

# Alabama Comprehensive Assessment Program (ACAP)

## Summative

# Item Specifications

## English Language Arts

### Grade 5

# **Alabama Comprehensive Assessment Program (ACAP) Summative Item Specifications English Language Arts, Grade 5**

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 for educators to help guide instruction and assessment-building in the classroom. Teachers can use the sample items as models when leading classroom discussion as well as creating items for classroom tests or quizzes. In each sample item, the level of rigor needed in the item in order to align with the content standard is evident.

## Definitions

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

**Strand:** A strand is a group of related content standards. For example, Reading Literature, Reading Informational Text, Writing, and Language are the strands for Grade 5 English Language Arts.

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

**Standard:** The standard defines what students should understand (know) and be able to do at the conclusion of a course or grade. The standard text in the item specifications is preceded by a standard identifier: for example, RI.5.12 indicates the strand as Reading Informational Text, the student grade level as fifth (5), 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 item types 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 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 in 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 5 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 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Evidence Statements</b>	<p>The student will quote accurately from a text when explaining what the text says explicitly.</p> <p>The student will quote accurately from a text when drawing inferences from the text.</p>
<b>Assessment Limits / Content Constraints</b>	<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> <p>Determining the correct response may require an understanding of the layers of support for an idea.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	One or more grade-appropriate literature texts that may vary in complexity
<b>Sample Stem Information (as applicable)</b>	Which sentences from “My Trip to the City Aquarium” <b>best</b> support the inference that the aquarium was different from what the narrator had thought it would be? Choose <b>two</b> answers.

**Item Specifications for Grade 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
<b>Evidence Statements</b>	<p>The student will determine a theme of a story, drama, or poem from details in the text.</p> <p>The student will determine how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.</p> <p>The student will summarize the text of a story, drama, or poem.</p>
<b>Assessment Limits/Content Constraints</b>	<p>Determining the correct response will require an understanding of the central theme, message, lesson, or moral of a story, drama, or poem.</p> <p>Determining the correct response will require an understanding of how the actions of characters support the central idea or theme of a story or a drama.</p> <p>Determining the correct response will require an understanding of how the speaker in a poem reflects upon a topic.</p> <p>Determining the correct response will require an understanding of the key elements of a story, drama, or poem and/or an ability to distinguish the most important details from the least important details in a story, drama, or a poem.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts (story, drama, or poem) that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	What is the <b>best</b> summary of “My Trip to the City Aquarium”?

**Item Specifications for Grade 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Evidence Statements</b>	<p>The student will compare and contrast two or more characters in a story or drama, drawing on specific details in the text.</p> <p>The student will compare and contrast two or more settings in a story or drama, drawing on specific details in the text.</p> <p>The student will compare and contrast two or more events in a story or drama, drawing on specific details in the text.</p>
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require students to compare and contrast two or more characters, settings, or events in a story or drama and/or to support that comparison/contrast with relevant textual evidence.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts (story or drama) that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	<p>Move the descriptions into the chart to describe the narrator’s actions at school compared to the narrator’s actions at home.</p> <p>[A chart and drag and drop options are provided so that the student can sort the actions into the two categories.]</p>

**Item Specifications for Grade 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
<b>Evidence Statements</b>	<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 figurative language such as metaphors and similes in a literature text.</p>
<b>Assessment Limits/Content Constraints</b>	<p>Determining the correct response will require an understanding of the literal or figurative meaning of words or phrases as they are used in context in a literature text and an analysis of the author’s word choice.</p> <p>Determining the correct response may also require an understanding of how the language impacts the text. The correct response will correctly analyze the meaning of words and phrases in context as well as either the author’s craft in using particular language or the impact of the language.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	<p>Read the sentences from the passage.</p> <p>[Sentences from the passage are provided with enough context to determine a metaphor’s meaning.]</p> <p>What does “[metaphor]” mean in the sentence?</p>

**Item Specifications for Grade 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>Evidence Statements</b>	The student will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an analysis of how specific scenes, conversations, etc. contribute to the structure of a literature text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts (story, drama, or poem) that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	How do paragraphs 3 and 4 add to the plot of the passage?

**Item Specifications for Grade 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.
<b>Evidence Statements</b>	The student will describe how a narrator’s point of view influences how events are described.  The student will describe how a speaker’s point of view influences how events are described.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response may require an analysis of the narrator’s or speaker’s point of view and a distinction between first-person, second-person, and third-person/omniscient points of view.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	In “An Amazing Day at the Aquarium,” how does the narrator’s point of view toward the field trip influence how the events in the passage are described?

**Item Specifications for Grade 5 English Language Arts: Reading Literature**

<b>Strand</b>	Reading Literature
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RL.5.8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Evidence Statements</b>	The student will compare and contrast stories in the same genre on their approaches to similar themes and topics.
<b>Assessment Limits/Content Constraints</b>	Determining the correct response may require an understanding of similarities and differences between the themes and topics of two literature texts.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate literature texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which theme is present in <b>both</b> passages?



**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.5.10. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>Evidence Statements</b>	<p>The student will quote accurately from a text when explaining what the text says explicitly.</p> <p>The student will quote accurately from a text when drawing inferences from the text.</p>
<b>Assessment Limits/Content Constraints</b>	<p>Determining the correct response may require an explanation of key ideas directly stated in the text or a portion of the text.</p> <p>Determining the correct response may require the use of key ideas and/or details stated explicitly in the text to support a larger idea, connection, or inference.</p> <p>Determining the correct response may require an understanding of the layers of support for an idea, with a focus on the strongest support.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Which excerpts from “Virginia’s Wild Pony Islands” <b>best</b> support the idea that the wild ponies play an important role in supporting the community? Choose <b>two</b> answers.

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.5.11. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
<b>Evidence Statements</b>	The student will determine two or more main ideas of a text and explain how they are supported by key details.  The student will summarize the text.
<b>Assessment Limits/Content Constraints</b>	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.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	What is the <b>best</b> summary of “Splashing with the Ponies on Pony Penning Day”?

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Key Ideas and Details
<b>Standard</b>	RI.5.12. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<b>Evidence Statements</b>	<p>The student will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text.</p> <p>The student will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a scientific text.</p> <p>The student will explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a technical text.</p>
<b>Assessment Limits/Content Constraints</b>	The item will require an explanation of how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Based on the information in the passage, what is the relationship between [event 1] and [event 2]?

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.5.13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 5 topic or subject area</i> .
<b>Evidence Statements</b>	<p>The student will determine the meaning of general academic words and phrases in a text relevant to a Grade 5 topic or subject area.</p> <p>The student will determine the meaning of domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.</p>
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an understanding of the meaning of general academic words or domain-specific words.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>	Read the paragraph from “Splashing with the Ponies on Pony Penning Day”.
<b>(as applicable)</b>	<p>The red smoke goes off. It drifts across the water, signaling that the swim is about to <u>commence</u>. And we’re off! The horses slip into the water until only their dark heads and ears are showing. We follow close, keeping the herd together, watching for any young ones that might get tired or confused. The crowds of tourists go crazy taking one picture after another.</p> <p>What is the meaning of the word <u>commence</u> as used in the sentence?</p>

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.5.14. Compare and contrast the overall structure (e.g., chronology, comparison, cause and effect, problem and solution) of events, ideas, concepts, or information in two or more texts.
<b>Evidence Statements</b>	<p>The student will compare and contrast the overall structure of events in two or more texts.</p> <p>The student will compare and contrast the overall structure of ideas in two or more texts.</p> <p>The student will compare and contrast the overall structure of concepts in two or more texts.</p> <p>The student will compare and contrast the overall structure of information in two or more texts.</p>
<b>Assessment Limits/Content Constraints</b>	Determining the correct response will require an understanding and description of the overall structure of two or more texts (e.g., chronology, comparison, cause and effect, problem and solution).
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	How is the overall structure of “Virginia’s Wild Pony Islands different from “Splashing with the Ponies on Pony Penning Day”?

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Craft and Structure
<b>Standard</b>	RI.5.15. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Evidence Statements</b>	The student will analyze multiple accounts of the same event or topic.  The student will identify important similarities and differences in the points of view the accounts represent.
<b>Assessment Limits/Content Constraints</b>	Items may focus on similarities and differences between the points of view in two or more accounts of the same event or topic. Point of view in this context is the author’s perspective or viewpoint, not the literary point of view as a narrative element (e.g., first-person point of view, third-person point of view).
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Both “Virginia’s Wiled Pony Islands” and “Splashing with the Ponies on Pony Penning Day” provide information about Pony Penning Day. There are similarities and differences in the point of view in the texts. Move each sentence into the Venn diagram to show which passage it describes.  [A Venn diagram and drag and drop options are provided for the student to sort into the proper categories.]

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.5.16. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>Evidence Statements</b>	The student will draw on information from multiple print or digital sources.  The student will demonstrate the ability to locate an answer to a question quickly or to solve a problem efficiently.
<b>Assessment Limits/Content Constraints</b>	The item will focus on features of a text that would help a reader locate information. The item will focus on using these features to draw conclusions and solve problems.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b>  (as applicable)	Which section of the passage is supported by the information in the chart?

**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.5.17. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
<b>Evidence Statements</b>	<p>The student will explain how an author uses reasons and evidence to support particular points in a text.</p> <p>The student will identify which reasons and evidence support which point(s).</p>
<b>Assessment Limits/Content Constraints</b>	Items will focus on the reasons and evidence used to support the points presented in a text. The items may ask students to determine the reasons and evidence that support a particular point in a text. Items may focus on explaining how an author supports particular points in a text.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	Which evidence from “Virginia’s Wild Pony Islands” <b>best</b> supports the author’s point that the ponies are not native to the islands?



**Item Specifications for Grade 5 English Language Arts: Reading Informational Text**

<b>Strand</b>	Reading Informational Text
<b>Subcategory</b>	Integration of Knowledge and Ideas
<b>Standard</b>	RI.5.18. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Evidence Statements</b>	The student will integrate information from several texts on the same topic to write or speak about the subject knowledgeably.
<b>Assessment Limits/Content Constraints</b>	The item will require integration of the information presented in all texts.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	one or more grade-appropriate informational texts that may vary in complexity
<b>Sample Item Stem Information</b> (as applicable)	Based on information from all <b>three</b> passages, which words <b>best</b> describe Pony Penning Day? Choose <b>two</b> answers.

# Writing

## **Item Specifications for Grade 5 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 5 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.5.22. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>
<b>Evidence Statements</b>	<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 ideas are logically grouped to support the writer’s purpose.</p> <p>The student will provide logically ordered reasons.</p> <p>The student will support reasons with facts and details.</p> <p>The student will link the opinion and reasons using words, phrases, and clauses.</p> <p>The student will provide a concluding statement or section related to the opinion presented.</p>
<b>Assessment Limits/Content Constraints</b>	Sentence(s) or paragraph(s) in item stem.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE

Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the paragraph.</p> <p><sup>1</sup>You should brush your teeth thoroughly before visiting the dentist for an exam. <sup>2</sup>After you brush, your mouth will feel fresh and clean. <sup>3</sup>Also, brushing your teeth before your visit will show your dentist that you know how to take good care of your teeth. <sup>4</sup>When the exam is complete, most dentists give each patient a new toothbrush.</p> <p>Read the sentence.</p> <p>However, if you forget to brush before your exam, your dentist may kindly remind you to be sure to brush regularly.</p> <p>Where is the <b>most</b> logical place in the paragraph to include the sentence?</p>

**Item Specifications for Grade 5 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.5.23. Write informative or explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
<b>Evidence Statements</b>	<p>The student will introduce a topic clearly.</p> <p>The student will provide a general observation and focus.</p> <p>The student will group related information logically.</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 link ideas within and across categories of information using words, phrases, and clauses.</p> <p>The student will use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>The student will provide a concluding statement or section related to the information or explanation 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 a paragraph about [a topic]. Read the paragraph. [A 4 or 5 sentence stimulus is provided that simulates a student informational paragraph on the stated topic.] Which sentence would <b>best</b> introduce the topic?

**Item Specifications for Grade 5 English Language Arts: Text Types and Purposes**

<b>Strand</b>	Writing
<b>Subcategory</b>	Text Types and Purposes
<b>Standard</b>	<p>W.5.24. 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"> <li>a. Orient the reader by establishing a situation and introducing a narrator, characters, or both; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>
<b>Evidence Statements</b>	<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 narrative techniques to develop experiences and events.</p> <p>The student will use narrative techniques to show the responses of characters to situations.</p> <p>The student will use a variety of transitional words, phrases, and clauses 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> <p>The student will provide a conclusion that follows from the narrated experiences or events.</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)	<p>Read the sentence. Choose the correct word from each drop-down menu to describe the experience <b>most</b> precisely.</p> <p>[A sentence is presented that includes drop-down menus for the student to use when answering the question.]</p>

**Item Specifications for Grade 5 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	W.5.28. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<b>Evidence Statements</b>	The student will conduct short research projects. The student will build knowledge through investigation of different resources for the topic.
<b>Assessment Limits/Content Constraints</b>	A stimulus would not be required, as the lead-in before the stem would provide enough background information.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	A student is doing research on how using headphones to listen to music can affect a person’s hearing. Place a check mark in the row for each source to show whether it would or would not likely provide information to support the research for the student’s topic.  [A matching table is provided for with a list of resources that the student will use when selecting answers.]

**Item Specifications for Grade 5 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	W.5.29. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
<b>Evidence Statements</b>	<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 summarize or paraphrase information in notes and finished work.</p> <p>The student will provide a list of sources.</p>
<b>Assessment Limits/Content Constraints</b>	The stimulus should be informational.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed
<b>Sample Item Stem Information (as applicable)</b>	<p>A student is doing research on icebergs and is looking for reliable sources of information. The student reads the following paragraph from a source.</p> <p>Icebergs are large pieces of ice that float in the ocean. They break away from glaciers or shelf ice and move with the ocean currents. To be considered a true iceberg, the piece of ice needs to be at least five feet across and sixteen feet above the water. Icebergs are most commonly found in the waters near Antarctica.</p> <p>Which pair of notes <b>best</b> summarizes the types of information found in the paragraph?</p>

**Item Specifications for Grade 5 English Language Arts: Research to Build and Present Knowledge**

<b>Strand</b>	Writing
<b>Subcategory</b>	Research to Build and Present Knowledge
<b>Standard</b>	<p>W.5.30. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> <li>a. Apply <i>Grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, setting, or events in a story or a drama, drawing on specific details in text [e.g., how characters interact]”).</li> <li>b. Apply <i>Grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</li> </ul>
<b>Evidence Statements</b>	<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>
<b>Assessment Limits/Content Constraints</b>	This standard is best measured through text-dependent writing. The student will draw from literature and informational texts and use textual evidence in the writing.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	TDW
<b>Text Types/Context</b>	one or more grade-appropriate literature or informational texts that may vary in complexity
<b>Sample Item Stem Information (as applicable)</b>	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.5.30: 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><b>Stories</b></p> <ul style="list-style-type: none"> <li>• adventure stories</li> <li>• folktales</li> <li>• legends</li> <li>• tall tales</li> <li>• fables</li> <li>• fantasy</li> <li>• realistic fiction</li> <li>• myths</li> <li>• historical fiction</li> <li>• excerpts from longer works</li> </ul> <p><b>Dramas</b> <b>Poetry</b></p>	<p><b>Literary Nonfiction</b></p> <ul style="list-style-type: none"> <li>• biographies</li> <li>• autobiographies</li> <li>• history</li> <li>• social studies</li> <li>• science</li> <li>• technical</li> <li>• journals/memoirs/diaries</li> <li>• essays</li> <li>• editorials</li> <li>• historical documents</li> </ul>

# Language

## **Item Specifications for Grade 5 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 5 English Language Arts: Conventions of Standard English**

<b>Strand</b>	Language
<b>Subcategory</b>	Conventions of Standard English
<b>Standard</b>	<p>L.5.38. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.</li> <li>e. Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>).</li> </ul>
<b>Evidence Statements</b>	<p>The student will explain the function of conjunctions, prepositions, and/or interjections in general and their function in particular sentences.</p> <p>The student will form and use the perfect verb tenses.</p> <p>The student will use verb tense and aspect to convey various times, sequences, states, and conditions.</p> <p>The student will recognize and correct inappropriate shifts in verb tense and aspect.</p> <p>The student will use correlative conjunctions.</p>
<b>Assessment Limits/Content Constraints</b>	A target sentence or stimulus is not required.
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE

Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the sentences. The underlined words are conjunctions, interjections, and prepositions. Move each word under its correct heading in the chart.</p> <p><u>Hey</u>, Travis! You made me jump! I did not see you there at first.”</p> <p>“Sorry, I was not hiding on purpose. I was just looking <u>behind</u> this box for my book. I seem to have lost it <u>and</u> I was really hoping to finish it tonight.”</p> <p>“<u>Hmmm</u>, I haven’t seen a book, <u>but</u> I can help you look.”</p> <p>“Thanks so much. I’ve already looked over here.”</p> <p>“OK, I’ll start on this side <u>of</u> the room.”</p> <p>[a chart follows with the underlined words as the draggable options]</p>



**Item Specifications for Grade 5 English Language Arts: Conventions of Standard English**

<b>Strand</b>	Language
<b>Subcategory</b>	Conventions of Standard English
<b>Standard</b>	<p>L.5.39. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>
<b>Evidence Statements</b>	<p>The student will use punctuation to separate items in a series.</p> <p>The student will use a comma to separate an introductory element from the rest of the sentence.</p> <p>The student will use a comma to set off the words “yes” and “no.”</p> <p>The student will use a comma to set off a tag question from the rest of the sentence.</p> <p>The student will use a comma to indicate direct address.</p> <p>The student will use underlining, quotation marks, or italics to indicate titles of works.</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 Stem Information (as applicable)	Which sentence misuses a comma?

**Item Specifications for Grade 5 English Language Arts: Vocabulary Acquisition and Use**

<b>Strand</b>	Language
<b>Subcategory</b>	Vocabulary Acquisition and Use
<b>Standard</b>	<p>L.5.41. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>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.</li> </ul>
<b>Evidence Statements</b>	<p>The student will use context as a clue to the meaning of a word or phrase.</p> <p>The student will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.</p> <p>The student will consult print and digital reference materials to find the pronunciation of key words and phrases.</p> <p>The student will consult print and digital reference materials to determine or clarify the precise meaning of key words and phrases.</p>
<b>Assessment Limits/Content Constraints</b>	<p>The item will focus on determining the most likely meaning of a word or phrase based on the context in which the word or phrase appears. Adequate context must be provided within the text.</p> <p>The item may require discrete knowledge of Greek and Latin roots appropriate for Grade 5. The item may require the ability to assess the meaning of new words given the definition of Greek and Latin roots.</p>

	The item will focus on the use of a reference resource to clarify the meaning of a word.
DOK(s)	2, 3
Item Types	MC, MS, EBSR, TE
Text Types/Context	Allowed
Sample Item Stem Information (as applicable)	<p>Read the dictionary definition.</p> <p>v. to begin</p> <p>Select the underlined word in the paragraph from “Splashing with the Ponies on Pony Penning Day” that <b>best</b> matches the given definition.</p> <p>[The paragraph from the passage is provided. Students are able to select the hot text functionality to respond.]</p>

**Item Specifications for Grade 5 English Language Arts: Vocabulary Acquisition and Use**

<b>Strand</b>	Language
<b>Subcategory</b>	Vocabulary Acquisition and Use
<b>Standard</b>	<p>L.5.42. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>
<b>Evidence Statements</b>	<p>The student will interpret figurative language in context.</p> <p>The student will recognize and explain the meaning of common idioms, adages, and/or proverbs.</p> <p>The student will use the relationship between particular words to better understand each of the words.</p>
<b>Assessment Limits/Content Constraints</b>	<p>The item may focus on interpreting figurative language, including similes and metaphors, in context.</p> <p>The item may focus on determining the meaning of common idioms, adages, and proverbs.</p> <p>The item may focus on word relationships and how they can help determine meanings of unknown words. The item may ask which word or phrase best helps in understanding a word; the word or phrase should have a distinct relationship with the target word.</p>
<b>DOK(s)</b>	2, 3
<b>Item Types</b>	MC, MS, EBSR, TE
<b>Text Types/Context</b>	Allowed

Sample Item Stem Information      In “Splashing with the Ponies on Pony Penning Day,” why does the narrator state, “I’m a saltwater cowboy”?  
  
(as applicable)



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

### Passage Set 1

#### Virginia's Wild Pony Islands

Two barrier islands lie off the coast of Virginia. Chincoteague is just seven miles long. It nestles next to Assateague, which is 38 miles long. Assateague protects its little neighbor from the fury of Atlantic storms.

Chincoteague Island is home to a small resort town of the same name. Assateague Island has no homes or towns. Parts of these and other islands and shoreland make up the Chincoteague National Wildlife Refuge. This refuge includes 14,000 acres of beaches and provides habitat for birds, horseshoe crabs, and other wildlife.

There are many tourists. Every year, nearly 1.5 million people come to visit the refuge. They come to enjoy the white sands and dunes. They come to see the fish and crabs, and they come to watch for migratory birds.

But there is one sight every visitor must see—the wild ponies.

No one knows for sure how the ponies got to the islands. Ponies are not a native species. But they have been there for a very long time, perhaps 400 years. Legend says that they swam ashore from sinking Spanish galleons, or ships, that were shipwrecked near the islands during a storm.

Maybe people from the mainland put their animals on the deserted island. That way, they did not have to pay taxes on the animals. Over time, many of the animals became wild.

These days, the story of the ponies draws tourists to the islands. People come to stay in seaside hotels. They stay on the lookout for a glimpse of a mare with her foal. They hope to see a stallion galloping over the dunes. They want to see his mane flying in the wind.

The author Marguerite Henry was also fascinated by the ponies. She wrote the book *Misty of Chincoteague* in 1947 about a real pony named Misty. The book was made into a movie. Children everywhere fell in love with Misty and the island ponies and loved learning about Pony Penning Day.

Once a year, since about 1925, volunteer firefighters have continued the tradition of Pony Penning Day. On horseback, they round up the Assateague ponies. Including the foals, there are about 150 ponies. The firefighters herd the ponies into the water, and then the ponies swim across the channel to Chincoteague. It is a short swim, and it takes five or six minutes.

The “saltwater cowboys” then parade the ponies down Main Street and to the local fairgrounds. Forty or fifty thousand people show up every year to watch. This spectacle brings business to the town of Chincoteague.

The young ponies are sold at auction. People may pay from \$375 to \$17,500 for one pony. The ponies belong to the volunteer fire department, and the money raised by this auction goes to help the fire department with its annual expenses.

Some of the money is used to fund vaccinations and care for the wild ponies. The islanders want to keep the ponies healthy. They also want to keep the herd approximately the same size. They do not want too many ponies. The people plan to protect the island environment for many years to come.

### Splashing with the Ponies on Pony Penning Day

I'm a saltwater cowboy. My daddy and grandpa herded ponies long before I was old enough to help. It's in the blood. Even my horse gets excited when the end of July finally rolls around. We wait all year for Pony Penning Day.

A few days before the big swim, we go over to Assateague Island to start rounding up the herd. Every one of the ponies has a name, and I like to see which ones I recognize. I'm pretty sure I see the one they call Freckles, with his white belly and spotty brown sides.

We always know the day of the swim, but we don't know the hour. That depends on the tide. We won't know until the night before. Between two tides, there's about 30 minutes of "slack calm." That means there is no current pulling either way. That's when we bring the ponies across. It's safer for the young foals that were just born this spring.

When the day for the swim finally arrives, I'm glad I'm not one of the tourists lined up on the shores, trying to see past thousands of other people. I'd rather be part of the action!

My horse and I will barge across the channel. We don't mind getting wet and muddy, and the ponies don't seem to mind either.

The red smoke goes off. It drifts across the water, signaling that the swim is about to commence. And we're off! The horses slip into the water until only their dark heads and ears are showing. We follow close, keeping the herd together, watching for any young ones that might get tired or confused. The crowds of tourists go crazy taking one picture after another.

The channel is not very wide. In just a few minutes, the wet ponies are pulling up out of the water onto Chincoteague Island. The swim is over.

The ponies nibble some hay and take a rest. A couple of ponies of the adventurous sort break loose. One of them makes a dash for somebody's backyard, so I follow to direct it back.

When they're rested, it's time to lead the herd through town to the carnival grounds. I'm proud to ride at the front of the pack, leading the herd through town. The other firefighters in their cowboy hats and boots surround the ponies to bring them safely to the auction.

And then it's over for another year. Some ponies will be sold, but about a hundred will swim back to Assateague in a couple of days.

Life for this saltwater cowboy is as good as it gets. And there's always next year's Pony Penning Day to look forward to.

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

**Passage-Based Sample Item 1**

Which excerpts from “Virginia’s Wild Pony Islands” **best** support the idea that the wild ponies play an important role in supporting the community? Choose **two** answers.

- (a) They come to see the fish and crabs, and they come to watch for migratory birds.
- (b) They hope to see a stallion galloping over the dunes.
- (c) . . . then the ponies swim across the channel to Chincoteague.
- (d) . . . parade the ponies down Main Street and to the local fairgrounds.
- (e) The young ponies are sold at auction.
- (f) . . . the money raised by this auction goes to help the fire department with its annual expenses.

Item Information	
Item Type	Multiple Select
Page Reference	17
Alignment	RI.5.10
Point Value	2
Depth of Knowledge	2
Answer Key	E, F

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

**Passage-Based Sample Item 2**

In “Splashing with the Ponies on Pony Penning Day,” why does the narrator state, “I’m a saltwater cowboy”?

- a The narrator helps to herd ponies through a saltwater channel.
- b The narrator likes to ride ponies and go to the beach.
- c The narrator likes ponies and splashing in salt water.
- d The narrator trains ponies near the ocean.

Item Information	
Item Type	Multiple Choice
Page Reference	47
Alignment	L.5.42
Point Value	1
Depth of Knowledge	2
Answer Key	A

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

**Passage-Based Sample Item 3**

How are **both** passages similar in point of view?

- (a) The authors of both passages believe that people from the mainland should pay taxes.
- (b) The authors of both passages think that the hour of the swim for the wild ponies should be planned ahead of time.
- (c) The authors of both passages believe that people love to see the wild ponies swim across the channel.
- (d) The authors of both passages think that being a saltwater cowboy is the best life to have.

Item Information	
Item Type	Multiple Choice
Page Reference	22
Alignment	RI.5.15
Point Value	1
Depth of Knowledge	3
Answer Key	C

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

**Passage-Based Sample Item 4**

Both “Virginia’s Wild Pony Islands” and “Splashing with the Ponies on Pony Penning Day” provide information about Pony Penning Day. There are similarities and differences in the point of view in the texts. Move each sentence into the Venn diagram to show which passage it describes.

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	
Page Reference	22	
Alignment	RI.5.15	
Point Value	2	
Depth of Knowledge	3	
Answer Key	(see description)	

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



TEXT DEPENDENT WRITING (TDW) SCORING GUIDELINES

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

Confidential and proprietary



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

### Text-Dependent Writing Task

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. 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

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

There are many positive effects of Pony Penning Day on Chincoteague Island. Pony Penning day is when they make a whole herd of wild ponies swim to Chincoteague Island where they are paraded down Main street and then some of them get sold in an auction to raise money. Some of the positive effects, or benefits, of Pony Penning Day are for the people who live on Chincoteague island and some are for the ponies who live on Assateague Island. In my essay I will show the benefits for the people and the wild ponies.

One benefit of Pony Penning day is for the saltwater cowboys. A saltwater cowboy is a volunteer firefighter who rounds up the ponies on Assateague island and helps them swim over to Chincoteague island for Pony Penning Day. In *Splashing with the Poinies on Pony Penning day* one of the saltwater cowboys talks about how he loves his job so much! He says that he waits all year for pony penning day and he also says he doesn't mind getting all wet and dirty when he helps the ponies swim to Chincoteague island. He must really like Pony Penning Day because he says "I'd rather be part of the action!" So one benefit is the saltwater cowboys get to have fun swimming with the ponies!

In *Virginia's Wild Pony Islands* it talks about a benefit of Pony Penning day is that it raises money for the Chincoteague fire department. The ponies belong to the fire department so they sell them for up to 17500 dollars for one pony and that is a lot of money for the firefighters. It also talks about how 1.5 million tourists come to Chincoteague Island each year. That is a LOT of tourists! Many tourists come to look at the wild ponies who live on Assateague Island. So the ponies need to stay healthy or else there would only be sick ponies for the toursists to look at. So another benefit of the pony auction is that they raise money to pay for vaccinations for the ponies. Ponies need vaccinations just like people do to stay healthy and not get sick, so that is a BIG benefit!

The last benefit for the ponies is that when they sell some of the ponies on Pony Penning day it keeps the herd from getting too big. This is important because if there are too many ponies there might not be enough food for them to eat. So that benefit is good for the ponies and is also good for the environment. I hope you like my essay about the benefits of Pony Penning Day!

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 4 – Demonstrates effective analysis of text and skillful writing</b></p> <ul style="list-style-type: none"> <li>The response effectively addresses all parts of the task by analyzing the positive effects of Pony Penning Day for the people (<i>One benefit of Pony Penning day is for the saltwater cowboys; a benefit of Pony Penning day is that it raises money for the Chincoteague fire department</i>) and the ponies involved (<i>they raise money to pay for vaccinations for the ponies; ...it keeps the herd from getting too big</i>) to demonstrate an in-depth understanding of the texts.</li> <li>The response demonstrates a strong organizational structure and focus on the task with logically grouped and related ideas (saltwater cowboys; the Chincoteague fire department, tourism, herd control). An effective introduction (<i>Pony Penning day is when they make a whole herd of wild ponies swim to Chincoteague Island...</i>) and conclusion (<i>I hope you like my essay about the benefits of Pony Penning Day!</i>) support the organization. Development (<i>1.5 million tourists come to Chincoteague Island each year. That is a LOT of tourists!</i>) is effective throughout the response.</li> <li>Thorough analysis based on explicit and implicit meanings from the texts (<i>He must really like Pony Penning Day because he says "I'd rather be part of the action!"; the saltwater cowboys get to have fun; the ponies need to stay healthy or else there would only be sick ponies for the tourists to look at; Ponies need vaccinations just like people do...; if there are too many ponies there might not be enough food for them to eat; that benefit is good for the ponies and is also good for the environment</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.</li> <li>The response includes substantial, accurate and direct reference to the texts (<i>...they sell them for up to 17500 dollars for one pony; they raise money to pay for vaccinations for the ponies; when they sell some of the ponies on Pony Penning day it keeps the herd from getting too big</i>) using an effective combination of main ideas, relevant key details, examples, and facts.</li> <li>A skillful use of transitions (<i>In my essay I will show...; One benefit...; It also talks about...; The last benefit</i>) links ideas throughout the response, creating a sense of coherence and completeness.</li> <li>An effective use of precise language and domain specific vocabulary drawn from the texts (<i>paraded, volunteer firefighter, rounds up, and environment</i>) is evident throughout the response.</li> <li>Few errors are present in sentence formation, grammar, usage, spelling, capitalization, and punctuation. The errors present do not interfere with meaning.</li> </ul>
Alignment	W.5.30	
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

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

A duo of islands sit away from the distant shores of Virginia. The two islands are very different. Their names are pretty similar though. Assateague is the largest of the two, whereas the second island, Chincoteague, is smaller. The latter is occupied by a small village, but the first is only occupied by wildlife such as birds, fish, and most importantly, wild ponies!

By the end of July, Chincoteague has finished preparing for an event know as: Pony Penning Day! This event includes a parade, an auction, and a swim for the ponies! Firefighters dress as cowboys and herd the ponies to the channel so the ponies cans swim through. The swim might only take a few minutes, but it is a wonderful scene! Pony Penning day has many benefits for both the towns people and the ponies.

Several positive effects have been created through this day. One of them is that some of the money from the auction goes towards the health of the ponies on Assateague. The ponies go through a vaccination to make sure they don't have a fatal sickness. This is a wonderful way to help and care for the wild ponies! Many other benefits have been formed as well.

The auction makes another good deed, too! The rest of the money goes to the fire department so they can pay expenses. This also helps save fires since they'll not have to waste a lot of time scraping up money. The firefighters will be in better condition and have good equitment to help with their daily deeds.

The final positive effect is that with the auction, the wild ponies won't over-populate Assateague with their breeding. With the foal and young ponies being bought, it decreases the population of the ponies. After the decrease, the spots will soon be filled in, keeping about the same amount over the years. This way, we won't have to kill the ponies in the midst of things. Thank goodness we have Pony Penning Day!

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 4 – Demonstrates effective analysis of text and skillful writing</b></p> <ul style="list-style-type: none"> <li>• The response effectively addresses all parts of the task by analyzing the positive effects of Pony Penning Day for the people (<i>The ponies go through a vaccination to make sure they don't have a fatal sickness; ...money goes to the fire department so they can pay expenses; firefighters will be in better condition and have good equipment</i>) and the ponies involved (<i>With the foal and young ponies being bought, it decreases the population of the ponies</i>) to demonstrate an in-depth understanding of the texts.</li> <li>• The response demonstrates a strong organizational structure and focus on the task with logically grouped and related ideas (money for the health of the ponies; money for the fire department, preventing pony overpopulation). An effective introduction (<i>A duo of islands sit away from the distant shores of Virginia...</i>) and conclusion (<i>Thank goodness we have Pony Penning Day!</i>) support the organizational structure. Development is effective throughout the response.</li> <li>• Thorough analysis based on explicit and implicit meanings from the texts support claims, opinions, and ideas (<i>The two islands are very different. Their names are pretty similar though; The swim might only take a few minutes, but it is a wonderful scene!; money from the auction goes towards the health of the ponies; firefighters will be in better condition and have good equipment to help with their daily deeds; After the decrease, the spots will soon be filled in, keeping about the same amount over the years. This way, we won't have to kill the ponies in the midst of things</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.</li> <li>• The response includes substantial, accurate and direct reference to the texts (<i>After the decrease, the spots will soon be filled in, keeping about the same amount over the years</i>) using an effective combination of main ideas, relevant key details, examples, and facts.</li> <li>• A skillful use of transitions (<i>By the end of July...; The auction makes another good deed, too; The final positive effect is that...</i>) links ideas within categories of textual and supporting information, creating a sense of coherence.</li> <li>• An effective use of precise language and domain specific vocabulary drawn from the texts (<i>duo, fatal, scraping up money, and overpopulate</i>) is evident throughout the response.</li> <li>• Few errors are present; those present do not interfere with meaning.</li> </ul>
Alignment	W.5.30	
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

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

Have you ever wondered what it is like to be in event such as pony penning day? Well im about to tell you some of the positive effects of being part of this amazing holiday. Today we will be focusing on the 3 main effects of joining this holidy like better ecosystem,thrill and joy,and you might even get a pony!

To start things off one off the amazing positive effects of coming to the show is that the money you pay goes towards the ponys and the firefighters. Not only that but think about how many things that could get them such as toys and food. How does this help? Well the more you keep the ponys heathy they keep the ecosystem thriving.

Another great effect is the joy of seeing ponys and having a good time such as seeing torist and such. There is even fun ways to play games like see witch ones you remeber each time you go. The last thing is how much this means to the ponys the money you raise to get them food and such helps them out more than you can think of.

The last positive effect that im talking about is you might even get a pony! How would i even get a pony? Well its simple every year they have these auctions where who ever bids the highest wins! Now the only reason the do this is because having to many is bad for them thats just to many mouths to feed but still they all find loving familys.

In conclusion the benefits of going are amazing and fun. you now know all the good things to come out of it such as helping the envirement and ecosystem. Then you also get to see awesome things like ponys swimming and a parade. So hey why not stop by right?

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 3 – Demonstrates adequate analysis of text and appropriate writing</b></p> <ul style="list-style-type: none"> <li>• The response adequately addresses all parts of the task by analyzing the positive effects of Pony Penning Day for the people and the ponies involved (<i>better ecosystem, thrill and joy, and you might even get a pony!</i>) to demonstrate a sufficient understanding of the texts.</li> <li>• The response demonstrates an appropriate organizational structure and maintains focus on the task with logically grouped and related ideas (money for ponies and firefighters; fun of Pony Penning Day; the possibility of getting a pony). The response includes a clear introduction (<i>Have you ever wondered what it is like to be in event such as pony penning day? Well im about to tell you some of the positive effects of being part of this amazing holiday</i>) development and conclusion (<i>So hey why not stop by right?</i>), all of which support the organizational structure.</li> <li>• Clear analysis based on explicit and implicit meanings from the texts (<i>think about how many things that could get them such as toys and food; the more you keep the ponys heathy they keep the ecosystem thriving; having to many is bad for them thats just to many mouths to feed</i>) supports claims, opinions, and ideas and demonstrates sufficient understanding of the texts.</li> <li>• The response includes sufficient, accurate, and direct reference to the texts (<i>the money you pay goes towards the ponys and the firefighters; who ever bids the highest wins</i>) using an appropriate combination of main ideas, relevant key details, examples and facts.</li> <li>• An appropriate use of transitions (<i>To start things off...; Another great effect...; The last positive effect...; In conclusion...</i>) links ideas within categories of information.</li> <li>• An appropriate use of precise language and domain specific vocabulary drawn from the texts (<i>ecosystem, environment, and awesome</i>) is evident in the response.</li> <li>• Some errors are present; however, they seldom interfere with meaning.</li> </ul>
Alignment	W.5.30	
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

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

Pony Penning Day is very beneficial to the ponies and the islanders. It's a popular event that raises money for the fire department and vaccinations for the horses as stated in "Virginia's Wild Pony Islands."

Without Pony Penning Day, Chincoteague's most popular tourist attraction (implied and shown through details in both "Virginia's Wild Pony Islands" and "Splashing with the Ponies on Pony Penning Day"), there would be no way to support the growth of the fire department and keep the ponies healthy. This is shown to us in the second-to-last and last paragraph of "Virginia's Wild Pony Islands"; "The ponies belong to the volunteer fire department, and the money raised by this auction goes to help the fire department with its annual expenses.", "Some of the money is used to fund vaccinations and care for the wild ponies."

They also show examples of ponies being important to the Saltwater Cowboys. It's their job. We see this in "Splashing with the Ponies on Pony Penning Day." "I'm proud to ride at the front of the pack, leading the herd through town." This shows that being a Saltwater Cowboy is important to Chincoteague and Assateague. It is a legacy passed down through many families. It's not only important to the workers, but the citizens too.

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 3 – Demonstrates adequate analysis of text and appropriate writing</b></p> <ul style="list-style-type: none"> <li>• The response adequately addresses all parts of the task by analyzing the positive effects of Pony Penning Day for the people and the ponies involved (<i>It's a popular event that raises money for the fire department and vaccinations for the horses</i>) to demonstrate a sufficient understanding of the texts</li> <li>• The response demonstrates an appropriate organizational structure and focus on the task with logically grouped and related ideas (tourism; benefit for the Chincoteague fire department; and Saltwater Cowboys). The response includes a clear introduction (<i>Pony Penning Day is very beneficial to the ponies and the islanders</i>) development and conclusion (<i>It's not only important to the workers, but the citizens too</i>), all of which supports the organization.</li> <li>• Clear analysis based on explicit and implicit meanings from the texts (<i>...there would be no way to support the growth of the fire department and keep the ponies healthy; being a Saltwater Cowboy is important to Chincoteague and Assateague</i>) supports claims, opinions, and ideas and demonstrates sufficient understanding of the texts.</li> <li>• The response includes sufficient, accurate, and direct reference to the texts (<i>"The ponies belong to the volunteer fire department, and the money raised by this auction goes to help the fire department with its annual expenses"; "Some of the money is used to fund vaccinations and care for the wild ponies"; ...a legacy passed down through many families</i>) using an appropriate combination of main ideas, relevant key details, examples, facts, and quotes.</li> <li>• An appropriate use of transitions (<i>Without Pony Penning Day...; They also show...</i>) links ideas within categories of information.</li> <li>• An appropriate use of precise language and domain specific vocabulary drawn from the texts (<i>vaccinations, legacy, and citizens</i>) is evident in the response.</li> <li>• No grammatical errors are present to interfere with meaning.</li> </ul>
Alignment	W.5.30	
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**

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

Pony Penning Day has postive effects for those who are involved.I know this because in “Virginia’s Wild Pony Islands” it says that the money made from the auction goes to help the volunteer fire department with its annual expenses.Some of the money goes to the islanders to help take care of the ponies and to protect them.In “Splashing with the Ponies on Pony Penning Day” it says that the fire fighters all have a good time.It also states the fact they dont have to be in a crowd trying to see past thousands.Instead they get to be apart of it.The day also gives moments for family to remember and to have a good time.The money will also be used for getting the day set up next year.This is my evidence showing that Pony Penning Day helps everybody involved in it.

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 2 – Demonstrates limited analysis of text and inconsistent writing</b></p> <ul style="list-style-type: none"> <li>• The response inconsistently addresses some parts of the task demonstrating a partial understanding of the texts.</li> <li>• The response demonstrates a weak organizational structure and focus on the task. Ideas are ineffectively grouped with little development. The weak introduction (<i>Pony Penning Day has postive effects for those who are involved</i>) and conclusion simply restate part of the task.</li> <li>• Inconsistent analysis based on explicit meanings from the texts (<i>Instead they get to be apart of it and ...moments for family to remember and to have a good time</i>) ineffectively supports claims, opinions, and ideas.</li> <li>• The response includes limited reference to the texts (<i>money made from the auction goes to help the volunteer fire department; they dont have to be in a crowd trying to see past thousands...; and money will also be used for getting the day set up next year</i>) using some details, examples and facts. The connection to main ideas and relevant details is limited.</li> <li>• A limited use of transitions inconsistently links ideas.</li> <li>• An inconsistent use of precise language and domain-specific vocabulary drawn from the texts is evident.</li> <li>• Errors are present in spelling (<i>postive</i>) and usage (<i>apart</i>).</li> </ul>
Alignment	W.5.30	
Depth of Knowledge	3	
Response Score	2	

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

### Text-Dependent Writing: Student Responses

#### Student 2, Response Score 2

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

There are a lot of positive effects that come from Pony Penning Day. When tourists come they get to see the ponies. After the swim they have a auction that supports the fire department. Also the event is well organized.

In the text it states “ But there is one sight that every visitor must see-the wild ponies.” On Pony Penning Day the visitors get to line up and see the ponies swim across the channel.

In the text it states “ People may pay from \$375 to \$17,500 for one pony.” “ The ponies belong to the fir department and the money raised by this auction goes to help the fire department with its annual expenses.

In the text it states “ A few days before the swim, we go over to Assateague Island to start rounding up the herd.

*Item information on following page*

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 2 – Demonstrates limited analysis of text and inconsistent writing</b></p> <ul style="list-style-type: none"> <li>• The response inconsistently addresses some parts of the task demonstrating a partial understanding of the texts. The student (the student provides some positive effects of Pony Penning Day to people involved)</li> <li>• The response demonstrates a weak organizational structure and focus on the task; ideas are ineffectively grouped. Weak development, a weak introduction (<i>There are a lot of positive effects that come from Pony Penning Day</i>) and the lack of a conclusion all contribute to the weak organization.</li> <li>• Inconsistent analysis based on explicit meanings from the texts (<i>the event is well organized</i>) ineffectively supports claims, opinions, and ideas.</li> <li>• The response includes limited reference to the texts (<i>the visitors get to line up and see the ponies swim across the channel; "People may pay from \$375 to \$17,500 for one pony"; and the money raised by this auction goes to help the fire department with its annual expenses</i>) using some details, examples and facts. The connection to main ideas is limited.</li> <li>• A limited use of transitions (<i>also</i> and <i>In the text it states</i>) inconsistently links ideas.</li> <li>• An inconsistent use of precise language and domain-specific vocabulary drawn from the texts (<i>annual expenses</i> and <i>rounding up</i>) is evident.</li> <li>• Errors are present in spelling (<i>fir</i>) and usage (<i>a</i> for <i>an</i>).</li> </ul>
Alignment	W.5.30	
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**

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

Positive effects of being involved in the Pony Penning Day are things such as getting to hang out with the ponies afterward, before, and during. Another positive effect is you have a good spot so your able to see the ponies really good but if your in the crowd you might not be able to see as good. Also you would be well known everyone would think it was really cool that you got to run with the ponies and hang out with them. That is what I think some of the positive effects are of being involved in Pony Penning Day.

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 1 – Demonstrates minimal analysis of text and inadequate writing</b></p> <ul style="list-style-type: none"> <li>• The response minimally addresses part of the task (student provides two positive effects for people involved in Pony Penning Day) to demonstrate an inadequate understanding of the texts.</li> <li>• The response demonstrates minimal evidence of an organizational structure and focus on the task; the student's ideas are grouped arbitrarily with little development. Both the introduction and the conclusion simply restate part of the task.</li> <li>• Minimal analysis (<i>everyone would think it was really cool that you got to run with the ponies</i>) does little to support claims, opinions, and ideas.</li> <li>• The response includes minimal reference to the texts (<i>if your in the crowd you might not be able to see as good</i>) using few details, examples and facts. The connection to main ideas and relevant details is minimal.</li> <li>• Few transitions (<i>Another</i> and <i>also</i>) link ideas.</li> <li>• There is little use of precise language or domain-specific vocabulary evident in the response.</li> <li>• There is one usage error (<i>your</i> for <i>you're</i>) as well as some awkward phrasing (<i>...are things such as getting to hang out with the ponies afterward, before, and during</i>).</li> </ul>
Alignment	W.5.30	
Depth of Knowledge	3	
Response Score	1	

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

**Text-Dependent Writing: Student Responses**

**Student 2, Response Score 1**

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

Pony Penning Day has many positive effects for those that are in it because both of the passages state people have to herd all the ponies and take them across shore. Then herd them up again to take them to the carnival for them to be auctioned off, but in return the ponies that are left get vaccinations and care.

Item Information		Response Score Annotation
Page Reference	36	<p><b>Score 1 – Demonstrates minimal analysis of text and inadequate writing</b></p> <ul style="list-style-type: none"> <li>• The response minimally addresses part of the task (student provides two minimal positive effects to the ponies) to demonstrate an inadequate understanding of the texts.</li> <li>• The response demonstrates minimal evidence of an organizational structure and focus on the task; the student’s ideas are grouped arbitrarily with no development. The introduction simply restates part of the task and there is no conclusion.</li> <li>• Minimal analysis (<i>the ponies that are left get vaccinations and care</i>) does little to support claims, opinions, and ideas.</li> <li>• The response includes minimal reference to the texts (<i>...take them to the carnival for them to be auctioned off</i>) using few details, examples and facts; the connection to main ideas and relevant details is minimal.</li> <li>• There are no transitions to link ideas.</li> <li>• There is little use of precise language or domain-specific vocabulary (<i>vaccinations</i>) evident in the response.</li> <li>• There is one usage error (<i>heard</i> for <i>herd</i>) and spelling errors (<i>effcts</i> and <i>thoses</i>).</li> </ul>
Alignment	W.5.30	
Depth of Knowledge	3	
Response Score	1	

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

**Text-Dependent Writing: Student Responses**

**Student 1, Response Score Off-Topic**

Both passages give information about Pony Penning Day on Chincoteague Island. Write an essay analyzing the positive effects of Pony Penning Day for the people and the ponies involved in the events. Use evidence from **both** passages to support your response.

They ride into the skie into the clods to finule land on a Rambo.

Item Information		Response Score Annotation
Page Reference	36	<ul style="list-style-type: none"> <li>The response does not address the task.</li> </ul>
Alignment	W.5.30	
Depth of Knowledge	3	
Response Score	Off-Topic	

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 1**

Read the paragraph from a student’s opinion paper on hobbies.

All kids should have a hobby. It’s important to have something fun to do when you are not in school. If you don’t have a hobby, what will you do when you get home from school and finish your homework? You can pick one thing you really like to do or even have several hobbies. For example, some kids play a sport as a hobby. Other kids might like to read or draw. Crafting and woodworking are also hobbies some enjoy.

Which sentence is the **best** conclusion for the paragraph?

- (a) You can easily look online for additional hobby ideas!
- (b) Some adults still enjoy the same hobbies they started as kids.
- (c) Sometimes homework assignments are interesting hands-on activities.
- (d) Find something you like to do and start a fun hobby today!

Item Information	
Item Type	Multiple Choice
Page Reference	28
Alignment	W.5.22d
Point Value	1
Depth of Knowledge	2
Answer Key	D

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 2**

A student is writing an informational report about the Alabama River. Read the note the student took about the topic.

The Alabama River is an important route for barge traffic that delivers products to businesses.

Under which heading should the student include the note?

- (a) Alabama River Location
- (b) Alabama River Economy
- (c) Recreation on the Alabama River
- (d) Protecting the Alabama River

Item Information	
Item Type	Multiple Choice
Page Reference	30
Alignment	W.5.23a
Point Value	1
Depth of Knowledge	2
Answer Key	B



**Appendix B: Sample Standalone Items**

**Standalone Sample Item 3**

Read the sentence. Choose the correct word from each drop-down menu to describe the experience **most** precisely.

As soon as the door opened, my younger sister Kim  toward the  oak tree that stands in the backyard.

Drop-down 1

toward

- moved
- traveled
- sprinted

Drop-down 2

oak tree

- large
- towering
- big

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	Drop-down 1 – sprinted Drop-down 2 – towering
Page Reference	32	
Alignment	W.5.24d	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 4**

A student plans to research ways to use waterpower. Move the **two** sources the student should use to **best** build knowledge about this topic into the chart.

?

Sources the Student Should Use

---



---

[a book about waterpowered inventions](#)  
[an autobiography of an adventurous scientist living at sea](#)  
[a newspaper opinion article about the expense of waterpower](#)  
[a website about harnessing power from a flowing river](#)  
[an online video of students controlling a battery-powered boat](#)

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	<div style="border: 1px solid gray; margin: 10px auto; width: 80%; text-align: center;"> <p>Sources the Student Should Use</p> <hr/> <a href="#">a book about waterpowered inventions</a>  <a href="#">a website about harnessing power from a flowing river</a> </div>
Page Reference	34	
Alignment	W.5.28	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 5**

A student is doing research on icebergs and is looking for reliable sources of information. The student reads the following paragraph from a source.

Icebergs are large pieces of ice that float in the ocean. They break away from glaciers or shelf ice and move with the ocean currents. To be considered a true iceberg, the piece of ice needs to be at least five feet across and sixteen feet above the water. Icebergs are most commonly found in the waters near Antarctica.

Which pair of notes **best** summarizes the types of information found in the paragraph?

- (a)
  - focus on the appearance of icebergs
  - inclusion of distances an iceberg can float
  
- (b)
  - focus on the appearance of icebergs
  - inclusion of information on how icebergs move
  
- (c)
  - focus on the definition of icebergs
  - inclusion of measurements of icebergs
  
- (d)
  - focus on the definition of icebergs
  - inclusion of information on specific icebergs

Item Information	
Item Type	Multiple Choice
Page Reference	35
Alignment	W.5.29
Point Value	1
Depth of Knowledge	2
Answer Key	C

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 6**

Use the drop-down menus to correctly complete the sentences.

the sudden rainstorm  the tiredness he was feeling in his legs would stop Juan from finishing the race. He could  give himself a short rest  adjust his pace, but he was determined to keep going.

Drop-down 1      Drop-down 2      Drop-down 3      Drop-down 4

the       the       give       adj

Neither  
Either

nor  
or

neither  
either

nor  
or

Item Information		Answer Key(s) Description
Item Type	Technology Enhanced	Drop-down 1 – Neither  Drop-down 2 – nor  Drop-down 3 – either  Drop-down 4 – or
Page Reference	41	
Alignment	L.5.38e	
Point Value	2	
Depth of Knowledge	2	
Answer Key	(see description)	

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 7**

Which sentence misuses a comma?

- (a) Is that you, Mom?
- (b) Where do you, go to school Amanda?
- (c) Yes, I am in the fifth grade.
- (d) No, the store did not have any orange juice.

Item Information	
Item Type	Multiple Choice
Page Reference	43
Alignment	L.5.39c
Point Value	1
Depth of Knowledge	2
Answer Key	B

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 8**

Read the sentences.

Meredith and her dad had already begun eating their dessert when the doorbell interrupted them. Meredith’s dad went to answer the door; it was their neighbor Ms. Lawlor. She had come to deliver their mail, which she had recieved by mistake.

Which revision corrects the spelling mistake?

- (a) Change “already” to “allready.”
- (b) Change “dessert” to “desert.”
- (c) Change “interrupted” to “interupted.”
- (d) Change “recieved” to “received.”

Item Information	
Item Type	Multiple Choice
Page Reference	43
Alignment	L.5.39e
Point Value	1
Depth of Knowledge	2
Answer Key	D

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 9**

Read the sentences.

Ben and I have been sending letters and e-mails back and forth for years. However, other than the e-mail I sent on the first of this month, there has been no recent correspondence between us at all. I am hoping he will respond soon.

What does correspondence mean as it is used in the sentences? Choose **two** answers.

- (a) communication
- (b) consideration
- (c) reporting
- (d) verbal agreement
- (e) written interaction

Item Information	
Item Type	Multiple Select
Page Reference	45
Alignment	L.5.41a
Point Value	2
Depth of Knowledge	2
Answer Key	A, E

**Appendix B: Sample Standalone Items**

**Standalone Sample Item 10**

Read the sentence.

The soothing sound of the ocean’s waves calms me when I stroll along the beach to search for seashells.

Which word in the sentence has nearly the same meaning as soothing?

- (a) waves
- (b) calms
- (c) stroll
- (d) search

Item Information	
Item Type	Multiple Choice
Page Reference	47
Alignment	L.5.42c
Point Value	1
Depth of Knowledge	2
Answer Key	B



**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**

<b>Grade</b>	<b>Word Count Range</b>
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