# Alabama Comprehensive Assessment Program (ACAP)

# Summative

# Item Specifications

# English Language Arts

# Grade 2

# Alabama Comprehensive Assessment Program (ACAP) Summative
## Item Specifications
## English Language Arts, Grade 2

The *Alabama Comprehensive Assessment Program* (ACAP) *Summative* item specifications are based upon the development of summative assessments that measure the Alabama Course of Study Standards. The item specifications define the purpose of the *ACAP Summative* and provide important information regarding the content to be measured. The item specifications also serve as a road map to guide Alabama educators in the development and subsequent review of items that best measure the Course of Study Standards for a given grade and subject area. Each item specification is aligned to the given strand, subcategory, and standard and includes the following key information:

- Evidence statements
- Content limits/constraints
- Recommended Webb's Depth of Knowledge (DOK) or cognitive levels
- Item types for measuring a given standard
- Information regarding whether or not context is allowable
- Sample item stem information

The appendices to this document include sample test items, along with information about the item, including item type, page reference, alignment, point value, depth of knowledge, and answer key. These sample items are provided to be an additional resource for educators to help guide instruction and assessment-building in the classroom. Teachers can use the sample items as models when leading classroom discussion as well as creating items for classroom tests or quizzes. In each sample item, the level of rigor needed in the item in order to align with the content standard is evident.

# Definitions

**Course of Study Standards:** The course of study standards are a set of content curriculum statements that define what students should know and be able to do at a given grade level. The goal is to prepare students for future opportunities and options in the workplace and for everyday life. Through the implementation of the Alabama Course of Study: English Language Arts, students will be well equipped for the workforce upon graduation or be ready to pursue higher levels of education in Alabama's colleges and universities.

**Strand:** A strand is a group of related content standards. Reading Literature, Reading Informational Text, Writing, and Language are the strands for Grade 2 English Language Arts.

**Subcategory:** A subcategory is a smaller grouping of standards within the strand. For example, in the strand of Reading Literature are the subcategories of Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

**Standard:** The standard defines what students should understand (know) and be able to do at the conclusion of a course or grade. The standard text in the item specifications is preceded by a standard identifier: for example, RI.2.12 indicates the strand as Reading Informational Text, the student grade level as second (2), and the standard number as twelve (12).

**Evidence Statements:** Evidence statements are closely aligned to the standard and do not deviate from the requirements of the standard. Standards that are substantial in content do provide for a better opportunity to "go deeper into the standard," which is the case for many of the Alabama Course of Study Standards. The evidence statements serve that purpose.

**Assessment Limits/Content Constraints:** Assessment limits and/or content constraints define the range of content knowledge and degree of difficulty that is required when items are written to measure a given standard.

**Depth of Knowledge (DOK):** Depth of knowledge involves the cognitive complexity or the nature of thinking required for a given item. Webb's Depth of Knowledge levels are used in the development of items for cognitive demand. Therefore, when developing items for depth of knowledge, the item should be as demanding cognitively as what the actual standard expects. Webb's Depth of Knowledge includes four levels, from the lowest (basic recall) to the highest (extended thinking). The English language arts *ACAP Summative* assessment items are written to one of three cognitive levels of complexity as follows:

- Level 1: Recall

- Level 2: Application of a Skill/Concept

- Level 3: Strategic Thinking

**Item Types:** The *ACAP Summative* assessments are composed of various item types. These are described in the following section.

**Text Types/Context:** Text types/context provides information regarding the types of stimulus materials that must be used with or in the items. If a text type is present, that means that the item is to be drawn from the content of the text. If context is noted as "Allowed" in the item specification, then the item may use context. If context is required, then the item measuring the given standard must have context. If no context is noted in the item specification, the item measuring the given standard must not have context.

**Sample Item Stem Information:** This statement explains what students are expected to do when they respond to a given item.

## Item Types

The *Alabama Comprehensive Assessment Program (ACAP) Summative* assessments are composed of various item types. These item types are described below.

**Multiple-Choice (MC) Items:** MC items have four answer choices, including three distractors and one correct answer. Distractors for English language arts represent common misconceptions, incorrect logic, or incorrect understanding of a text, etc. A correct response to an MC item is worth one score point in the English language arts *ACAP Summative*.

**Multiple-Select (MS) Items:** MS items are similar in structure to MC items. MC items have a stem and four answer options, one of which is correct. However, unlike an MC item, an MS item is composed of more than four options and more than one correct answer. In other words, multiple responses are required for a given MS item. For English language arts, there are two types of MS configurations. One has five answer options, two of which are correct, and one has six answer options, two or three of which are correct. Directions for the number of options to select are provided with each item. A correct response to an MS item is worth two score points in the English language arts *ACAP Summative*.

**Evidence-Based Selected-Response (EBSR) Items:** EBSR items have two parts. The first part answers an inferential or key concept question related to a text and includes one correct response. The second part may focus on evidence from the text to support the inference or key concept in the first part or may focus on an inference or statement that continues from the first part. The second part varies depending on the standard being assessed. The second part includes one correct response. A correct response to an EBSR item is worth two score points in the English language arts *ACAP Summative* when both parts are correct.

**Technology-Enhanced (TE) Items:** TE items share the same functional structure as traditional paper-and-pencil test items; however, the expansive features and functions of a computer-based medium allow for the incorporation of technical enhancements into traditional elements of a test item, such as the item stem, the stimulus (if any), the response area, or a combination of all three. These items require the use of one or more tools. A correct response to a TE item is worth one or two score points in the English language arts *ACAP Summative*. English language arts TE items include, but are not limited to, the following:

- **Drag and Drop Input**: These TE items provide a student with draggable entities that can be configured to be used once or multiple times.

- **Drop-Down List Input:** These TE items allow a student to select elements in drop-down lists that can be embedded within text or tables.

- **Hot Text:** These TE items allow a student to select words, phrases, or sentences in a paragraph or paragraphs to address a task.

- **Matching:** These TE items allow for the use of text or graphics as the matching objects. For example, the student selects one object and then selects a second object to connect them.

- **Matching Table:** These TE items include a table with multiple rows and columns, and the student makes matches between the given elements in the rows and columns. The table can be customized to allow for only a single selection in a row or column or for multiple selections within each.

**Performance Task—Text-Dependent Writing (TDW) Items:** TDW items appear only in English language arts grades 4–8. TDWs require the student to provide a literary analysis of a reading passage, passage set, or other type of stimulus that the student has read during the test event. A student is then asked to draw on basic writing skills while inferring and synthesizing information from the passage, passage set, or other stimulus (using and referencing content from the source[s] to support the analysis) in order to develop a

comprehensive, holistic essay response. TDW items frequently ask students to analyze and explain in detail a more complex line of reasoning.

The demand required of a student's reading and writing skills in response to a TDW item is similar to the demands required for a student to be college and career ready. TDW items are scored using a 4-point rubric.

# Reading

**Item Specifications for Grade 2 English Language Arts: Reading**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Reading has three strands: Reading Literature, Reading Informational Text, and Foundational Skills.

## Item Specifications for Grade 2 English Language Arts: Reading Literature

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Key Ideas and Details |
| **Standard** | RL.2.1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. <br><br> a. Infer the main idea and supporting details in narrative texts. |
| Evidence Statements | The student will ask and answer questions to demonstrate understanding of key details in a text. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of ideas and/or events directly stated in the text or a portion of the text. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information <br><br> (as applicable) | **Part A** <br><br> At the beginning of the poem, what time of day is the speaker walking down the street? <br><br> **Part B** <br><br> Which line from the poem **best** supports the answer in part A? |

**Item Specifications for Grade 2 English Language Arts: Reading Literature**

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Key Ideas and Details |
| **Standard** | RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. |
| Evidence Statements | The student will recount stories, including fables and folktales from diverse cultures.<br><br>The student will determine the central message, lesson, or moral. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the central message, lesson, or moral of a literature text.<br><br>Determining the correct response will require an understanding of the details in the text that support a central message, lesson, or moral of the text. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information<br><br>(as applicable) | What is the central message of the passage? |

## Item Specifications for Grade 2 English Language Arts: Reading Literature

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Key Ideas and Details |
| **Standard** | RL.2.3. Describe how characters in a story respond to major events and challenges. |
| Evidence Statements | The student will describe how characters in a story respond to major events and challenges. |
| Assessment Limits / Content Constraints | Determining the correct response will require an analysis of characters in a literature text.<br><br>Determining the correct response will require an understanding of the relationship between a character and the response to events and challenges. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information<br><br>(as applicable) | How does the cricket react when the speaker finds it? |

## Item Specifications for Grade 2 English Language Arts: Reading Literature

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Craft and Structure |
| **Standard** | RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. |
| Evidence Statements | The student will describe how words and phrases supply rhythm and meaning in a story, poem, or song. |
| Assessment Limits / Content Constraints | Determining a correct response will require an understanding of regular beats, alliteration, rhymes, and repeated lines. Determining a correct response will require an understanding of words and phrases being used to supply rhythm and meaning. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | For each example from the poem, place a checkmark in the chart to show whether the example uses alliteration, rhyme or repetition. [A matching table is included with lines from the poem. The student must place a check mark in each row.] |

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**Item Specifications for Grade 2 English Language Arts: Reading Literature**

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Craft and Structure |
| **Standard** | RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. |
| Evidence Statements | The student will describe the overall structure of a story. |
| | The student will describe how the beginning introduces the story. |
| | The student will describe how the ending concludes the action. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the parts of a literature text. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | How does the first paragraph of [passage title] introduce the story? |

## Item Specifications for Grade 2 English Language Arts: Reading Literature

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Craft and Structure |
| **Standard** | RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. |
| Evidence Statements | The student will acknowledge differences in the points of view of characters. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of who the characters are and the differences in the points of view. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Move each statement about either [character 1] or [character 2] under the correct character name in the chart. [A chart is included. The drag and drop options would include different points of view to be sorted by the student.] |

## Item Specifications for Grade 2 English Language Arts: Reading Literature

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Integration of Knowledge and Ideas |
| **Standard** | RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. |
| Evidence Statements | The student will use information gained from illustrations and words in a print or digital text to demonstrate understanding of the text's characters. |
| | The student will use information gained from illustrations and words in a print or digital text to demonstrate understanding of the text's setting. |
| | The student will use information gained from illustrations and words in a print or digital text to demonstrate understanding of the text's plot. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the text's illustrations and words. |
| | Determining the correct response will require an understanding of the concepts of character, setting, and plot. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Look at the illustration in the passage. Why is the illustration important to the passage? |

## Item Specifications for Grade 2 English Language Arts: Reading Literature

| | |
|---|---|
| **Strand** | Reading Literature |
| **Subcategory** | Integration of Knowledge and Ideas |
| **Standard** | RL.2.8. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. |
| Evidence Statements | The student will compare and contrast two or more versions of the same story by different authors.<br><br>The student will compare and contrast two or more versions of the same story from different cultures. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of similarities and differences in how different authors or cultures treat the same story. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate literature texts that may vary in complexity |
| Sample Item Stem Information<br><br>(as applicable) | Compare and contrast the passages. Move each sentence under the correct heading in the Venn diagram.<br><br>[A Venn diagram follows the stem. Drag-and-drop options would include details from story 1, story 2, and idea(s) common to both stories to be sorted into the diagram by the student.] |

**Item Specifications for Grade 2 English Language Arts: Reading Informational Text**

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Key Ideas and Details |
| **Standard** | RI.2.10. Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understanding of key details in a text. |
| Evidence Statements | The student will ask and answer questions to demonstrate understanding of key details in a text. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of ideas and/or events directly stated in the text or a portion of the text. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | According to the passage, why is it important to stir the mixture for at least three minutes? |

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**Item Specifications for Grade 2 English Language Arts: Reading Informational Text**

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Key Ideas and Details |
| **Standard** | RI.2.11. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. |
| Evidence Statements | The student will identify the main topic of a multiparagraph text. <br><br> The student will identify the focus of specific paragraphs within the text. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the details in the text that support a main topic. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | What is the main topic of the passage? |

## Item Specifications for Grade 2 English Language Arts: Reading Informational Text

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Key Ideas and Details |
| **Standard** | RI.2.12. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. |
| Evidence Statements | The student will describe the connection between a series of historical events. |
| | The student will describe the connection between a series of scientific ideas. |
| | The student will describe the connection between a series of scientific concepts. |
| | The student will describe the connection between a series of steps in technical procedures. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the connections between and among the events, ideas, concepts, and/or steps in a text. The correct answer will include text-specific information. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Put the steps in the correct sequence. Move each step into the correct place in the chart.<br><br>[A box that is divided into 5 numbered spaces follows the stem. The drag-and-drop options would outline the most important steps in the process for the student to put in sequence.] |

## Item Specifications for Grade 2 English Language Arts: Reading Informational Text

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Craft and Structure |
| **Standard** | RI.2.13. Determine the meaning of words and phrases in a text relevant to a *Grade 2 topic or subject area*. |
| Evidence Statements | The student will determine the meaning of words and phrases in a text relevant to a Grade 2 topic or subject area. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the meaning of words and phrases in a text. Vocabulary words should be integral to the understanding of the text in general and should not be randomly selected. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Read the sentence from the passage. There are lots of ways kids can earn hourly or weekly wages. What is the meaning of <u>wages</u>? |

## Item Specifications for Grade 2 English Language Arts: Reading Informational Text

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Craft and Structure |
| **Standard** | RI.2.14. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. |
| Evidence Statements | The student will know and use text features and search tools to locate key facts in a text efficiently. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of how to identify and use text features and search tools to locate information. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | What information do the picture and caption provide? |

**Item Specifications for Grade 2 English Language Arts: Reading Informational Text**

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Craft and Structure |
| **Standard** | RI.2.15. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. |
| Evidence Statements | The student will identify the main purpose of a text. The student will identify what the author wants to answer, explain, or describe. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of what an author is trying to convey through the text. |
| DOK(s) | 2,3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | What is the author's purpose for writing the passage? |

## Item Specifications for Grade 2 English Language Arts: Reading Informational Text

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Integration of Knowledge and Ideas |
| **Standard** | RI.2.16. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. |
| Evidence Statements | The student will explain how specific images contribute to and clarify a text. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of connections between the information presented through words and the information presented visually. The correct response will connect the illustrations and the words in the text. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Which **two** steps does the illustration support? |

## Item Specifications for Grade 2 English Language Arts: Reading Informational Text

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Integration of Knowledge and Ideas |
| **Standard** | RI.2.17. Describe how reasons support specific points the author makes in a text. |
| Evidence Statements | The student will describe how reasons support specific points the author makes in a text. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of the reasons the author uses to support the points in a text. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Match each possible problem to its solution. Move each sentence to the correct place in the chart. [A chart is provided with a number of possible problems listed. The drag-and-drop options provide the solutions for the problems so that the student can match the solution to the correct problem.] |

## Item Specifications for Grade 2 English Language Arts: Reading Informational Text

| | |
|---|---|
| **Strand** | Reading Informational Text |
| **Subcategory** | Integration of Knowledge and Ideas |
| **Standard** | RI.2.18. Compare and contrast the most important points presented by two texts on the same topic. |
| Evidence Statements | The student will compare and contrast the most important points and key details presented by two texts on the same topic. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of similarities and differences between important points and key details presented by two texts on the same topic. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | one or more grade-appropriate informational texts that may vary in complexity |
| Sample Item Stem Information (as applicable) | Read each point about earning money. Decide if each point comes from "How to Earn Money," "Earning Money the Fun Way," or both passages. Match each point to the correct passage.<br><br>[A matching table is provided. It includes points from passage 1, passage 2, or a point made by both passages which the students will select.] |

# Foundational Skills

## Item Specifications for Grade 2 English Language Arts: Foundational Skills

| Strand | Foundational Skills |
|---|---|
| Subcategory | Phonics and Word Recognition |
| Standard | RF.2.20. Know and apply grade-level phonics and word analysis skills in decoding words.<br><br>    a.  Distinguish long and short vowels when reading regularly spelled one-syllable words.<br><br>    b.  Know spelling-sound correspondences for additional common vowel teams.<br><br>    c.  Decode regularly spelled two-syllable words with long vowels.<br><br>    d.  Decode words with common prefixes and suffixes.<br><br>    e.  Identify words with inconsistent but common spelling-sound correspondences.<br><br>    f.  Recognize and read grade-appropriate irregularly spelled words. |
| Evidence Statements | The student will distinguish long and short vowels in regularly spelled one-syllable words.<br><br>The student will know spelling-sound correspondences for additional common vowel teams.<br><br>The student will decode regularly spelled two-syllable words with long vowels.<br><br>The student will decode words with common prefixes and suffixes.<br><br>The student will decode words with inconsistent but common spelling-sound correspondences.<br><br>The student will recognize and read grade-appropriate irregularly spelled words. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of phonics and word analysis skills. |
| DOK(s) | 1, 2 |

| Item Types | MC, MS, EBSR, TE |
|---|---|
| Text Types/Context | Allowed |
| Sample Item Stem Information<br><br>(as applicable) | Choose the correctly spelled word from each drop-down list to complete the sentence.<br><br>[A sentence is provided. It includes drop-down list with three options for the spelling of the word "said" and the spelling of the word "could."] |

# Writing

**Item Specifications for Grade 2 English Language Arts: Writing**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Writing has two subcategories: Text Types and Purposes and Research to Build and Present Knowledge.

## Item Specifications for Grade 2 English Language Arts: Text Types and Purposes

| | |
|---|---|
| **Strand** | Writing |
| **Subcategory** | Text Types and Purposes |
| **Standard** | W.2.22. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section. |
| Evidence Statements | The student will introduce a topic or book. The student will state an opinion. The student will provide reasons that support the opinion. The student will use linking words and phrases (e.g., because, and, also) to connect the opinion and reasons. The student will provide a concluding statement or section. |
| Assessment Limits / Content Constraints | Sentence(s) or paragraph(s) in item stem. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information (as applicable) | A student is writing an opinion piece about longer recess. Read the sentences from the student's opinion piece. I think that students at our school should have a longer recess. First, exercise helps students to be healthier. Recess leads to kids behaving better in class. In addition, recess allows students to get along with others. Kids who have longer recess would play games like kickball. This would help students be able to work on a team. Which sentences **best** support the student's opinion? Choose **two** answers. |

**Item Specifications for Grade 2 English Language Arts: Text Types and Purposes**

| Strand | Writing |
|---|---|
| **Subcategory** | Text Types and Purposes |
| **Standard** | W.2.23. Write informative or explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| Evidence Statements | The student will introduce a topic clearly.<br><br>The student will develop the point with facts.<br><br>The student will develop the point with definitions.<br><br>The student will provide a concluding statement or section. |
| Assessment Limits / Content Constraints | Sentence(s) or paragraph(s) in item stem. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information (as applicable) | A student is writing a paragraph about [a topic]. Read the paragraph.<br><br>[a stimulus is provided, approximately 4 or 5 sentences, that simulates a student informational paragraph on the provided topic]<br><br>Which sentence would **best** introduce the topic? |

## Item Specifications for Grade 2 English Language Arts: Text Types and Purposes

| | |
|---|---|
| **Strand** | Writing |
| **Subcategory** | Text Types and Purposes |
| **Standard** | W.2.24. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. |
| Evidence Statements | The student will recount a well-elaborated event or short sequence of events. The student will use details to describe actions, thoughts, and feelings. The student will use temporal words to signal event order. The student will provide a sense of closure. |
| Assessment Limits / Content Constraints | Sentence(s) or paragraph(s) in item stem. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information (as applicable) | Read the paragraph. [1]Lisa was hungry. [2]She decided to make a sandwich. [3]First, she took two slices of bread and laid them on a napkin. [4]Next, she got out the peanut butter and jelly. [5]Then, she thought she should make an extra sandwich for her sister. [6]Last, she spread the peanut butter and jelly on the bread and put the sandwich together. Which sentence should be removed from the story? |

**Item Specifications for Grade 2 English Language Arts: Research to Build and Present Knowledge**

| Strand | Writing |
|---|---|
| Subcategory | Research to Build and Present Knowledge |
| Standard | W.2.27. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). |
| Evidence Statements | The student will participate in research and writing projects. |
| Assessment Limits / Content Constraints | A target sentence or stimulus would be required. Answer choices could include plausible research sources (e.g., a newspaper or an online source). |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information (as applicable) | A student is writing a report about how camels are able to live in the desert. Which sentence would most likely be in the report? |

**Item Specifications for Grade 2 English Language Arts: Research to Build and Present Knowledge**

| | |
|---|---|
| **Strand** | Writing |
| **Subcategory** | Research to Build and Present Knowledge |
| **Standard** | W.2.28. Recall information from experiences or gather information from provided sources to answer a question. |
| Evidence Statements | The student will recall information from experiences.<br><br>The student will gather information from sources. |
| Assessment Limits / Content Constraints | A target sentence or stimulus may not be required. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information<br><br>(as applicable) | A student is writing a report about dolphins. Which source should the student use to find more information about how dolphins behave? |

# Language

**Item Specifications for Grade 2 English Language Arts: Language**

Item specifications are one of the key requirements for a high-quality, legally defensible, standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item development process, from initial writing to final approval. These English language arts item specifications are based on Alabama Course of Study Standards.

Language has two subcategories: Conventions of Standard English Types and Vocabulary Acquisition and Use.

**Item Specifications for Grade 2 English Language Arts: Conventions of Standard English**

| Strand | Language |
|---|---|
| Subcategory | Conventions of Standard English |
| Standard | L.2.35. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br><br>a. Use collective nouns (e.g., *group*).<br><br>b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).<br><br>c. Use reflexive pronouns (e.g., *myself, ourselves*).<br><br>d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).<br><br>e. Use adjectives and adverbs, and choose between them depending on what is to be modified.<br><br>f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). |
| Evidence Statements | The student will use collective nouns.<br><br>The student will form and use frequently occurring irregular plural nouns.<br><br>The student will use reflexive pronouns.<br><br>The student will form and use the past tense of frequently occurring irregular verbs.<br><br>The student will use adjectives and adverbs.<br><br>The student will choose between adjectives and adverbs, depending on what is to be modified.<br><br>The student will produce, expand, and rearrange complete simple and compound sentences. |

| | |
|---|---|
| Assessment Limits / Content Constraints | A target sentence or stimulus would not be required. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information (as applicable) | Read the sentences. Then choose the noun that best completes each sentence. Move the noun onto the line to correctly complete each sentence.<br><br>[Two sentences are provided. Each sentence has a blank line where a collective noun should be placed.] |

**Item Specifications for Grade 2 English Language Arts: Conventions of Standard English**

| | |
|---|---|
| **Strand** | Language |
| **Subcategory** | Conventions of Standard English |
| **Standard** | L.2.36. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br><br>    a. Capitalize holidays, product names, and geographic names.<br><br>    b. Use commas in greetings and closings of letters.<br><br>    c. Use an apostrophe to form contractions and frequently occurring possessives.<br><br>    d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). |
| Evidence Statements | The student will capitalize holidays, product names, and geographic names.<br><br>The student will use commas in greetings and closings of letters.<br><br>The student will use an apostrophe to form contractions and frequently occurring possessives.<br><br>The student will generalize learned spelling patterns when writing words. |
| Assessment Limits / Content Constraints | A target sentence or stimulus would not be required. |
| DOK(s) | 1, 2 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |

| Sample Item Stem Information (as applicable) | Which letter greeting uses the correct punctuation? |

**Item Specifications for Grade 2 English Language Arts: Vocabulary Acquisition and Use**

| Strand | Language |
|---|---|
| Subcategory | Vocabulary Acquisition and Use |
| Standard | L.2.38. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *Grade 2 reading and content*, choosing flexibly from an array of strategies.<br><br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br><br>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).<br><br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).<br><br>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).<br><br>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. |
| Evidence Statements | The student will use context as a clue to the meaning of a word or phrase.<br><br>The student will determine the meaning of the new word formed when a known prefix is added to a known word.<br><br>The student will use a known root word as a clue to the meaning of an unknown word with the same root.<br><br>The student will use knowledge of the meaning of individual words to predict the meaning of compound words.<br><br>The student will use glossaries or beginning dictionaries to determine or clarify the meaning of words and phrases. |

| | |
|---|---|
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of how to use sentence-level context as a clue to determine the meaning of a word or phrase. |
| | Determining the correct response will require an understanding of how to use a known root word as a clue to the meaning of a word. |
| | Determining the correct response will require an understanding of how to use glossaries or beginning dictionaries to determine or clarify the precise meaning of words and phrases. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information (as applicable) | Read the lines from the poem. I turn away, and my friend sings again. This sneaky, little cricket is such a big pain! What does the word pain mean as it is used in the poem? |

**Item Specifications for Grade 2 English Language Arts: Vocabulary Acquisition and Use**

| Strand | Language |
|---|---|
| Subcategory | Vocabulary Acquisition and Use |
| Standard | L.2.39. Demonstrate understanding of word relationships and nuances in word meanings.<br><br>a. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny).* |
| Evidence Statements | The student will distinguish shades of meaning among related verbs. |
| Assessment Limits / Content Constraints | Determining the correct response will require an understanding of word relationships and nuances in word meanings within context. |
| DOK(s) | 2, 3 |
| Item Types | MC, MS, EBSR, TE |
| Text Types/Context | Allowed |
| Sample Item Stem Information<br><br>(as applicable) | Which word **best** completes the sentence?<br><br>[A sentence is provided with a blank line where the verb or adjective would be placed. A graphic may be needed to further clarify the correct shade of meaning.] |

## Appendix A: Passage-Based Sample Items

### Passage Set 1

## Cricket on My Street

I stroll down the street
on a cool summer's night.
The sun sets low,
but the city is still bright.

5    *Chirp, chirp, chirp.*
What is that song I hear?
It is not hard to know
what creature hides near.

I look up and down,
10   then search side to side.
My sneaky little friend
sure likes to hide.

*Chirp, chirp, chirp,*
sings the cricket some more.
15   I peek behind a plant
by Mrs. Trotter's door.

Down in the grass,
I look close and bend.
There on the ground, I spot
20  my six-legged friend.



*Chirp, chirp, chirp*
is the cricket's sweet sound.
It sings so very loudly
until it is found.

25  The cricket grows quiet.
I have to wonder why.
With such sweet music,
why so very shy?

I turn away, and my
30  friend sings again.
This sneaky, little cricket
is such a big pain!

I'll leave it alone now
to wander or hide.
35  But the cricket, I expect,
will keep chirping with pride.

*Chirp, chirp, chirp.*

## Appendix A: Passage-Based Sample Items

### Passage-Based Sample Item 1

This question has two parts. First, answer part A. Then, answer part B.

**Part A**

In the beginning of the poem, what time of day is the speaker strolling down the street?

(a) morning

(b) noon

(c) afternoon

(d) evening

**Part B**

Which line from the poem **best** supports the answer in part A?

(a) I stroll down the street

(b) on a cool summer's night.

(c) The sun sets low,

(d) but the city is still bright.

| Item Information | |
|---|---|
| Item Type | EBSR |
| Page Reference | 10 |
| Alignment | RL.2.1 |
| Point Value | 2 |
| Depth of Knowledge | 2 |
| Answer Key | D / B |

## Appendix A: Passage-Based Sample Items

### Passage-Based Sample Item 2

How does the cricket react when the speaker finds it?

(a) It gets closer.

(b) It becomes shy.

(c) It gets louder.

(d) It becomes excited.

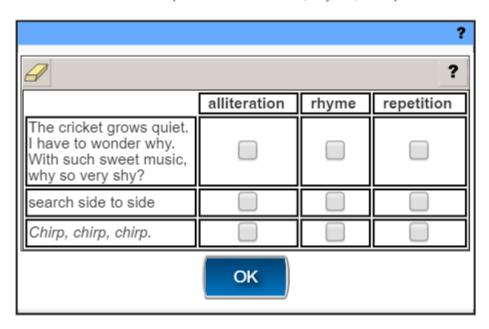| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 12 |
| Alignment | RL.2.3 |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | B |

## Appendix A: Passage-Based Sample Items

### Passage-Based Sample Item 3

For each example from the poem, place a check mark in the chart to show whether the example uses alliteration, rhyme, or repetition.

|  | alliteration | rhyme | repetition |
|---|---|---|---|
| The cricket grows quiet. I have to wonder why. With such sweet music, why so very shy? | ☐ | ☐ | ☐ |
| search side to side | ☐ | ☐ | ☐ |
| Chirp, chirp, chirp. | ☐ | ☐ | ☐ |

OK

| Item Information | | Answer Key(s) Description |
|---|---|---|
| Item Type | Technology Enhanced | |
| Page Reference | 13 | |
| Alignment | RL.2.4 | |
| Point Value | 2 | |
| Depth of Knowledge | 2 | |
| Answer Key | (see description) | |

Answer Key(s) Description:

|  | alliteration | rhyme | repetition |
|---|---|---|---|
| The cricket grows quiet. I have to wonder why. With such sweet music, why so very shy? | ☐ | ✔ | ☐ |
| search side to side | ✔ | ☐ | ☐ |
| Chirp, chirp, chirp. | ☐ | ☐ | ✔ |

## Appendix A: Passage-Based Sample Items

### Passage-Based Sample Item 4

Read the lines from the poem.

> I turn away, and my
> friend sings again.
> This sneaky, little cricket
> is such a big <u>pain</u>!

What does the word <u>pain</u> mean as it is used in the poem?

(a) an ache

(b) a problem

(c) an insect

(d) a noise

| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 44 |
| Alignment | L.2.38a |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | B |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 1

Read each word in the chart. Decide whether the word has a short vowel sound or a long vowel sound. Then put a check mark in the box that correctly shows the type of vowel sound the word has.

|  | Short Vowel Sound | Long Vowel Sound |
|---|---|---|
| wide | ☐ | ☐ |
| stick | ☐ | ☐ |
| mist | ☐ | ☐ |
| rice | ☐ | ☐ |

| Item Information | | Answer Key(s) Description |
|---|---|---|
| **Item Type** | Technology Enhanced | |
| **Page Reference** | 28 | |
| **Alignment** | RF.2.20a | |
| **Point Value** | 2 | |
| **Depth of Knowledge** | 2 | |
| **Answer Key** | (see description) | |

Answer Key(s) Description:

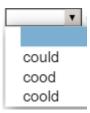|  | Short Vowel Sound | Long Vowel Sound |
|---|---|---|
| wide | ☐ | ☑ |
| stick | ☑ | ☐ |
| mist | ☑ | ☐ |
| rice | ☐ | ☑ |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 2

Choose the correctly spelled word from each drop-down list to complete the sentence.

My dad [ ▼ ] that we [ ▼ ] get ice cream on the way home from the beach.

Drop down 1

Drop down 2

sead
said
sed

could
cood
coold

| Item Information | | Answer Key(s) Description |
|---|---|---|
| Item Type | Technology Enhanced | |
| Page Reference | 28 | |
| Alignment | RF.2.20f | Drop down 1 – said |
| Point Value | 2 | Drop down 2 – could |
| Depth of Knowledge | 2 | |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 3

Read the paragraph.

Thomas Edison made many inventions. The most helpful invention Edison made was the light bulb. It gave people safer lighting for their homes and businesses. Edison also made other inventions, such as the movie camera and record player.

Which sentence should be added to the paragraph to help develop a point about the importance of what Edison did?

ⓐ Before light bulbs, people used candles to light their homes.

ⓑ Thomas Edison was a smart man.

ⓒ Have you ever made an invention?

ⓓ Did you know Thomas Edison was very famous?

| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 33 |
| Alignment | W.2.23 |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | A |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 4

Read the paragraph.

[1] Lisa was hungry. [2] She decided to make a sandwich. [3] First, she took two slices of bread and laid them on a napkin. [4] Next, she got out the peanut butter and jelly. [5] Then, she thought she should make an extra sandwich for her sister. [6] Last, she spread the peanut butter and jelly on the bread and put the sandwich together.

Which sentence should be removed from the story?

(a) sentence 1

(b) sentence 3

(c) sentence 5

(d) sentence 6

| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 34 |
| Alignment | W.2.24 |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | C |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 5

A student is writing a report about how camels are able to live in the desert. Which sentence would most likely be in the report?

(a) People can visit camels in zoos across the country.

(b) People sometimes drink milk that comes from camels.

(c) Camels have thick fur that keeps them safe from the hot sun.

(d) Camels are animals that have been used to carry heavy objects.

| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 35 |
| Alignment | W.2.27 |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | C |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 6

A student is writing a report about the Liberty Bell. Read the student's question.

Question: Where was the Liberty Bell made?

The student found information in a source. Read a paragraph from the source.

**Source**

The Liberty Bell came from London, England. It was created for the Pennsylvania statehouse in Philadelphia. The bell arrived at the statehouse in 1751. When the bell was rung, a large crack appeared on its side.

Which sentence from the source answers the student's question?

ⓐ The Liberty Bell came from London, England.

ⓑ It was created for the Pennsylvania statehouse in Philadelphia.

ⓒ The bell arrived at the statehouse in 1751.

ⓓ When the bell was rung, a large crack appeared on its side.

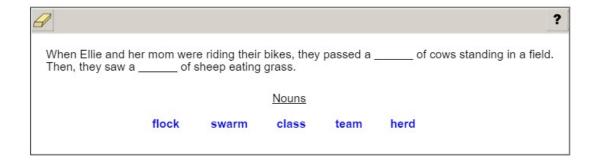| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 36 |
| Alignment | W.2.28 |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | A |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 7

Read the sentences. Then, choose the noun that **best** completes each sentence. Move the noun onto the line to correctly complete each sentence.

When Ellie and her mom were riding their bikes, they passed a _____ of cows standing in a field. Then, they saw a _____ of sheep eating grass.

Nouns

flock        swarm        class        team        herd

| Item Information | | Answer Key(s) Description |
|---|---|---|
| Item Type | Technology Enhanced | |
| Page Reference | 39 | |
| Alignment | L.2.35a | Blank 1 – herd |
| Point Value | 2 | |
| Depth of Knowledge | 2 | Blank 2 – flock |
| Answer Key | (see description) | |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 8

Read the sentence.

The boy zoomed _____ down the hill on his bright-blue bike.

Which word correctly completes the sentence?

(a) quickest

(b) quicker

(c) quicken

(d) quickly

| Item Information | |
|---|---|
| Item Type | Multiple Choice |
| Page Reference | 39 |
| Alignment | L.2.35e |
| Point Value | 1 |
| Depth of Knowledge | 2 |
| Answer Key | D |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 9

Read the letter. Mark the **two** places where commas are needed in the letter.

Dear __ Max and Nora __
My family's trip to Gulf State Park was wonderful. Dad and I hiked on the sandy beach. Mom and my brother, Jeff, rode their bikes on the trails. We visited a butterfly garden too. I hope you can come with us next time __
Your friend __
Pete __

| Item Information | | Answer Key(s) Description |
|---|---|---|
| Item Type | Technology Enhanced | |
| Page Reference | 41 | Dear __ Max and Nora , <br> My family's trip to Gulf State Park was wonderful. Dad and I hiked on the sandy beach. Mom and my brother, Jeff, rode their bikes on the trails. We visited a butterfly garden too. I hope you can come with us next time __ <br> Your friend , <br> Pete __ |
| Alignment | L.2.36b | |
| Point Value | 2 | |
| Depth of Knowledge | 2 | |
| Answer Key | (see description) | |

## Appendix B: Standalone Sample Items

### Standalone Sample Item 10

Read the sentences.

Bill smiled with <u>delight</u> when his sister returned from camp. He was so happy to see her again.

Which words from the sentences help the reader understand the meaning of the word <u>delight</u>? Choose **two** answers.

(a) smiled

(b) returned

(c) camp

(d) happy

(e) again

| Item Information | |
|---|---|
| Item Type | Multiple Select |
| Page Reference | 43 |
| Alignment | L.2.38a |
| Point Value | 2 |
| Depth of Knowledge | 2 |
| Answer Key | A, D |

## Appendix C: Passage Length Ranges

This chart shows the approximate word count ranges per grade for the reading passages in the *ACAP Summative* Assessments. Passages may be under or over the minimum or the maximum of the range based on the needs of the passage content or as recommended by Alabama educator review committee comments.

### Approximate Word Count Ranges by Grade Level

| Grade | Word Count Range |
|-------|------------------|
| Grade 2 | 150–350 |
| Grade 3 | 550–650 |
| Grade 4 | 600–700 |
| Grade 5 | 650–800 |
| Grade 6 | 650–800 |
| Grade 7 | 750–850 |
| Grade 8 | 750–850 |