of the passage? • Which detail from the passage BEST supports the main idea? • According to the passage, why did Jerry confess that he lied? • What was the FIRST thing Glen did after he left the restaurant?	• The last three sample items ask about supporting details.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.11 ▲ identifies the author's purpose (e.g., to persuade, to entertain, to inform).	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• The author's MAIN purpose for writing the passage is to A. inform. B. persuade. C. describe. D. entertain. CA: D • What is the author's MAIN purpose for writing the passage? A. to inform the reader about humpback whales B. to entertain the reader with a story about humpback whales C. to inform the reader about where to study humpback whales D. to entertain the reader with a story about a girl who studies humpback whales CA: A	• For first item sample, do not use that format after grade 5. • For the second sample item, up to two ACs can begin with the same word (e.g. 2 informs, 1 entertain, 1 persuade). • If the CA is "to inform," do not use "to describe" as a distracter. • Interpret the e.g. lists as i.e. lists.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.1.4.15 ▲distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.	• MC • PB • Passage types: E, T, P
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage is a fact? • Which statement based on the passage is an opinion?	• In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.2.1.1 ▲identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.	• MC • PB • Passage types: N • Items may request to identify, to describe, or to explain, **not all three.**
Sample item	**Item Specification Notes (recommended)**
• How did Cathy feel when Cindy left her in the park? • What about Tim made Conor trust him? • The MAIN reason Alex bought the car was to	

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.2.1.2 ▲identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	• MC • PB • Passage types: N • Explaining the importance of the setting to the story or literary text can include explaining the influence of setting on various aspects of characters (e.g., their traits, feelings, actions, motives) and on events in the story (e.g., crisis/turning moment, climax, resolution). • Items may request to identify, to describe or to explain, **not necessarily all three.**
Sample item	**Item Specification Notes (recommended)**
• What is the setting of the passage? • The passage takes place during which season? • Which BEST describes how the farm setting affects events in the passage?	• Do not ask about how much time has passed.

Grade 5 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.5.2.1.3 ▲identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).	• MC • PB • Passage types: N • Items may request to identify or to describe, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• The MAJOR conflict in the story is resolved when • What is the MAJOR conflict in the passage? • Which is the resolution of the story? • Which is the climax of the story?	• The word "story" may be used if "passage" sounds awkward.

Grade 6

Assessable Indicator	Item Specification Notes (official)
R.6.1.3.1 ▲determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E, T, P • Tested words should be 2 or more grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 10, the word luminous means • In the second paragraph, the word herbivores refers to animals that • In the first paragraph, the phrase "standard fare" means • Read the sentence below from the passage. The soup was boiling in a large cauldron that hung from a hook in the fireplace. In the sentence, the word cauldron means	• Interpret the e.g. lists as i.e. lists.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.3.4 ▲determines meaning of words through knowledge of word structure (e.g., ▲root words, ▲prefixes, ▲suffixes).	• MC • PB and NPB • Passage types: N, E, T, P • Roots: grade-appropriate root words • Prefixes: auto-, con-, fore-, multi-, sub-, up- • Suffixes: -age, -al, -ize/-yze, -ous, -some • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• Knowing the meaning of the prefix *sub*– helps the reader understand that the word "substandard" means A. not standard. B. standard again. C. below standard. D. standard before. CA: C	• Only test examples marked with ▲. • Only test the prefixes and suffixes listed above.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.3.5 ▲identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, hyperbole, onomatopoeia, personification, and idioms.	• MC • PB and NPB • Passage types: N, E, T, P • Items that ask students to identify the type of figurative language that a particular phrase or sentence is an example of, can use 1 or 2 "non-▲" examples of figurative language from the indicator as distracters, but **not** as the correct answer. • Items may request to identify or to determine the meaning of figurative language, **not necessarily both**.
Sample item	**Item Specification Notes (recommended)**
• Read the sentence below from the passage. The snow was a white blanket on the ground. The sentence is an example of which type of figurative language? • Read the sentence below from the passage. Radio signals move the way ripples move in a pond when you drop a stone, spreading out from the middle and getting larger and larger. The sentence contains an example of which type of figurative language? • In paragraph three, the sentence "Victor's voice sounded as clear as a bell" probably means that Victor spoke • Which of these is a simile?	• Only test examples marked with ▲. • When the answer is metaphor, simile can be one of the distracters. However, when the answer is simile, do not use metaphor as a distracter (because simile is a type of metaphor). • Make sure there is only one possible CA (e.g., if the simile is "winter is like an angry giant," do not use personification as a distracter). • Use the word "contains" when the figurative language is only one part of a more complex sentence (see second sample item).

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.2 ▲understands the purpose of text features (e.g., title, headings, subheadings, topic and summary sentences, graph/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, headings, subheadings, and indexes to locate information in text) • Passage types: N, E, T, P • Use the language of the indicator in stem and answer choices. • Items may include textbox as a text feature.
Sample item	**Item Specification Notes (recommended)**
• The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, where do butterflies go when it rains? • The purpose of the title is to A. introduce the topic of the passage. B. explain the importance of the passage. C. inform the reader about the author of the passage. D. help the reader think about the setting of the passage. • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase *Raging Sea* is printed in italics because it is A. the title of a book. B. difficult to pronounce. C. the most important phrase. D. unfamiliar to most readers. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings **mainly** to CA: divide information into different topics. • According to information under the subheading "Special Delivery," the main purpose of the Pony Express was to	• Test only text features in the e.g. list, and textboxes. • Use the name of the text feature in the stem or ACs. • Subheadings used as ACs should be in the same order as subheadings in the passage.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Based on the passage, tusks would probably be **most** useful when elephants are • Which is the **main** benefit of aerobic exercise?	• Various other sample items are possible depending on content.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.6 ▲analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	• MC • PB • Passage types: E, T, P • Questions may focus on the text structure of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • Use the language of the indicator in stem and answer choices (e.g. "text structure", "sequence", "cause and effect"). Do **not** use the term "chronological order". • Do not use problem-solution and cause-effect as ACs in the same item.
Sample item	**Item Specification Notes (recommended)**
• The section titled "From Tree to Bottle" uses sequence as its text structure to CA: explain the steps that farmers take to turn apples into apple juice. • The author uses cause and effect as the text structure of the passage **mainly** to	• Test only structures in the e.g. list. • Do not hyphenate (e.g., cause-effect).

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.7 ▲compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are **similar** because they both • In the passage, what is the **main** difference between the first summer and the second summer?	• Interpret the e.g. lists as i.e. lists.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.8 ▲explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• What would **probably** happen if Malcolm stopped delivering the paper on time? • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters?	

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.9 ▲uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.	• MC • PB • Passage types: N, E, T, P • For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. Example stem: "Which sentence(s) best summarizes the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or main events and important details in logical order.
Sample item	**Item Specification Notes (recommended)**
• Which **best** summarizes the passage? CA: Paul approached Katherine after class. She agreed to help him with the science project. At the fair, they won a blue ribbon.	• Distracters must be passage-based. • We no longer write items with one-sentence ACs.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.	• MC • PB • Passage types: N, E, T, P • For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections) of fictional or persuasive passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may **not** be asked about sidebars that accompany a passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• Which is a **main** theme of the passage? • What is the **main** idea of the passage? • The passage is **mainly** about • What is the **main** topic of the passage? • Which detail from the passage **best** supports the main idea? • According to the passage, where do sparrows make their homes? • What was the **first** thing Glen did after he won the game?	• The last three sample items ask about supporting details.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.11 ▲identifies and describes the author's purpose and basic techniques the author uses to achieve that purpose.	• MC • PB • Passage types: N, E, T, P • Items may request author's purpose to be identified or described, **not necessarily both**.
Sample item	**Item Specification Notes (recommended)**
• In the first paragraph, the author asks questions in order to CA: help readers relate the topic to their own experiences. • What is the author's **main** purpose for writing the passage? A. to inform the reader about storm chasers. B. to persuade the reader to stay indoors during storms. C. to inform the reader about how storms start. D. to entertain the reader with a story about a dangerous storm. CA: A	• For the second sample item, up to two ACs can begin with the same word (e.g. 2 informs, 1 entertain, 1 persuade).

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.14 ▲identifies or describes evidence that supports conclusions in persuasive text.	• MC • PB • Passage types: P
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage **best** supports the author's conclusion that bats are helpful to farmers?	

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.	• MC • PB • Passage types: E, T, P • Reading passages should not include examples of stereotypes, therefore, students' ability to recognize stereotypes will not be tested.
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? • Which sentence from the passage **best** shows the author's bias about using solar energy?	• In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.2.1.1 ▲describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	• MC • PB • Passage types: N • Items may request to describe or to explain, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy **mainly** felt • Why did Cindy think Tim was kind when she first met him? • Which is the **main** reason Alex brought the newspaper home?	• Interpret the e.g. lists as i.e. lists.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.2.1.2 ▲identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.	• MC • PB • Passage types: N • Explaining the importance of the setting to the story or literary text can include explaining the influence of setting on various aspects of characters (e.g., their traits, feelings, actions, motives) and on events in the story (e.g., crisis/turning moment, climax, resolution). • Items may request to identify, to describe, or to explain, **not necessarily all three.**
Sample item	**Item Specification Notes (recommended)**
• What is the setting of the passage? • Which is the **main** setting of the passage? • The passage takes place during which time of day? • Which **best** describes how the farm setting affects events in the passage?	• Do not ask about how much time has passed. • Interpret the e.g. lists as i.e. lists.

Grade 6 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.6.2.1.3 ▲identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.	• MC • PB • Passage types: N
Sample item	**Item Specification Notes (recommended)**
• By resolving her problem, Anita was able to • The **major** conflict in the story is resolved when • What is the **major** conflict in the passage? • Which is the climax of the passage? • Which is the resolution of the story?	• Items may request to identify events related to the conflict or explain how one event gives rise to one another, **not necessarily both.** • The word "story" may be used if "passage" sounds awkward. • Interpret the e.g. lists as i.e. lists.

Grade 7

Assessable Indicator	Item Specification Notes (official)
R.7.1.3.1 ▲determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E, T, P • Tested words should be 2 or more grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 10, the word luminous means • In the second paragraph, the word herbivores refers to animals that • In the first paragraph, the phrase "standard fare" means • Read the sentence below from the passage. The soup was boiling in a large cauldron that hung from a hook in the fireplace. In the sentence, the word cauldron means	• Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.3.3 ▲determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	• MC • PB <u>and</u> NPB • Passage types: N, E, T, P • Roots: aero, aqua, biblio, bio, chron, dem, geo, graph, hemi, meter, micro, migr, mim, mort, phon, photo, scrib/script, tele, test • Prefixes: a-, be-, mid-, post-, semi-, super- • Suffixes: -ant/-ent, -ess, -ism, -ist • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• Knowing the meaning of the Greek root *photo* helps the reader understand that "photosensitivity" means	• Only test elements marked with ▲. • Only test the roots, prefixes, and suffixes listed above.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.3.4 ▲identifies and determines the meaning of figurative language, including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, and idioms.	• MC • PB <u>and</u> NPB • Passage types: N, E, T, P • Identification only for onomatopoeia • Items may request to identify or to determine the meaning of figurative language, **not necessarily both**.
Sample item	**Item Specification Notes (recommended)**
• Read the sentence below from the passage. The snow was a white blanket on the ground. The sentence is an example of which type of figurative language? • Read the sentence below from the passage. Radio signals move the way ripples move in a pond when you drop a stone, spreading out from the middle and getting larger and larger. The sentence contains an example of which type of figurative language? • In paragraph three, the sentence "Victor's voice sounded as clear as a bell" probably means that Victor spoke • In paragraph two, the phrase "a grocery list as long as a novel" is an example of which type of figurative language?	• Only test examples marked with ▲. • When the answer is metaphor, simile can be one of the distracters. However, when the answer is simile, do not use metaphor as a distracter (because simile is a type of metaphor). • Make sure there is only one possible CA (e.g., if the simile is "winter is like an angry giant," do not use personification as a distracter). • Use the word "contains" when the figurative language is only one part of a more complex sentence (see second sample item).

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.2 ▲understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, headings, subheadings, and indexes to locate information in text) • Passage types: N, E, T, P • Use the language of the indicator in stem and answer choices. • Items may include textbox as a text feature.
Sample item	**Item Specification Notes (recommended)**
• The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, where do butterflies go when it rains? • The purpose of the title is to A. introduce the topic of the passage. B. explain the importance of the passage. C. inform the reader about the author of the passage. D. help the reader think about the setting of the passage. • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase *Raging Sea* is printed in italics because it is A. the title of a book. B. difficult to pronounce. C. the most important phrase. D. unfamiliar to most readers. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings **mainly** to CA: divide information into different topics. • According to information under the subheading "Special Delivery," the main purpose of the Pony Express was to	• Test only text features in the e.g. list, and text boxes. • Use the name of the text feature in the stem or ACs. • Subheadings used as ACs should be in the same order as subheadings in the passage. • Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Based on the passage, tusks would probably be **most** useful when elephants are • What is the **main** benefit of aerobic exercise?	• Various other sample items are possible depending on content.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.6 ▲analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	• MC • PB • Passage types: E, T, P • Questions may focus on the text structure of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • Use the language of the indicator in stem and answer choices (e.g. "text structure", "sequence", "cause and effect"). Do **not** use the term "chronological order".
Sample item	**Item Specification Notes (recommended)**
• The section titled "From Tree to Bottle" uses sequence as its text structure to CA: explain the steps that farmers take to turn apples into apple juice. • The author uses cause and effect as the text structure of the passage **mainly** to	• Test only structures in the e.g. list. • Do not hyphenate (e.g., cause-effect).

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.7 ▲compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are **similar** because they both • In the passage, what is the **main** difference between the first summer and the second summer?	• Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.8 ▲explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• What would **probably** happen if Malcolm stopped delivering the paper on time? • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters?	

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.9 ▲uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.	• MC • PB • Passage types: N, E, T, P • For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections, sidebars) of fictional or persuasive passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Example stem: "Which sentence(s) summarizes the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or main events and important details in logical order.
Sample item	**Item Specification Notes (recommended)**
• Which **best** summarizes the passage? CA: Paul approached Katherine after class. She agreed to help him with the science project. At the fair, they won a blue ribbon.	• Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.	• MC • PB • Passage types: N, E, T, P • For **narrative** (fictional) and **persuasive** passages, main idea questions must focus on the main idea of the **whole** passage. Main idea questions may **not** be asked about parts (e.g., important paragraphs or sections, sidebars) of fictional or persuasive passages. • For **expository** and **technical** passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• Which is a **main** theme of the passage? • What is the **main** idea of the passage? • The passage is **mainly** about • What is the **main** topic of the passage? • Which detail from the passage **best** supports the main idea? • According to the passage, where do sparrows make their homes? • What was the **first** thing Glen did after he won the game?	• The last three sample items ask about supporting details.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.11 ▲explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• In the first paragraph, the author uses phrases like "daring adventures" and "one thrill after another" to CA: explain why *Treasure Island* is exciting to read.	• Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.14 ▲identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	• MC • PB • Passage types: P • Items may request author's position to be identified or described, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• Which technique does the author use to support the position that daily exercise improves self-confidence? A. bandwagon approach B. statistics C. glittering generalities D. testimonials • Which sentence from the passage **best** supports the author's conclusion that bats are helpful to farmers?	• Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	• MC • PB • Passage types: E, T, P • Reading passages should not include examples of stereotypes, therefore, students' ability to recognize stereotypes will not be tested.
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? • Which sentence from the passage **best** shows the author's bias about using solar energy?	• In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.2.1.1 ▲describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.	• MC • PB • Passage types: N • Items may request to describe or to explain, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy **mainly** felt • Why did Cindy think Tim was conceited when she first met him? • Which is the **main** reason Alex brought the newspaper home?	• Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.2.1.2 ▲identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	• MC • PB • Passage types: N • Connections between setting and other story elements can include the ways in which the setting influences various aspects of characters (e.g., their traits, feelings, actions, motives) and various elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes). • Items may request to describe or to analyze, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• The explorer has trouble finding the treasure because the cave is • What is the setting of the passage? • Which is the **main** setting of the passage? • The passage takes place during which time of day? • Which **best** describes how the rural setting affects events in the passage?	• Do not ask about how much time has passed. • Interpret the e.g. lists as i.e. lists.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.7.2.1.3 ▲identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	• MC • PB • Passage types: N
Sample item	**Item Specification Notes (recommended)**
• By resolving her problem, Anita was able to • The **major** conflict in the story is resolved when • What is the **major** conflict in the passage? • Which is the climax of the passage? • Which is the resolution of the story?	• Items may request to identify plot elements or explain how different elements relate to one another, **not necessarily both.** • The word "story" may be used if "passage" sounds awkward. • Interpret the e.g. lists as i.e. lists.

Grade 8

Assessable Indicator	Item Specification Notes (official)
R.8.1.3.1 ▲determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E, T, P • Tested words should be 2 or more grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 10, the word replenish probably means • In the second paragraph, the word herbivorous is used to describe animals that • In the first paragraph, the phrase "keep apprised of" probably means • Read the sentence below from the passage. The lawn was so unkempt that it took us a whole day to mow and weed it. In the sentence, the word unkempt probably means	• Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.3.3 ▲determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	• MC • PB and NPB • Passage types: N, E, T, P • Roots: agri, aud, bene, circum, corp, dict, dur, equ/equi, hydro, luna, nav, ped, psych, sci, sent/sens, sol/soli, spec, grade-appropriate base words • Prefixes: ab-, im-, in-, inter-, mal-, uni- • Suffixes: -ee, -ette/-et, -ian/-ion, -ive • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• Knowing the meaning of the Greek root *psych* helps the reader understand that "psychology" is the study of	• Only test elements marked with ▲. • Only test the roots, prefixes, and suffixes listed above.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.3.4 ▲identifies and determines the meaning of figurative language including ▲similes, ▲metaphors, ▲analogies, ▲hyperbole, ▲onomatopoeia, ▲personification, ▲idioms, ▲imagery, and symbolism.	• MC • PB and NPB • Passage types: N, E, T, P • Identification only for onomatopoeia • Items may request to identify or to determine the meaning of figurative language, not necessarily both.
Sample item	**Item Specification Notes (recommended)**
• In the last paragraph, the phrase "turn over a new leaf" is an example of which type of figurative language? • Read the sentence below from the passage. The lamb's warm, wet breath tickled the end of my nose. The sentence is an example of which type of figurative language? • In paragraph two, the phrase "a grocery list as long as a novel" is an example of which type of figurative language? • Read the sentence below from the passage. The snow was a white blanket on the ground. The sentence is an example of which type of figurative language? • Read the sentence below from the passage. Radio signals move the way ripples move in a pond when you drop a stone, spreading out from the middle and getting larger and larger. The sentence contains an example of which type of figurative language? • In paragraph three, the sentence "Victor's voice sounded as clear as a bell" probably means that Victor spoke	• Only test examples marked with ▲. • When the answer is metaphor, simile can be one of the distracters. However, when the answer is simile, do not use metaphor as a distracter (because simile is a type of metaphor). • Make sure there is only one possible CA (e.g., if the simile is "winter is like an angry giant," do not use personification as a distracter). • Use the word "contains" when the figurative language is only one part of a more complex sentence (see fifth sample item).

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.2 ▲understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, headings, subheadings, and indexes to locate information in text) • Passage types: N, E, T, P • Use the language of the indicator in stem and answer choices. • Items may include textbox as a text feature.
Sample item	**Item Specification Notes (recommended)**
• The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, the average person drinks how many gallons of water each year? • The purpose of the title is to A. introduce the topic of the passage. B. explain the importance of the passage. C. inform the reader about the author of the passage. D. help the reader think about the setting of the passage. • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase *Raging Sea* is printed in italics because it is A. the title of a book. B. difficult to pronounce. C. the most important phrase. D. unfamiliar to most readers. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings **mainly** to CA: divide information into different topics. • According to information under the subheading "Special Delivery," the main purpose of the Pony Express was to	• Test only features in the e.g. list, plus textboxes. • Use the name of the text feature in stem or ACs. • Subheadings in ACs should be in the same order as subheadings in the passage.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Based on the passage, tusks would probably be **most** useful when elephants are • Which is the **main** benefit of aerobic exercise?	• Various other sample items are possible depending on content.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.6 ▲analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.	• MC • PB • Passage types: E, T, P • Use the language of the indicator in stem and answer choices (e.g. "text structure", "sequence", "cause and effect"). Do **not** use the term "chronological order". • Questions may focus on the text structure of the whole passage or parts (i.e., important paragraphs or sections) of the passage.
Sample item	**Item Specification Notes (recommended)**
• The section titled "From Tree to Bottle" uses sequence as its text structure to CA: explain the steps that farmers take to turn apples into apple juice. • The author uses cause and effect as the text structure of the passage **mainly** to	• Test only structures in the e.g. list. • Do not hyphenate (e.g. cause-effect). •

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.7 ▲compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are **similar** because they both • In the passage, what is the **main** difference between the first summer and the second summer?	• Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.8 ▲explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• What would **probably** happen if Malcolm stopped delivering the paper on time? • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters?	

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.9 ▲uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.	• MC • PB • Passage types: N, E, T, P • For **all** passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Example stem: "Which sentence(s) best summarizes the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or main events and important details in logical order.
Sample item	**Item Specification Notes (recommended)**
• Which **best** summarizes the last two paragraphs of the passage? • Which **best** summarizes the passage? CA: After class, Paul asked Katherine to help him with the science project. Although she was unsure, she agreed. They were rewarded for their efforts with a blue ribbon at the science fair.	• Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.	• MC • PB • Passage types: N, E, T, P • For **all** passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• What is the **main** idea of Scene II? • What is the theme of the passage? • Which is a major theme of the passage? • What is the **main** idea of the passage? • The passage is **mainly** about • What is the **main** topic of the passage? • Which detail from the passage **best** supports the main idea? • According to the passage, where do sparrows make their homes? • What is the **most** important thing people can do to reduce energy bills?	• The last three sample items ask about supporting details.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.11 ▲explains the relationship between an author's use of literary devices in a text (e.g., ▲foreshadowing, ▲flashback, ▲irony, symbolism, tone, mood) and his or her purpose for writing the text.	• MC • PB • Passage types: N, E, P • Items may include imagery as a literary device.
Sample item	**Item Specification Notes (recommended)**
• The author uses flashback when speaking about Wilma's childhood injuries to show that Wilma CA: had to work hard to become a great runner.	• Only test examples marked with ▲, and imagery. • Foreshadowing should only be tested with narrative passages. • Flashback should only be tested with narrative passages, or expository passages written in narrative form.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.14 ▲identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).	• MC • PB • Passage types: P • Items may request author's position to be identified or techniques to be described, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• Which technique does the author use to support the position that daily exercise improves self-confidence? A. bandwagon approach B. statistics C. glittering generalities D. testimonials • Which sentence from the passage **best** supports the author's conclusion that bats are helpful to farmers?	• Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	• MC • PB • Passage types: E, T, P • Reading passages should not include examples of stereotypes, therefore, students' ability to recognize stereotypes will not be tested.
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? • Which sentence from the passage **best** shows the author's bias about using solar energy?	• In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. • Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.2.1.1 ▲describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.	• MC • PB • Passage types: N • Items may request to describe or to analyze, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• At the end of the passage, how does Nathan show that he has adjusted to his new school? • Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy **mainly** felt • Why did Cindy think Tim was conceited when she first met him? • Which is the **main** reason Alex brought the newspaper home?	• Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.2.1.2 ▲identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).	• MC • PB • Passage types: N • Connections between setting and other story elements can include the ways in which the setting influences various aspects of characters (e.g., their traits, feelings, actions, motives) and various elements of the plot (e.g., conflict, crisis/turning moment, climax, resolution, rising action, falling action, subplots, parallel episodes). • Items may request to describe or to analyze, **not necessarily both.**
Sample item	**Item Specification Notes (recommended)**
• The explorer has trouble finding the treasure because the cave is • What is the setting at the beginning of the passage? • Which is the **main** setting of the passage? • The passage takes place during which time of day? • Which **best** describes how the rural setting affects events in the passage?	• Do not ask about how much time has passed. • Interpret the e.g. lists as i.e. lists.

Grade 8 (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.8.2.1.3 ▲identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.	• MC • PB • Passage types: N
Sample item	**Item Specification Notes (recommended)**
• By resolving her problem, Anita was able to • The **major** conflict in the story is resolved when • What is the **major** conflict in the passage? • Which is the climax of the passage? • Which is the resolution of the story?	• Items may request to identify plot elements or explain how different elements relate to one another, **not necessarily both.** • The word "story" may be used if "passage" sounds awkward. • Interpret the e.g. lists as i.e. lists.

High School

Assessable Indicator	Item Specification Notes (official)
R.HS.1.3.1 ▲determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.	• MC • PB and NPB • Passage types: N, E, T, P • Tested words should be 2 or more grade levels above the student's grade level. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be.
Sample item	**Item Specification Notes (recommended)**
• In Step 5, the word clandestine means • According to the passage, a misanthrope is someone who • In the first paragraph, the phrase "cursory examination" means • Read the sentence below from the passage. The success of the President's first speech was an auspicious beginning to her administration. In the sentence, the word auspicious means	• Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.3.3 ▲determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.	• MC • PB and NPB • Passage types: N, E, T, P • Roots: anthrop, belli, brev, cred, culpa, derm, duc/duct, ego, fac, jud/jur/jus, luc/lum, mega, ocu, ortho, poly, rect, the/theo, urb, vac, vir • Prefixes: ante-, counter-, dys-, hyper-, inter-, intra-/intro-, micro-, pseudo-, trans- • Suffixes: -hood, -ic, -ify/-fy, -logy, -ure • Tested word can be at or above the student's grade level.
Sample item	**Item Specification Notes (recommended)**
• Knowing the meaning of the Greek root *derm* helps the reader understand that a "dermatologist" specializes in • Knowing the meaning of the Latin prefix *inter-* helps the reader understand that the word "interdisciplinary" means	• Only test elements marked with ▲. • Only test the roots, prefixes, and suffixes listed above.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.3.4 ▲identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.	• MC • PB and NPB • Passage types: N, E, T, P • Items should focus on interpretation and analysis of figurative language.
Sample item	**Item Specification Notes (recommended)**
• In the passage, the river is a symbol for • In the last paragraph, the phrase "turn over a new leaf" is an example of which type of figurative language? CA: idiom • In paragraph three, the phrase "a voice as clear as a crystal bell" is an example of which type of figurative language? CA: simile • Read the sentence below from the passage. The beaches boast sand as soft as sifted flour, a boon for weary tourists seeking a respite from the harsh realities of winter. The sentence contains an example of which type of figurative language? • Read the sentence below from the passage. She walked around the yard, drinking in the warmth of the sun, and shaking the cobwebs loose from her head, one at a time. The imagery in the sentence is used **most likely** to emphasize	• When the answer is metaphor, simile can be one of the distracters. However, when the answer is simile, do not use metaphor as a distracter because simile is a type of metaphor. • Make sure there is only one possible CA (e.g., if the simile is "winter is like an angry giant," do not use personification as a distracter). • Use the word "contains" in the stem if the figurative language is only one part of a more complex sentence (see fourth sample item).

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.2 ▲understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.	• MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., table of contents, headings and subheadings, and indexes to locate information in text) • Passage types: N, E, T, P • Use the language of the indicator in stem and answer choices. • Items may include textbox as a text feature.
Sample item	**Item Specification Notes (recommended)**
• Which is the **most likely** reason a sidebar is used to present fire safety tips? • According to the graph, what do monkeys **most** enjoy eating? • The purpose of the graph is to show the reader CA: how quickly zebra mussels have spread through the Great Lakes. • The phrase *Raging Sea* is printed in italics **probably** because it is a A. book's title. B. character's thought. C. section subheading. D. technical term. CA: A • Under which subheading can the reader find information about the childhood of Susan B. Anthony? • The author uses subheadings **mainly** to CA: divide information into different topics. • According to information under the subheading "Orchid Propagation," the **main** purpose of checking orchid records is to	• Test only text features in the e.g. list, plus text boxes. • Use the name of the text feature in the stem or ACs. • Subheadings in ACs should be in the same order as subheadings in the passage.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.5 ▲uses information from the text to make inferences and draw conclusions.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Based on the passage, technological innovations are **most** helpful to people who • Based on the passage, Will studied philosophy **probably** because he	• Various other sample items are possible depending on content.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.6 ▲analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.	• MC • PB • Passage types: E, T, P • Questions may focus on the text structure of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • Use the language of the indicator in stem and answer choices (e.g. "text structure", "sequence", "cause and effect"). Do **not** use the term "chronological order". • Items may request to analyze or to evaluate, **not necessarily both**.
Sample item	**Item Specification Notes (recommended)**
• The section titled "Making a Better Carpet" uses sequence as its text structure to CA: explain the steps that manufacturers take to turn recycled bottles into office carpeting. • The author uses comparison and contrast as the text structure of the passage **mainly** to	• Test only text structures in the e.g. list. • Do not hyphenate (e.g., cause-effect).

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.7 ▲compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.	• MC • PB • Passage types: N, E, T, P
Sample item	**Item Specification Notes (recommended)**
• Compared with other breeds of dogs, greyhounds are the only breed that • Unlike other flowers, orchids are able to • During the journey, Anna's feelings became more • The baker and the judge are **similar** in that they both • The second singing lesson was **different** from the first singing lesson because the second singing lesson was	• Interpret the e.g. lists as i.e. lists.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.8 ▲explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.	• MC • PB • Passage types: N, E, T, P • Items may request to explain or to analyze, **not necessarily both**.
Sample item	**Item Specification Notes (recommended)**
• What would **probably** happen if scientists were able to halt the destruction of the ants' habitat? • Joanna was worried about her first dinner guests because	

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.9 ▲uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.	• MC • PB • Passage types: N, E, T, P • For **all** passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Example stem: "Which sentence(s) best summarizes the passage?" Answer choices must be complete sentences or short paragraphs containing main ideas or main events and important details in logical order.
Sample item	**Item Specification Notes (recommended)**
• Which **best** summarizes the last two paragraphs of the passage? • Which **best** summarizes the passage? CA: Scientists are rushing to study a species of ant that is rapidly disappearing from Australia. The ants' venom has healing properties that could be used to treat burns. Some scientists are trying to halt the destruction of the ants' habitat.	• Distracters must be passage-based. • We no longer write items with one-sentence ACs.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.10 ▲identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.	• MC • PB • Passage types: N, E, T, P • For **all** passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample item	**Item Specification Notes (recommended)**
• What is the **main** idea of Scene II? • Which is the **main** theme of the passage? • Which is the **main** idea of the passage? • The passage is **mainly** about • What is the **main** topic of the passage? • Which detail from the passage **best** supports the main idea? • According to the passage, where do fire ants make their homes? • What was the **first** thing Carlos did after he won the scholarship?	• The last three sample items ask about supporting details.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.11 ▲analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, imagery, satire, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing the text.	• MC • PB • Passage types: N, E, P • Items may request to analyze or to evaluate, **not necessarily both.** • Items may include dialogue as a literary device.
Sample item	**Item Specification Notes (recommended)**
• The author uses flashback when describing Wilma's childhood injuries to show that Wilma CA: had to work hard to become a great runner.	• Foreshadowing should only be tested with narrative passages. • Flashback should only be tested with narrative passages or with expository passages written in narrative form.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.14 ▲identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.	• MC • PB • Passage types: P • Items may request author's position to be identified, described, or evaluated, **not necessarily all three.**
Sample item	**Item Specification Notes (recommended)**
• With which statement would the author of the passage **probably** agree? • How does the author support the position that Canada should import more trash? A. by listing all the other people who think Canada should import more trash B. by quoting several experts who believe that Canada should import more trash C. by using statistics to show how little trash Canada imports compared to other countries D. by generalizing about all the things Canada could accomplish with the money from trash imports • Which sentence **best** supports the author's conclusion that television is a vital part of American culture?	

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.	• MC • PB • Passage types: E, T, P • Reading passages should not include examples of stereotypes, therefore, students' ability to recognize stereotypes will not be tested.
Sample item	**Item Specification Notes (recommended)**
• Which sentence from the passage is a fact? • Which sentence based on the passage is an opinion? • Which sentence from the passage **best** shows the author's bias about exporting trash?	• In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.2.1.1 ▲identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.	• MC • PB • Passage types: N • Analyzing the development of characters can include explaining how characters are developed through their thoughts, words, speech patterns, actions, etc. and how/why they change over time. • Items may request to identify or describe different types of characters or analyze the development of characters, not necessarily all three.
Sample item	**Item Specification Notes (recommended)**
• Which is the best example of a **static** character? • The reader knows that Howard is the **antagonist** because • In the passage, Laura changes **most** in terms of her	

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.2.1.2 ▲analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.	• MC • PB • Passage types: N • Items should only focus on analyzing the setting with regard to character and events.
Sample item	**Item Specification Notes (recommended)**
• The other characters think Jane is courageous to go to the meeting because women in her town • Sequoya is concerned that the Cherokee people are losing their stories because • Why does the author **probably** set the passage in the late 1800s? • Which **best** describes how the rural setting affects events in the passage?	• Do not ask about how much time has passed.

High School (cont'd)

Assessable Indicator	Item Specification Notes (official)
R.HS.2.1.3 ▲analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.	• MC • PB • Passage types: N • Items may request to analyze or to evaluate, **not necessarily both**.
Sample item	**Item Specification Notes (recommended)**
• By resolving her problem, Anita was able to • The author includes the subplot about Jim and Mary **probably** to • How is the resolution of the conflict related to the parallel episode involving the old man? • The **major** conflict in the passage is affected by • The author tells the resolution of the passage first **probably** to	• The word "story" may be used if "passage" sounds awkward.