

Alabama Comprehensive Assessment Program (ACAP)

Summative

Item Specifications

English Language Arts

Grade 4

Alabama Comprehensive Assessment Program (ACAP) Summative Item Specifications English Language Arts, Grade 4

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. Also included is a sample text-dependent writing item and sample student responses. These sample items are provided to be an additional resource foreducators 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 4 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 specification is preceded by a standard identifier: for example, RI.4.12 indicates the strand as Reading Informational Text, the student grade level as fourth (4), 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 regarding 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: A statement that 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 and/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 4 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 two strands: Reading Literature and Reading Informational Text.

Each Reading strand has three subcategories: Key Ideas and Details, Craft and Structure, and Integration of Knowledge and Ideas.

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Key Ideas and Details
Standard	RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Statements	<p>The student will refer to details and examples in a text when explaining what the text says explicitly.</p> <p>The student will refer to details and examples in a text when drawing inferences from the text.</p>
Assessment Limits/Content Constraints	<p>Determining the correct response will require an understanding of ideas and/or events stated explicitly in the text or a portion of the text.</p> <p>Determining the correct response will require the use of details and/or events stated explicitly in the text to support a larger idea, connection, or inference.</p>
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)	<p>Read the paragraph from “Miss Mole Searches for the World’s Most Wonderful Thing.” Then choose the sentences that best explain what causes Wind to have a different opinion than Miss Mole. Choose three answers.</p> <p>[The paragraph from the passage is provided. Each of the sentences can be selected through the hot text functionality.]</p>

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Key Ideas and Details
Standard	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Evidence Statements	The student will determine a theme of a story, drama, or poem from details in the text. The student will summarize the text of a story, drama, or poem.
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of the central theme, message, lesson, or moral of a story, drama, or poem. Determining the correct response will require an understanding of the key elements of a story, drama, or poem and the ability to distinguish the most important details from the least important details in a story, drama, or poem.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	one or more grade-appropriate literature texts (story, drama, or poem) that may vary in complexity
Sample Item Stem Information (as applicable)	Which sentence from “Emperor Bahman’s Challenge” best expresses a theme of the passage?

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Key Ideas and Details
Standard	RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
Evidence Statements	<p>The student will use details from a story or drama to describe a character through use of the character’s thoughts, words, or actions.</p> <p>The student will use details from a story or drama to describe the setting through use of the character’s thoughts, words, or actions.</p> <p>The student will use details from a story or drama to describe a particular event through use of the character’s thoughts, words, or actions.</p>
Assessment Limits/Content Constraints	Determining the correct response will require a description of a character, a setting, or event in a story or drama using details of a character’s thoughts, words, or actions. The item stem may refer to characters, character traits, the setting, or an event.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	one or more grade-appropriate literature texts (story or drama) that may vary in complexity
Sample Item Stem Information (as applicable)	In “Emperor Bahman’s Challenge,” which two actions suggest that Hamid is worthy of being an emperor?

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Craft and Structure
Standard	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
Evidence Statements	<p>The student will determine the meaning of words and phrases as they are used in a literature text.</p> <p>The student will determine the meaning of words and phrases in a literature text that allude to significant characters in a mythological text.</p>
Assessment Limits/Content Constraints	<p>Determining the correct response will require an understanding of the literal or figurative meaning of words or phrases and an analysis of the author’s word choice.</p> <p>Determining the correct response will require an understanding of the meaning of grade-appropriate mythological allusions as they are used in context in a literature text.</p>
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)	<p>Read the sentences from the passage.</p> <p>Wind is in charge of me. Wind can <u>drive</u> me across the Great Blue Sky.</p> <p>What does the word <u>drive</u> mean as it is used in the sentence?</p>

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Craft and Structure
Standard	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
Evidence Statements	<p>The student will explain major differences between poems, drama, and prose.</p> <p>The student will refer to the structural elements of poems (e.g., verse, rhythm, and meter) when writing or speaking about a text.</p>
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of genre-specific elements. Students must analyze specific structural aspects of the text or the contribution of these structural aspects to the text as a whole.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	one or more grade-appropriate literature texts (poems, drama, and prose) that may vary in complexity
Sample Item Stem Information (as applicable)	Which statement shows how “Miss Mole Searches for the World’s Most Wonderful Thing” would change if it were a drama?

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Craft and Structure
Standard	RL.4.6. Compare and contrast the points of view from which different stories are narrated, including the difference between first- and third-person narrations.
Evidence Statements	The student will compare and contrast the points of view from which different stories are narrated. The student will compare and contrast first- and third-person narrations.
Assessment Limits/Content Constraints	Determining the correct response will require distinguishing between the first- and third-person points of view. The correct response will relate to how a particular point of view affects the telling of a 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 (as applicable)	Which description best compares the points of view used in both passages?

Item Specifications for Grade 4 English Language Arts: Reading Literature

Strand	Reading Literature
Subcategory	Integration of Knowledge and Ideas
Standard	RL.4.8. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Evidence Statements	<p>The student will compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.</p> <p>The student will compare and contrast characters, settings, and/or plots in stories, myths, and traditional literature from different cultures.</p>
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of similarities and differences in how an author treats similar characters, themes, settings, and plots in stories, myths, and traditional literature from different cultures.
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 (stories, myths, and traditional literature from different cultures)
Sample Item Stem Information (as applicable)	How are the events in both passages similar?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Key Ideas and Details
Standard	RI.4.10. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Evidence Statements	<p>The student will refer to details and examples in a text when explaining what the text says explicitly.</p> <p>The student will refer to details and examples in a text when drawing inferences from the text.</p>
Assessment Limits/Content Constraints	<p>Determining the correct response will require an understanding of ideas and/or events directly stated in the text or a portion of the text.</p> <p>Determining the correct response will require the use of details and/or events stated explicitly in the text to support a larger idea, connection, or inference.</p>
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)	Based on the information in the passage, how is the process of printing a book different today?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Key Ideas and Details
Standard	RI.4.11. Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Evidence Statements	The student will determine the main idea of a text and explain how it is supported by key details. The student will summarize the text.
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of the details in the text that support a main idea. Determining the correct response will require an understanding of the key elements of an informational text and/or an ability to distinguish the most important details from the least important details in an informational 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)	Part A What is a main idea of the passage? Part B Which sentence from the passage best supports the answer in part A?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Key Ideas and Details
Standard	RI.4.12. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Evidence Statements	<p>The student will explain events in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>The student will explain procedures in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>The student will explain ideas in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p> <p>The student will explain concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.</p>
Assessment Limits/Content Constraints	Determining the correct response will require an understanding and explanation of events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information 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)	<p>Read the statements about details in the passage.</p> <p>[Statement 1 provides a detail from the passage.]</p> <p>[Statement 2 provides a detail from the passage.]</p> <p>Which sentence from the passage best shows the connection between these details?</p>

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Craft and Structure
Standard	RI.4.13. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>Grade 4 topic or subject area</i> .
Evidence Statements	The student will determine the meaning of general academic language in a text relevant to a Grade 4 topic or subject area. The student will determine the meaning of domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of the meaning of general academic words or domain-specific words.
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 sentences from the passage. Elephants are <u>herbivores</u> with a diet made up of grasses, leaves, twigs, roots, and fruits. Around 80% of an elephant’s day is spent eating. What is the meaning of the word <u>herbivores</u> as used in the sentence?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Craft and Structure
Standard	RI.4.14. Describe the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in a text or part of a text.
Evidence Statements	<p>The student will describe the overall structure of events in a text or part of a text.</p> <p>The student will describe the overall structure of ideas in a text or part of a text.</p> <p>The student will describe the overall structure of concepts in a text or part of a text.</p> <p>The student will describe the overall structure of information in a text or part of a text.</p>
Assessment Limits/Content Constraints	Determining the correct response will require an understanding and description of the overall structure of a text (e.g., chronology, comparison, cause and effect, problem and solution).
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 overall structure of the first six paragraphs of the passage?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Craft and Structure
Standard	RI.4.15. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Evidence Statements	The student will compare and contrast a firsthand and secondhand account of the same event or topic. The student will describe the differences in focus and the information provided in a firsthand and secondhand account of the same event or topic
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of the similarities and differences between a firsthand account and a secondhand account.
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 sentence best describes how the information in [passage 1] and the information in [passage 2] are different?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Integration of Knowledge and Ideas
Standard	RI.4.16. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Evidence Statements	<p>The student will interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).</p> <p>The student will explain how information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) contributes to an understanding of the text in which it appears.</p>
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of how to interpret and analyze information presented visually.
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 detail in the passage does the illustration support?

Item Specifications for Grade 4 English Language Arts: Reading Informational Text

Strand	Reading Informational Text
Subcategory	Integration of Knowledge and Ideas
Standard	RI.4.17. Explain how an author uses reasons and evidence to support particular points in a text.
Evidence Statements	The student will explain how an author uses reasons and evidence to support particular points in a text.
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of techniques or strategies an author uses to support particular points or claims 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)	Read the sentence from the passage. [sentence from the passage] How does the author support this point?

Item Specifications for Grade 4 English Language Arts: Reading informational Text

Strand	Reading Informational Text
Subcategory	Integration of Knowledge and Ideas
Standard	RI.4.18. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Evidence Statements	The student will integrate information from two texts on the same topic to write or speak about the subject knowledgeably.
Assessment Limits/Content Constraints	Determining the correct response will require an understanding of how to integrate information presented in 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)	Which statement best describes an important similarity between [X in passage 1] and [X in passage 2]?

Writing

Item Specifications for Grade 4 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 4 English Language Arts: Text Types and Purposes

Strand	Writing
Subcategory	Text Types and Purposes
Standard	<p>W.4.22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented.
Evidence Statements	<p>The student will introduce a topic or text clearly.</p> <p>The student will state an opinion.</p> <p>The student will create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>The student will provide reasons that are supported by facts and details.</p> <p>The student will use words and phrases to link opinion and reasons.</p> <p>The student will provide a concluding statement or section related to the opinion presented.</p>
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 paper about [topic]. Read the paragraph.

[A 4 or 5 sentence stimulus is provided that simulates a student opinion paragraph on the stated topic.]

Which sentence would provide the **best** conclusion for the paragraph?

Item Specifications for Grade 4 English Language Arts: Text Types and Purposes

Strand	Writing
Subcategory	Text Types and Purposes
Standard	<p>W.4.23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Evidence Statements	<p>The student will introduce a topic clearly.</p> <p>The student will group related information in paragraphs and sections.</p> <p>The student will include formatting, illustrations, and multimedia for comprehension.</p> <p>The student will develop the topic of an informative/explanatory text with facts, definitions, concrete details, and/or quotations.</p> <p>The student will use words and phrases to link ideas within categories of information.</p> <p>The student will use precise language to inform about or explain the topic.</p> <p>The student will use domain-specific vocabulary to inform about or explain the topic.</p>

	The student will provide a concluding statement or section related to the information or explanation presented.
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)	<p>A student is writing a report about pets. Read the paragraph from the report.</p> <p>Common household pets include dogs, cats, birds, and fish. Some families have just one pet, while other families have many pets. Family members spend a lot of their time caring for their pets. They spend time feeding and brushing their pets. They also spend time cleaning up after them and making sure their pets get exercise. Playing with pets is one of the most fun parts of owning a pet. When people spend this much time with their pets, it is no wonder pets are often considered important members of the family.</p> <p>Which sentence would provide the best introduction for the paragraph?</p>

Item Specifications for Grade 4 English Language Arts: Text Types and Purposes

Strand	Writing
Subcategory	Text Types and Purposes
Standard	<p>W.4.24. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally. b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words and phrases to manage the sequence of events. d. Use concrete words and phrases and sensory details to convey experiences and events precisely. e. Provide a conclusion that follows from the narrated experiences or events.
Evidence Statements	<p>The student will orient the reader by establishing a situation.</p> <p>The student will orient the reader by introducing a narrator and/or characters.</p> <p>The student will organize an event sequence that unfolds naturally.</p> <p>The student will use dialogue to develop experiences and events or show the responses of characters to situations.</p> <p>The student will use description to develop experiences and events or show the responses of characters to situations.</p> <p>The student will use a variety of transitional words and phrases to manage the sequence of events.</p> <p>The student will use concrete words and phrases to convey experiences and events precisely.</p> <p>The student will use sensory details to convey experiences and events precisely.</p>

SUMMATIVE

	The student will provide a conclusion that follows from the narrated experiences or events.
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 story for language arts class. Read part of the story. Then choose the most precise word from each drop-down menu to complete each sentence. [A 4 or 5 sentence stimulus is provided that includes drop-down menus with three options.]

Item Specifications for Grade 4 English Language Arts: Research to Build and Present Knowledge

Strand	Writing
Subcategory	Research to Build and Present Knowledge
Standard	W.4.28. Conduct short research projects that build knowledge through investigation of different aspects of a topic.
Evidence Statements	The student will conduct short research projects. The student will build knowledge through investigation of different resources for the topic.
Assessment Limits/Content Constraints	A stimulus would not be required, as the lead-in before the stem would provide enough background information. Answer choices could include different reference sources and then give plausible reasons for using them (e.g., “using an encyclopedia because it would have the most current information about football”).
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	A student plans to do research on [specific aspect of a topic]. Which question would best help the student build knowledge about this topic?

Item Specifications for Grade 4 English Language Arts: Research to Build and Present Knowledge

Strand	Writing
Subcategory	Research to Build and Present Knowledge
Standard	W.4.29. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
Evidence Statements	<p>The student will recall relevant information from experiences.</p> <p>The student will gather relevant information from print and digital sources.</p> <p>The student will take notes and categorize information.</p> <p>The student will provide a list of sources.</p>
Assessment Limits/Content Constraints	A stimulus is not required, as the lead-in before the stem must provide enough background information.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	A student is doing research on the healthiest foods to eat for breakfast. Which source would be the best to use to find information about this topic?

Item Specifications for Grade 4 English Language Arts: Research to Build and Present Knowledge

Strand	Writing
Subcategory	Research to Build and Present Knowledge
Standard	<p>W.4.30. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. Apply <i>Grade 4 Reading standards</i> to literature (e.g., “Describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]”). b. Apply <i>Grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
Evidence Statements	<p>The student will draw evidence from literature texts to support analysis, reflection, and research.</p> <p>The student will draw evidence from informational texts to support analysis, reflection, and research.</p>
Assessment Limits/Content Constraints	This standard is best measured through text-dependent writing (see the next page). The student will draw from literature and informational texts and use textual evidence in the writing.
DOK(s)	2, 3
Item Types	TDW
Text Types/Context	one or more grade-appropriate literature or informational texts that may vary in complexity
Sample Item Stem Information (as applicable)	See Appendix A on page 55

Item Specifications for English Language Arts:

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, and/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 (making use of 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 a more complex line of reasoning in detail. The demand required of a student’s reading and writing skills in response to a text-dependent writing task is similar to the demands required for a student to be college and career ready. TDW items are scored using a 4-point rubric.

The TDW passage set is considered one of the operational reading passage sets, and it is presented like the other reading passages with all of its associated items (MC, MS, EBSR, TE, TDW). The student reads the passage set and answers the items (MC, MS, EBSR, and/or TE) that follow. This model helps to scaffold the student’s comprehension of the passage set and begins to prepare the student for the TDW task. The TDW task is the last item in the passage set. This model thus meets standard W.4.30: Draw evidence from literature or informational texts to support analysis, reflection, and research.

In the table, the passage types for the TDW passage set may include, but are not limited to, the following text types.

Passage Types for Text-Dependent Writing

Literature Texts	Informational Texts
<p>Stories</p> <ul style="list-style-type: none"> • adventure stories • folktales • legends • tall tales • fables • fantasy • realistic fiction • myths • historical fiction • excerpts from longer works <p>Dramas Poetry</p>	<p>Literary Nonfiction</p> <ul style="list-style-type: none"> • biographies • autobiographies • history • social studies • science • technical • journals/memoirs/diaries • essays • editorials • historical documents

Language

Item Specifications for Grade 4 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 4 English Language Arts: Conventions of Standard English

Strand	Language
Subcategory	Conventions of Standard English
Standard	<p>L.4.38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>). b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). e. Form and use prepositional phrases. f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).
Evidence Statements	<p>The student will use relative pronouns.</p> <p>The student will use relative adverbs.</p> <p>The student will form and use progressive verbs.</p> <p>The student will use helping/linking verbs to convey various conditions.</p> <p>The student will order adjectives within sentences according to conventional patterns.</p> <p>The student will form and use prepositional phrases.</p> <p>The student will produce complete sentences.</p> <p>The student will recognize and correct inappropriate fragments.</p>

	The student will recognize and correct run-ons. The student will correctly use frequently confused words.
Assessment Limits/Content Constraints	A target sentence or stimulus is not required.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	Which sentence uses the underlined word correctly? [options would follow with various uses of there, their, and they're]

Item Specifications for Grade 4 English Language Arts: Conventions of Standard English

Strand	Language
Subcategory	Conventions of Standard English
Standard	L.4.39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
Evidence Statements	<p>The student will use correct capitalization.</p> <p>The student will use commas and quotation marks to mark direct speech and/or quotations from a text.</p> <p>The student will use a comma before a coordinating conjunction in a compound sentence.</p> <p>The student will spell grade-appropriate words correctly, consulting references as needed.</p>
Assessment Limits/Content Constraints	A target sentence or stimulus is not required.
DOK(s)	1, 2
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed

Sample Item Which sentence uses correct capitalization?
Stem Information
(as applicable)

Item Specifications for Grade 4 English Language Arts: Vocabulary Acquisition and Use

Strand	Language
Subcategory	Vocabulary Acquisition and Use
Standard	<p>L.4.41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
Evidence Statements	<p>The student will use context as a clue to the meaning of a word or phrase.</p> <p>The student will use common Greek and Latin affixes and/or roots as clues to the meaning of a word.</p> <p>The student will consult reference materials to find the pronunciation and/or clarify the meaning of key words and phrases.</p>
Assessment Limits/Content Constraints	<p>Determining the correct response will require an understanding of how to use context as a clue to determine the meaning of a word or phrase.</p> <p>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. Students should be able to extract the root word from a word with one or more affixes to determine the meaning of the word.</p> <p>Determining the correct response will require an understanding of how to use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>

DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the sentences.</p> <p>Leah and Dad set up the telescope in their backyard. “It’s really dark and clear tonight, Leah. We should be able to see many stars!” Dad exclaimed. “Also, tonight we may even be able to see some distant planets, like Jupiter and Saturn.”</p> <p>What does the combination of the roots “tele” and “scope” help the reader understand about the purpose of a “telescope”?</p>

Item Specifications for Grade 4 English Language Arts: Vocabulary Acquisition and Use

Strand	Language
Subcategory	Vocabulary Acquisition and Use
Standard	<p>L.4.42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
Evidence Statements	<p>The student will explain the meaning of simple similes in context.</p> <p>The student will explain the meaning of simple metaphors in context.</p> <p>The student will recognize and explain the meaning of common idioms.</p> <p>The student will recognize and explain the meaning of adages.</p> <p>The student will recognize and explain the meaning of proverbs.</p> <p>The student will demonstrate understanding of words by relating them to their opposites (antonyms).</p> <p>The student will demonstrate understanding of words by relating them to words with similar but not identical meanings (synonyms).</p>
Assessment Limits/Content Constraints	<p>Determining the correct response will require an understanding of figurative language and how to use sentence-level context as clues to determine the meaning of similes and metaphors.</p> <p>Determining the correct response will require an understanding of figurative language and how to use sentence-level contexts as clues to determine the meaning of common idioms, adages, and proverbs. Items must be associated with a reading text.</p>

	The item will focus on the nuances of meanings of words within context (e.g., synonyms and antonyms).
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	Read the sentence. I needed my mother’s help to fasten the ends of the bracelet together. Which word is a synonym of <u>fasten</u> ?

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Passage Set 1

Miss Mole Searches for the World’s Most Wonderful Thing

an adaptation of a Korean folktale

Long ago, by the Kingin River, in the dark, rich soil beneath a giant stone sculpture named Miryek, there lived a curious mole named Miss Mole, who was determined to find the most wonderful, amazing thing in the world.

Miss Mole asked her friends and neighbors, “What is the most wonderful thing in all of nature?”

Everyone agreed. “It is Great Blue Sky.”

Miss Mole went up to visit Great Blue Sky and said, “With your beautiful azure robe, you must be the most wonderful thing in the world.”

“It is true that I am wonderful,” he said. “But Sun is more amazing. I can only swirl my blue robe when Sun rises in the sky. When Sun goes down, darkness falls.”

So, Miss Mole went to Sun. She shielded her eyes from Sun’s golden fire. “With your brilliance, you must be the most wonderful thing in the world.”

Sun laughed. “Cloud is more amazing,” she said. “Cloud can cover me up and make me disappear!”

So Miss Mole went to visit Cloud. She watched Cloud change from soft layers, like white cotton, to gray sheets, to shooting fire, and to tears. “With your many moods, you must be the most wonderful thing in the world.”

“Oh, not at all,” said Cloud glumly. “Wind is in charge of me. Wind can drive me across Great Blue Sky.”

So, Miss Mole went to visit Wind. “With your grace and motion, you must be the most wonderful thing in the world.”

“I certainly am wonderful,” blew Wind. “But, sadly, there is someone more wonderful than I am. Have you seen the statue Miryek? No matter how I roar in his ears, he does not flinch. I dance right into his eyes, and he does not blink. I’ve tried for thousands of years, and he does not move. Only someone very amazing could resist me like that.”

So Miss Mole visited Miryek. “With your calm, granite strength, you must be the most wonderful thing in the world.”

Miryek murmured, “I am indeed great. I am the same in day or night, no matter what Great Blue Sky does. Sun cannot burn me. Cloud cannot make me disappear. Wind cannot wear me down. Yes, I am great.”

Miss Mole held her breath.

“But there is something even more amazing,” said Miryek.

Miss Mole sighed.

"Below the ground," he continued, "working in the dark, rich soil beneath me, lives a small, kind creature with soft brown fur."

Miss Mole looked at her own soft brown fur. Miryek was not finished. "This creature digs night and day and makes tunnels through the soil. If it digs enough tunnels beneath me, the soil will not hold me. I will topple and lie there like any rock in a garden. That creature is the most amazing." His granite eyes sparkled. "Perhaps you know the creature I am describing?"

"I do!" said Miss Mole. She thanked Miryek and scurried down a tunnel to tell her family and friends, the most wonderful creatures in the world.

Emperor Bahman's Challenge

a retelling of a Persian folktale

Long ago, the wise Emperor Bahman ruled over Persia. He cared deeply for his people. However, when he reached a certain age, he wished to step down from his throne. He called his sons together.

"It's time to choose a new ruler," Emperor Bahman explained, "but that person must be worthy. Therefore, I'll give my diamond crown to the one who performs the noblest deed. Go out into the world for a year. Then return to report your deed."

At once his sons traveled to distant lands, eager to meet their father's challenge. In time, they all accomplished deeds. They returned and stood before their father.

First, Emperor Bahman asked his eldest son, Amir, "What noble deed have you done?"

Lifting his chin, Amir stated, "I carried the packs of a rich merchant. Every day, I held his fortunes in my hands. Easily, I could have slipped a coin in my pocket. Instead, I faithfully guarded his wealth."

Emperor Bahman thoughtfully stroked his beard. "To be honest is not a noble deed," he concluded. "I, too, expect honesty from my servants."

Next, Dalir stepped forward to recite his tale with confidence.

"I worked aboard a ship," Dalir said. "At the final port, a puppy tumbled from the docks into the icy harbor, and I dove into the waters and saved it."

Emperor Bahman smiled, but then he said, "You acted well, my son, but not nobly. It is our duty to help another living thing when we are capable of doing so."

At last, the youngest son, Hamid, spoke.

"Father, I worked on the Royal Road," Hamid said. "Another worker, Ghazi, carelessly let a wagon of stones crash into some buildings. He blamed me. I worked for weeks to repair them. Finally, I journeyed home and noticed a man napping beneath a tree. In his sleep, he'd rolled toward the edge of the cliff. It was Ghazi, but I still rescued him."

"Yes!" Emperor Bahman joyfully exclaimed. "Hamid, my crown is yours. Repaying a spiteful act with goodness is the noblest deed of all. Few have such wisdom or strength; you are a worthy emperor."

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Passage-Based Sample Item 1

Which statement shows how “Miss Mole Searches for the World’s Most Wonderful Thing” would change if it were a drama?




- (a) The solution Miss Mole uses to solve the problem would be explained.
- (b) Stanzas would be used to separate the conversations of Miss Mole.
- (c) Stage directions would describe how the characters should act and speak.
- (d) Similes and metaphors would be used to give an image of the settings.

Item Information	
Item Type	Multiple Choice
Page Reference	14
Alignment	RL.4.5
Point Value	1
Depth of Knowledge	2
Answer Key	C

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Passage-Based Sample Item 2

Read the paragraph from “Miss Mole Searches for the World’s Most Wonderful Thing.” Then, choose the sentences that **best** explain what causes Wind to have a different opinion than Miss Mole. Choose **three** answers.




?

“I certainly am wonderful,” blew Wind. “But, sadly, there is someone more wonderful than I am. Have you seen the statue Miryek? No matter how I roar in his ears, he does not flinch. I dance right into his eyes, and he does not blink. I’ve tried for thousands of years, and he does not move. Only someone very amazing could resist me like that.”

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	Sentence 4, Sentence 5, Sentence 6 “I certainly am wonderful,” blew Wind. “But, sadly, there is someone more wonderful than I am. Have you seen the statue Miryek? No matter how I roar in his ears, he does not flinch. I dance right into his eyes, and he does not blink. I’ve tried for thousands of years, and he does not move. Only someone very amazing could resist me like that.”
Page Reference	10	
Alignment	RL.4.1	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Passage-Based Sample Item 3

Which sentence from “Emperor Bahman’s Challenge” **best** expresses a theme of the passage?

- (a) “. . . Go out into the world for a year. . . .”
- (b) “. . . Easily, I could have slipped a coin in my pocket. . . .”
- (c) “. . . It is our duty to help another living thing when we are capable of doing so.”
- (d) “. . . Repaying a spiteful act with goodness is the noblest deed of all. . . .”

Item Information	
Item Type	Multiple Choice
Page Reference	11
Alignment	RL.4.2
Point Value	1
Depth of Knowledge	2
Answer Key	D

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Passage-Based Sample Item 4

How are the events in **both** passages similar?

- (a) Miss Mole and Emperor Bahman ask important questions and receive a variety of answers.
- (b) Miss Mole and the three sons work to repay debts caused by their careless actions.
- (c) Miss Mole and Emperor Bahman travel great distances to gain an understanding of how others view the world.
- (d) Miss Mole and the three sons improve their behaviors after solving problems.

Item Information	
Item Type	Multiple Choice
Page Reference	16
Alignment	RL.4.8
Point Value	1
Depth of Knowledge	3
Answer Key	A

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)
Text-Dependent Writing Scoring Guidelines



TEXT DEPENDENT WRITING (TDW) SCORING GUIDELINES

4	3	2	1
Demonstrates effective analysis of text and skillful writing	Demonstrates adequate analysis of text and appropriate writing	Demonstrates limited analysis of text and inconsistent writing	Demonstrates minimal analysis of text and inadequate writing
<ul style="list-style-type: none"> Effectively addresses all parts of the task to demonstrate an in-depth understanding of the text(s) Strong organizational structure and focus on the task with logically grouped and related ideas, including an effective introduction, development, and conclusion Thorough analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Substantial, accurate, and direct reference to the text(s) using an effective combination of details, examples, quotes, and/or facts Substantial reference to the main ideas and relevant key details of the text(s) Skillful use of transitions to link ideas within categories of textual and supporting information Effective use of precise language and domain-specific vocabulary drawn from the text(s) Few errors, if any, are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present do not interfere with meaning 	<ul style="list-style-type: none"> Adequately addresses all parts of the task to demonstrate a sufficient understanding of the text(s) Appropriate organizational structure and focus on the task with logically grouped and related ideas, including a clear introduction, development, and conclusion Clear analysis based on explicit and implicit meanings from the text(s) to support claims, opinions, and ideas Sufficient, accurate, and direct reference to the text(s) using an appropriate combination of details, examples, quotes, and/or facts Sufficient reference to the main ideas and relevant key details of the text(s) Appropriate use of transitions to link ideas within categories of textual and supporting information Appropriate use of precise language and domain-specific vocabulary drawn from the text(s) Some errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present seldom interfere with meaning 	<ul style="list-style-type: none"> Inconsistently addresses some parts of the task to demonstrate a partial understanding of the text(s) Weak organizational structure and focus on the task with ineffectively grouped ideas, including a weak introduction, development, and/or conclusion Inconsistent analysis based on explicit and/or implicit meanings from the text(s) that ineffectively supports claims, opinions, and ideas Limited and/or vague reference to the text(s) using some details, examples, quotes, and/or facts Limited reference to the main ideas and relevant details of the text(s) Limited use of transitions to link ideas within categories of textual and supporting information Inconsistent use of precise language and domain-specific vocabulary drawn from the text(s) Errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present may interfere with meaning 	<ul style="list-style-type: none"> Minimally addresses part(s) of the task to demonstrate an inadequate understanding of the text(s) Minimal evidence of an organizational structure and focus on the task with arbitrarily grouped ideas that may or may not include an introduction, development, and/or conclusion Minimal analysis based on the text(s) that may or may not support claims, opinions, and ideas Insufficient reference to the text(s) using few details, examples, quotes, and/or facts Minimal reference to the main ideas and relevant details of the text(s) Few, if any, transitions to link ideas Little or no use of precise language or domain-specific vocabulary drawn from the text(s) Many errors may be present in sentence formation, grammar, usage, spelling, capitalization, and punctuation; errors present often interfere with meaning

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Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing Task

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

Writer’s Checklist

PROOFREAD after you write

- I addressed all parts of the writing task.
- I included evidence from the text to support ideas in my essay.
- I stayed organized and focused on the writing task.
- I used correct language, a variety of sentence types, and paragraph transitions in my essay.
- I corrected errors in capitalization, spelling, sentence formation, punctuation, and word choice.
- I reread the essay to make sure it was clear and well organized.

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 1, Response Score 4

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from both passages to support your response.

I think Miryek and Emperor Bahman are similar because they are both not boastful and they are both wise and don't get fooled easily. In my essay I will show how they are similar and give evidence from both passages to support my response.

Even though Miryek is a granite statue and Emperor Bahman is a wise emperor, they are both very similar. Both Miryek and Emperor Bahman are not boastful. In Miss Mole Searches for the Worlds Most Wonderful thing, Miss Mole tells Miryek that he's the most wonderful thing in the world. She says, “with your grace and motion, you must be the most wonderful thing in the world.” If Miryek was boastful he would just say “Yes, I am the greatest!” but instead he says that really Moles are the greatest because they could dig tunnels under him and make him fall over. So he admitted that a little mole is stronger than he is in a way. That shows that Miryek is not boastful. Emperor Bahman is also not boastful. He was the ruler of Persia but he wanted to let one of his kids be ruler. He didn't want to rule Persia forever like a boastful king, so he said “It's time to choose a new ruler!” and that's why he gives his sons a challenge. So the whole story happens because he isn't boastful or selfish about being the Emperor forever.

Miryek and Emperor Bahman are also both wise and they don't get fooled easily. My evidence supports this too. When Miss Mole says Miryek is calm and the wind says he can't move him, Miryek he doesn't get fooled into thinking he's the greatest. He's wise and realizes that little moles are even greater. In the other passage Emperor Bahman challenges his sons to do the noblest deed. The first son guards someone's money without stealing it and the second son rescues a puppy from drowning. But Emperor Bahman doesn't get fooled because he tells the first son, “To be honest is not a noble deed” and he says to the second son, “You acted well, my son, but not nobly.” Emperor Bahman understands that the youngest son's deed is the most noble. Hamid showed wisdom when he rescued someone from rolling off a cliff even though the person lied and blamed Hamid for something he didn't do. So Hamid gets to be the new Emperor and Emperor Bahman proves that he's very wise.

My evidence shows that Miryek and Emperor Bahman are both similar because they are not selfish and they are both wise and don't get fooled easily. Also both stories were very good!

Item information on following page.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 4 – Demonstrates effective analysis of text and skillful writing</p> <ul style="list-style-type: none"> The response effectively addresses all parts of the task by analyzing how Miryek and Emperor Bahman are similar (<i>Both Miryek and Emperor Bahman are not boastful; ...are also both wise and they don't get fooled easily</i>) to demonstrate an in-depth understanding of the texts. The response demonstrates a strong organizational structure and focus on the task with logically grouped and related ideas (not boastful; wise; don't get fooled). The response includes an effective introduction (<i>I think Miryek and Emperor Bahman are similar because...</i>), development (<i>The first son guards someone's money without stealing it and the second son rescues a puppy from drowning</i>), and conclusion (<i>My evidence shows that Miryek and Emperor Bahman are both similar</i>), all of which support the organization. Thorough analysis based on explicit and implicit meanings from the texts (If Miryek was boastful he would just say "Yes, I am the greatest!" but instead he says that really Moles are the greatest; ...so he said 'It's time to choose a new ruler!' and that's why he gives his sons a challenge. So the whole story happens because he isn't boastful or selfish; he doesn't get fooled into thinking he's the greatest. He's wise and realizes that little moles are even greater; Hamid showed wisdom when he rescued someone from rolling off a cliff even though the person lied... So Hamid gets to be the new Emperor) supports claims, opinions, and ideas. The insightful analysis demonstrates the student's control and skill as well as an in-depth understanding of the texts. Response includes substantial, accurate, and direct references to the texts (Miryek is a granite statue; He was the ruler of Persia; Emperor Bahman understands that the youngest son's deed is the most noble; "To be honest is not a noble deed") using an effective combination of main ideas, key details, examples, and quotes. A skillful use of transitions (Even though Miryek is a granite statue; Emperor Bahman is also not boastful; Miryek and Emperor Bahman are also both wise; In the other passage) links ideas within categories or textual and supporting information. An effective use of precise language and domain-specific vocabulary drawn from the text ("<i>rule Persia forever like a boastful king</i>", "<i>Miryek is calm and the wind says he can't move him</i>") is evident in the response. Few errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation. The errors present do not interfere with meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	4	

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 2, Response Score 4

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

Both Emperor Bahman and Miryek are generous and proud of others. In the story Miss Mole searches for the World’s Most Wonderful Thing, Miryek said “But there is something even more amazing.” He was describing Mole when he said that which shows that he’s generous and proud of her. Also Miryek is very strong but he knew that Mole could put him in the ground by digging. He was proud of Mole for being curious, adventurous and strong. My evidence show how nice and wise Miryek is.

In the story Emperor Bahman’s Challenge, he challenged his sons to go out and do a good deed. Whoever did the noblest good deed would get to be the new emperor. This challenge showed that Emperor Bahman was generous to give up his throne to one of his sons. He had hope for all his sons which shows he was proud of them. Hamid, the youngest son worked on the royal road and repaired a building that got crashed into. He then saw a man that was sleeping beneath a tree and was about to fall off a cliff. Hamid saved him even though the man tried to blame Hamid for crashing into the building. Emperor Bahman chose Hamid be the new emperor because he thought Hamid was more generous than his brothers. This shows that Emperor Bahman thinks being generous is very important and it shows he is proud of Hamid.

Miryek and Emperor Bahman are also alike because both were very old. I know this because in the story Miss Mole searches for the World’s Most Wonderful Thing Wind said “I’ve tried to make him blink for thousands of years, and he does not move.” In the story Emperor Bahman’s Challenge the narrator said “Long ago the wise emperor ruled over Persia. He cared deeply for his people. However when he reached a certain age he wished to step down from the throne.” This evidence shows they are both old. So Emperor Bahman and Miryek are both generous and proud of others and they are both old. Thank you.

Item information on following page.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 4 – Demonstrates effective analysis of text and skillful writing</p> <ul style="list-style-type: none"> The response effectively addresses all parts of the task by analyzing how Miryek and Emperor Bahman are similar (...generous and proud of others; ...are also alike because both were very old) to demonstrate an in-depth understanding of the texts. The response has a strong organizational structure and focuses on the task with logically grouped and related ideas (ideas surrounding the two characters' generosity and agedness). An effective introduction (<i>Both Emperor Bahman and Miryek are generous and proud of others</i>), and conclusion (<i>So Emperor Bahman and Miryek are both generous and proud of others and they are both old</i>) support the organizational structure. Development is effective throughout the response. Thorough analysis based on explicit and implicit meanings from the texts (<i>Miryek said "But there is something even more amazing." He was describing Mole when he said that which shows that he's generous and proud of her; Emperor Bahman chose Hamid be the new emperor...he thought Hamid was more generous... This shows that Emperor Bahman thinks being generous is very important; "I've tried to make him blink for thousands of years"; "when he reached a certain age he wished to step down from the throne"; This evidence shows they are both old</i>) supports claims, opinions, and ideas. The insightful analysis demonstrates the student's control and skill as well as an in-depth understanding of the texts. The response includes substantial, accurate, and direct references to the texts (<i>"But there is something even more amazing"; Mole could put him in the ground by digging; the youngest son worked on the royal road and repaired a building; "I've tried to make him blink for thousands of years"</i>) using an effective combination of key details, examples, and quotes. A skillful use of transitions (<i>In the story; This shows that...; Miryek and Emperor Bahman are also alike because...</i>) links ideas within categories of textual and supporting information. An effective use of precise language and domain-specific vocabulary drawn from the texts (<i>curious; adventurous; noblest good deed; cared deeply for his people</i>) is evident throughout the response. Errors are present in sentence formation, punctuation, and grammar. However, they do not interfere with the meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	4	

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 1, Response Score 3

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

They are alike in a few different ways Miryek is kind thought of others for example. Miryek said it is true I am great no wind can blow me down no clouds can cover me no sun can not burn me no matter what the great blue sky does I will stay standing. But theres something better than me below the ground beneath me lives a small creature with soft brown fur this creature digs at night and day and makes tunnels through the soil. If it digs enough tunnels beneath me the soil will not hold me and I will topple and lie there on the ground that creature is most amazing. Perhaps you know what im talking about . I do miss mole said. I put this because it means he knew he was great but he knew there was someone greater just like in this story . long ago the wise Emperor Bahman ruled over Persia and even .He cared deeply for his people he wished to step down from his throne he called his sons together. It's time to choose a new ruler.The Emperor said go live a year out in the world then come back and tell about your good deed it had been the time asked and each son had stood before the Emperor and the older Amir went first.He said I carried the wealth of a rich man when I easily could have slipped a coin in my pocket I stood loyaly and held the riches money. The Emperor said that is not doing a good deed that is being loyal I to would want to trust my servants .Next was Dalir he stepped afford to tell his deed he said I worked abored a ship and there was a puppy that went over board said dalir into the icy water I jumped over and saved the puppy Emperor smiled and said that is a good deed but what about a noble deed it was Hamids turn the youngest son he said father I worked on a Royal Road another worker carlessly let a wagon of stones crash into a building and blamed it on me I spent weeks repairing them. I journeyed home and saw Ghazi sleeping near a cliff I knew he was going to roll off so I save him and Hamid became king after that .I wrote all of this to show that the Emperor is kind know he his great but knows there is someone greater and that's my summary

Item information on following page.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 3 – Demonstrates adequate analysis of text and appropriate writing</p> <ul style="list-style-type: none"> The response adequately addresses all parts of the task by analyzing how both Miryek and Emperor Bahman are similar (he was great but he knew there was someone greater just like in this story; He cared deeply for his people he wished to step down from his throne...; the Emperor is kind know he his great but knows there is someone greater) to demonstrate a sufficient understanding of the texts.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	3	

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 2, Response Score 3

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

One way these 2 charecters are alike is how they both give their greatness/power to someone else. Miryek says that “ I am indeed great.” Then later on he says... “But there is something even more amazing” Then he goes on to explain what that some thing is and he says... “Below the ground working in the dark right soil beneath me the soil will not hold me anymore.I will topple and lie there like anyother rock in the garden.” Emporer Baman is backing down from the throne and giving his role as emporer to one of his 3 sons. His sons have to go out in the workd fo a year and complete a noble task. The eldest son says that he carried the fortunes of a ruch merchant and did’nt take any of tge merchans fortunes. The second son says he saved a puppy. The third son says that he had to build back abuilding that one of the other workers messed up. Then the son saw that same man napping about to fall off a clif and saved him.” In his sleep he rolled toward the edge of the clif.” The emporer chose the third son because he actually did a noble act.

Item information on following page.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 3 – Demonstrates adequate analysis of text and appropriate writing</p> <ul style="list-style-type: none"> The response adequately addresses all parts of the task by analyzing a single way that both Miryek and Emperor Bahman are similar (<i>they both give their greatness/power to someone else</i>) to demonstrate a sufficient understanding of the text. The response demonstrates an appropriate organizational structure and focus on the task with logically grouped and related ideas (the response maintains focus on both characters giving power/greatness to others). The response includes a clear introduction (<i>One way these 2 charecters are alike is...</i>) and development (<i>Miryek says that "I am indeed great...but there is something even more amazing"</i>), both of which support the organizational structure. However, there is no clear conclusion. Clear analysis based on explicit and implicit meanings from the texts (...both give their greatness/power to someone else; "Emporer Baman is backing down from the throne...; The emporer chose the third son because he actually did a noble act") supports claims, opinions, and ideas and demonstrates sufficient understanding of the texts. The response includes sufficient, accurate, and direct reference to the text ("I will topple and lie there like anyother rock in the garden"; His sons have to go out in the workd fo a year and complete a noble task; he carried the fortunes of a ruch merchant and did'nt take any of tge merchans fortunes) using an appropriate combination of main ideas, relevant key details, examples and quotes. The transition "Then" is used appropriately to link ideas within categories of information. An appropriate use of precise language and domain specific vocabulary drawn from the texts (<i>greatness/power; rock in the garden; eldest son</i>) is evident in the response. Some errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation (<i>charecters; what that some thing is; merchans fortunes</i>). These errors seldom interfere with the meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	3	

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 1, Response Score 2

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

Miryek and Bahman are alike, because they both gave there glory to someone that is greater than them. Bahman gave Hamid the crown because, “Repaying a spiteful act with goodness is the noblest deed of all.”, and Miryek knew that he was not the greatest, and that Miss mole was greater than him, because, “If she digs enough tunnels beneath him, the soil will not hold him. He will topple and lie there like any rock in a garden.”

Item Information		Response Score Annotation
Page Reference	36	<p>Score 2 – Demonstrates limited analysis of text and inconsistent writing</p> <ul style="list-style-type: none"> • The response inconsistently addresses some parts of the task demonstrating a partial understanding of the texts. • The response demonstrates a weak organizational structure and focus on the task. Ideas are ineffectively grouped with little development. There is a weak introduction (<i>Miryek and Bahman are alike, because...</i>) that simply reiterates part of the task. There is no conclusion. • Inconsistent analysis based on explicit meanings from the texts (<i>they both gave there glory to someone that is greater than them</i>) ineffectively supports claims, opinions, and ideas. • The response includes limited reference to the texts (“Repaying a spiteful act with goodness is the noblest deed of all”; that Miss mole was greater than him, because, “If she digs enough tunnels beneath him, the soil will not hold him. He will topple and lie there like any rock in a garden”) using some details, examples and quotes. The connection to main ideas and relevant details is limited. • A limited use of transitions inconsistently links ideas (<i>and Miryek knew...</i>). • An inconsistent use of precise language and domain-specific vocabulary drawn from the texts (<i>the noblest deed of all; tunnels beneath him</i>) is evident. • Some errors are present in grammar, usage, and punctuation, but they do not interfere with meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	2	

SUMMATIVE

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 2, Response Score 2

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

I think they are alike in more ways than one. One way that they both are alike is they both know when they are not the best at something even if they were at one point in their life. They are also alike because, they are both very noble. Miryek didn’t think he was the most wonderful thing in the world, and Emperor Bahman knew that he needed to give up his throne and most people wouldn’t do that. They both could have said they were the best but they didn’t. These are just some of the ways they are the same.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 2 – Demonstrates limited analysis of text and inconsistent writing</p> <ul style="list-style-type: none"> • The response inconsistently addresses some parts of the task demonstrating a partial understanding of the texts. The student lists a few ways the characters are alike, but does little to analyze those similarities. • The response demonstrates a weak organizational structure and focus on the task; ideas are ineffectively grouped (the student list similarities of the characters, e.g., <i>they are both very noble</i>). There is a weak introduction (<i>I think they are alike in more ways than one</i>) and a perfunctory conclusion (<i>These are just some of the ways they are the same</i>) and little development, all of which contributes to the weak organization. • Inconsistent, weak analysis based on explicit meanings from the texts (they both know when they are not the best at something; most people wouldn’t do that; They both could have said they were the best but they didn’t) ineffectively supports claims, opinions, and ideas. • The response includes limited reference to the texts (<i>Emperor Bahman knew that he needed to give up his throne</i>) using some examples. The connection to relevant details is limited. • A limited use of transitions inconsistently links ideas (<i>One way...; They are also...</i>). • An inconsistent use of precise language and domain-specific vocabulary drawn from the texts is evident. • Some minor errors are present in grammar, usage, and punctuation, but they do not interfere with the meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	2	

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 1, Response Score 1

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

They are both trying to figure out something. Emperor is trying to figure out who is best for the throne and Miss Mole is trying to figure out what the worlds most wonderful thing is.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 1 – Demonstrates minimal analysis of text and inadequate writing</p> <ul style="list-style-type: none"> • The response minimally addresses part of the task to demonstrate an inadequate understanding of the texts. The student addresses similarities between Miss Mole and Emperor Bahman instead of Miryek and Emperor Bahman. • The response demonstrates minimal evidence of an organizational structure and focus on the task. The introduction states a single similarity and there is no conclusion. • Minimal analysis (<i>They are both trying to figure out something</i>) does little to support claims, opinions, and ideas. • The response includes minimal reference to the texts (<i>Emperor is trying to figure out who is best for the throne</i>) using few details, examples and facts. The connection to main ideas and relevant details is minimal. • No transitions are used to link ideas. • There is little use of precise language or domain-specific vocabulary evident in the response. • The lone grammatical error (a missing apostrophe) does not interfere with meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	1	

SUMMATIVE

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 2, Response Score 1

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

Miryek and Emperor Bahman are alike because they both think that they are great. They also want to pass their place down as being great and give their place to someone who is great does great things. Miiryek and Emperor Bahman are also alike because they were both knows as great.

Item Information		Response Score Annotation
Page Reference	36	<p>Score 1 – Demonstrates minimal analysis of text and inadequate writing</p> <ul style="list-style-type: none"> • The response minimally addresses part of the task (the student provides one similarity between the characters) to demonstrate an inadequate understanding of the texts. • The response demonstrates minimal evidence of an organizational structure and focus on the task. The introduction states a similarity, there is little development and no clear conclusion. • Minimal analysis (<i>they both think that they are great</i>) does little to support claims, opinions, and ideas. There is no explanation or text to support the provided similarity. • The response includes minimal reference to the texts (...<i>give their place to someone who is great does great things</i>) using few details, examples and facts. The connection to main ideas and relevant details is minimal. • Few transitions (<i>They also...</i>) are used to link ideas. • There is little use of precise language or domain-specific vocabulary evident in the response. • There is one usage error (<i>knows</i> for “known”) that interferes with meaning.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	1	

SUMMATIVE

Appendix A: Passage-Based Sample Items (including Text-Dependent Writing)

Text-Dependent Writing: Student Responses

Student 1, Response Score Off-Topic

Miryek in “Miss Mole Searches for the World’s Most Wonderful Thing” and Emperor Bahman in “Emperor Bahman’s Challenge” are alike in some ways. Write an essay analyzing how Miryek and Emperor Bahman are similar. Use evidence from **both** passages to support your response.

Are they have a life?
 Do they both have hair?
 Do they have cloths?

Item Information		Response Score Annotation
Page Reference	36	<ul style="list-style-type: none"> The response does not address the task.
Alignment	W.4.30	
Depth of Knowledge	3	
Response Score	Off-Topic	

Appendix B: Sample Standalone Items

Standalone Sample Item 1

Use the drop-down menus to choose the words that **best** complete the paragraph.

Riding a bike is the best type of exercise for kids and is great fun. , it keeps kids physically active. Children should be getting at least one hour of exercise every day. , many children are not getting enough exercise. Riding a bike would help kids start exercising early in life and may help them continue the habit for life.

Drop down 1

Drop down 2

, it

- In contrast
- In addition
- Even so

, m

- However
- In that case
- Either way

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	Drop-down 1 – In addition Drop down 2 – However
Page Reference	28	
Alignment	W.4.22c	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

Appendix B: Sample Standalone Items

Standalone Sample Item 2

A student is writing a report about pets. Read the paragraph from the report.

Common household pets include dogs, cats, birds, and fish. Some families have just one pet, while other families have many pets. Family members spend a lot of their time caring for their pets. They spend time feeding and brushing their pets. They also spend time cleaning up after them and making sure their pets get exercise. Playing with pets is one of the most fun parts of owning a pet. When people spend this much time with their pets, it is no wonder pets are often considered important members of the family.

Which sentence would provide the **best** introduction for the paragraph?

- a Many people today have pets.
- b It is fun to spend time playing with pets.
- c Some pets require special care.
- d Pets should go to a veterinarian regularly.

Item Information	
Item Type	Multiple Choice
Page Reference	30
Alignment	W.4.23a
Point Value	1
Depth of Knowledge	2
Answer Key	A

Appendix B: Sample Standalone Items

Standalone Sample Item 3

A student is writing a personal narrative about a visit to a park. Read the student’s paragraph.

One Saturday afternoon, I was walking in the park with my mom. I saw the most adorable puppy. The fuzzy brown puppy looked lonely and sad as it sniffed the ground. I looked at my mom and said, _____

Which piece of dialogue **best** completes the paragraph?

- (a) "Let’s go home now."
- (b) "I love coming to the park."
- (c) "Can we please take him home?"
- (d) "Could we take a longer walk tomorrow?"

Item Information	
Item Type	Multiple Choice
Page Reference	32
Alignment	W.4.24b
Point Value	1
Depth of Knowledge	2
Answer Key	C

Appendix B: Sample Standalone Items

Standalone Sample Item 4

A student is writing a report about the history of Mount Rushmore National Memorial, which is located in the Black Hills of South Dakota. Which **two** questions would most likely help the student find information related to the topic?

- (a) How large is Mount Rushmore National Memorial?
- (b) Why was Mount Rushmore National Memorial created?
- (c) How long did it take to complete Mount Rushmore National Memorial?
- (d) Do people need a ticket to see Mount Rushmore National Memorial?
- (e) How many people visit Mount Rushmore National Memorial each year?

Item Information	
Item Type	Multiple Select
Page Reference	34
Alignment	W.4.28
Point Value	2
Depth of Knowledge	2
Answer Key	B, C

Appendix B: Sample Standalone Items

Standalone Sample Item 5

A student is doing research on the healthiest foods to eat for breakfast. Which source would be the **best** to use to find information about this topic?

- (a) A company website would be best to use because it would have products for sale.
- (b) A book written by a child would be best to use because it would have interesting pictures.
- (c) A government website would be best to use because it would have current information.
- (d) A blog written by a sports star would be best to use because it would have personal opinions.

Item Information	
Item Type	Multiple Choice
Page Reference	35
Alignment	W.4.29
Point Value	1
Depth of Knowledge	2
Answer Key	C

Appendix B: Sample Standalone Items

Standalone Sample Item 6

Read the sentence.

Make sure you bring an umbrella with you because the weather report said there is a chance it ____ rain this afternoon.

Which verb **best** completes the sentence?

- (a) can
- (b) might
- (c) must
- (d) should

Item Information	
Item Type	Multiple Choice
Page Reference	41
Alignment	L.4.38c
Point Value	1
Depth of Knowledge	2
Answer Key	B

Appendix B: Sample Standalone Items

Standalone Sample Item 7

Read the sentence.

I love my new coat it is a little too big.

How can the error in the sentence be corrected? Choose **two** answers.

- (a) I love my new coat. It is a little too big.
- (b) I love my new coat however it is a little too big.
- (c) I love my new coat, but it is a little too big.
- (d) I love my new coat and, it is a little too big.
- (e) I love my new coat it's a little too big.

Item Information	
Item Type	Multiple Select
Page Reference	41
Alignment	L.4.38f
Point Value	2
Depth of Knowledge	2
Answer Key	A, C

Appendix B: Sample Standalone Items

Standalone Sample Item 8

Which sentence uses the correct capitalization?

- (a) Veterans Day is a holiday that is celebrated in the United states each year on November 11.
- (b) Veterans Day is a holiday that is celebrated in the United States each year on November 11.
- (c) Veterans day is a holiday that is celebrated in the United States each year on November 11.
- (d) Veterans Day is a Holiday that is celebrated in the United States each year on November 11.

Item Information	
Item Type	Multiple Choice
Page Reference	43
Alignment	L.4.39a
Point Value	1
Depth of Knowledge	2
Answer Key	B

Appendix B: Sample Standalone Items

Standalone Sample Item 9

Read the sentences.

Leah and Dad set up the telescope in their backyard. “It’s really dark and clear tonight, Leah. We should be able to see many stars!” Dad exclaimed. “Also, tonight we may even be able to see some distant planets, like Jupiter and Saturn.”

What does the combination of the roots “tele” and “scope” help the reader understand about the purpose of a “telescope”?

- a It makes something appear smaller.
- b It allows one to see things that are far away.
- c It is helpful in finding things underwater.
- d It allows one to measure the direction of the wind.

Item Information	
Item Type	Multiple Choice
Page Reference	45
Alignment	L.4.41b
Point Value	1
Depth of Knowledge	2
Answer Key	B

Appendix B: Sample Standalone Items

Standalone Sample Item 9

Read the sentence.

Peter’s mom took him to the store so that he could exchange the shirt for a larger size.

Which word is a synonym of exchange?

- (a) buy
- (b) lose
- (c) trade
- (d) wear

Item Information	
Item Type	Multiple Choice
Page Reference	47
Alignment	L.4.42c
Point Value	1
Depth of Knowledge	2
Answer Key	C

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