

KAMM
ITEM SPECIFICATIONS
With Test Specifications

**ASSESSABLE INDICATORS FROM THE
KANSAS COMMUNICATION ARTS STANDARDS**

DRAFT

(This document is the finalization of the specifications for Multiple Choice items.
Specifications for Multiple Measure items are under development for inclusion in future assessments.)

March 2007: Revised August 2007: Revised August 2009: Revised November 2010

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

Key for Coding and Test Specification Abbreviations

Standards Coding Scheme:

R = Reading/literature standards
HS = High School

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

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

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

Item Types:

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

Passage Types:

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

Miscellaneous

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

Additional Item Notes:

- KAMM MC items have one correct answer and two distractors for a total of three answer choices.
- KAMM MC items use positive, rather than negative, structure. That is, a KAMM item would not contain, “Which of the following is NOT...” or “...all of the following except.”
- KAMM MM items are designed for response through a variety of means. Therefore “identify” can be through such means as signing, speaking, pointing, highlighting, etc.
- The KAMM assesses (via MC or MM) all indicators covered in the general assessment with the following exceptions:
 - R 4.2.1.3 – This indicator will begin to be assessed in the 5th grade.
 - R 6.1.4.14 and 7.1.4.14 – Persuasive text is not tested on the KAMM until 8th grade and these indicators are tied to persuasive text.

| | | 3rd | 4th | 5th | 6th | 7th | 8th | HS |
|--------------------|---------------------------------|---|---|---|---|--|--|--|
| MC & MM | Readability (avg. Lexile) | 330 | 445 | 565 | 665 | 735 | 805 | 855 |
| | Max. words per paragraph | 50 | 60 | 70 | 80 | 90 | 100 | 125 |
| MC | Genre Types and # | Narrative 2 Expository 2 | Narrative 2 Expository 2 | Narrative 2 Expository 2 Technical 1 | Narrative 2 Expository 2 Technical 1 | Narrative 2 Expository 2 Technical 1 | Narrative 2 Expository 1 Technical 1 Persuasive 1 | Narrative 2 Expository 1 Technical 1 Persuasive 1 |
| | Indicators assessed | 1.3.2, 1.4.2, 1.4.8, 1.4.9, 1.4.11, 2.1.1, 2.1.2 | 1.3.1, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.11, 2.1.1, 2.1.2 | 1.3.1, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.11, 1.4.15, 2.1.1, 2.1.2, 2.1.3 | 1.3.1, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.11, 1.4.15, 2.1.1, 2.1.2, 2.1.3 | 1.3.1, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.15, 2.1.1, 2.1.2, 2.1.3 | 1.3.1, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.14, 1.4.15, 2.1.1, 2.1.2, 2.1.3 | 1.3.1, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.14, 1.4.15, 2.1.1, 2.1.2, 2.1.3 |
| | Max. words per passage | 300 | 400 | 500 | 600 | 700 | 800 | 900 |
| | Max. word count section | 1000 | 1500 | 2000 | 2500 | 3000 | 3500 | 3500 |
| | Min. # items per indicator | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Min. # items per passage | 4 | 4 | 4 | 6 | 6 | 6 | 6 |
| | Max. # standalones allowed | 8 | 9 | 10 | 10 | 11 | 12 | 12 |
| | Max. # standalones by indicator | 1.4.2-2, 2.1.1-1, 2.1.2-1 | 1.3.1-1, 1.4.2-2, 2.1.1-1, 2.1.2-1 | 1.3.1-1, 1.4.2-2, 2.1.1-1, 2.1.2-1 | 1.3.1-1, 1.4.2-2, 2.1.1-1, 2.1.2-1, 2.1.3-1 | 1.3.1-1, 1.3.4-1, 1.4.2-2, 2.1.1-1, 2.1.2-1, 2.1.3-1 | 1.3.1-1, 1.3.4-1, 1.4.2-2, 1.4.14-2, 2.1.1-1, 2.1.2-1, 2.1.3-1 | 1.3.1-1, 1.3.4-1, 1.4.2-2, 1.4.14-2, 2.1.1-1, 2.1.2-1, 2.1.3-1 |
| Total MC items | 30 | 37 | 45 | 47 | 46 | 48 | 49 | |

Multiple Measure Item Specifications are under development for inclusion in future assessments.

| | | | | | | | | |
|-----------|--|-------------------------|--------------------------------|---------------------|--------------------------------------|--|--|--|
| MM | Indicators assessed | 1.3.5, 1.4.5, 1.4.10 | 1.3.4, 1.4.5, 1.4.9, 1.4.14 | 1.3.4, 1.4.5, 1.4.9 | 1.3.4, 1.3.5, 1.4.5, 1.4.6, 1.4.9 | 1.3.3, 1.4.5, 1.4.6, 1.4.9, 1.4.11 | 1.3.3, 1.4.5, 1.4.6, 1.4.9, 1.4.11 | 1.3.3, 1.4.5, 1.4.6, 1.4.9, 1.4.11 |
| | Max. Word per Passage | NA | NA | NA | 300 | 350 | 400 | 450 |
| | Min. # of items per indicator | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| | Indicators allowed assessed w/ other MM indicators NPB | 1.4.5, 1.4.10 | 1.4.5, 1.4.9, 1.4.14 | 1.4.5, 1.4.9 | 1.3.5, 1.4.5, 1.4.6 | 1.4.5, 1.4.6, 1.4.11 | 1.4.5, 1.4.6, 1.4.11 | 1.4.5, 1.4.6, 1.4.11 |
| | Indicators allowed assessed w/ other MM indicators PB | N/A | N/A | N/A | N/A | N/A | 1.4.9, 1.4.11 | 1.4.9, 1.4.11 |
| | Total MM Items | 12 | 16 | 12 | 20 | 20 | 20 | 20 |

TEST SPECIFICATIONS

Grade 3

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.3.1.3.2 ▲ determines the meaning of unknown words or phrases using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] All the students in the class <u>pooled</u> their money together to buy one big gift. [space] In the sentence, the word <u>pooled</u> probably means | <ul style="list-style-type: none"> • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences. |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.3.1.3.5 ▲ determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test mis-, re-, un- • Suffixes: only test -ed, -er, -ing • Only test e.g. list marked with ▲. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Read this sentence. I ___ spelled my teacher's name. Which prefix should be added to spelled to make a word that means spelled wrong? | <p>Tested word can be at or 1 grade level above the student's grade level.</p> |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.3.1.4.2 ▲ understands the purpose of text features (e.g., ▲title, ▲graphs and charts, ▲table of contents, ▲pictures/illustrations, boldface type, italics, glossary, index) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts and table of contents to locate information in text). • Passage types: N, E • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text—not inferred. • Neither stems nor ACs should contain Roman numerals. • Only test examples marked with ▲. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • The purpose of the picture is to show the reader CA: the way a cat jumps. • The title “Dogs in Training” tells the reader CA: the topic of the passage. • The purpose of the title is to • According to the chart, how many students are in Mr. Smith’s class? | |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.3.1.4.8 ▲ compares and contrasts information (e.g., topics, characters) in a text.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E • Aspects of characters that can be compared and contrasted include characters' physical and personality traits and their actions. • Comparisons occur within a single text. • Test only information in the e.g. list. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • The father and son are ALIKE because they both • Raising kittens is DIFFERENT from raising puppies because | |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.3.1.4.9 ▲links causes and effects in appropriate-level narrative and expository texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • What happened when Malcolm forgot to lock the door? • What caused Emily to wake up? | |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| R.3.1.4.10 ▲ retells main ideas or events as well as supporting details in narrative and expository texts. | <ul style="list-style-type: none"> • MM • NPB • The main ideas must be the main idea of the whole paragraph. Main idea may not be about parts (e.g., important sections) of the paragraph. • The main idea must be directly stated in the paragraph (not inferential). • The paragraph must contain a minimum of 3 supporting details and no more than 5. • Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • At this grade level, questions may not be asked about sidebars that accompany a passage. |
| <p style="text-align: center;">Sample Item Shells</p> | |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| R.3.1.4.11 ▲ identifies the topic, main idea(s), and supporting details in appropriate-level texts. | <ul style="list-style-type: none"> • MC • PB |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • What is the MAIN idea of the passage? • The passage is MAINLY about • What is the MAIN topic of the passage? • Which detail from the passage BEST supports the main idea? • According to the passage, where do sparrows make their homes? • What was the FIRST thing Glen did after he won the game? | <ul style="list-style-type: none"> • Passage types: N, E • For narrative (fictional) passages, main idea questions must focus on the main idea of the whole passage. Main idea questions may not be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For expository passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may not be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.3.2.1.1 ▲ identifies and describes characters' physical traits, basic personality traits, and actions.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify or to describe, not necessarily both. • Non passage-based items—attempt to limit to three sentences or less with low complexity sentences, with a maximum of five sentences. • Do not ask about characters' feelings in grade 3. • Do not ask about reasons for characters' actions in grade 3. • The student must be able to locate the answer in the passage. No inferential items. |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • At the beginning of the passage, Emma tries to • In the passage, Jenna learns how to • What did Joe forget to do? • Maggie's hair gets caught in the window because her hair is | |

Grade 3 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.3.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify or to describe, not necessarily both. • Do not ask about how much time has passed. • Do not use the word “describe” in the stem. • Test only types of setting in the e.g. list. • No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • What is the setting of the passage? • The passage takes place during which time of day? | |

Grade 4

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.4.1.3.1 ▲ determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] Sarah’s house was so <u>remote</u> it took an hour to get to the nearest store. [space] In the sentence, the word <u>remote</u> probably means | <ul style="list-style-type: none"> • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences. |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.4.1.3.4 ▲ determines meaning of words through knowledge of word structure (e.g., compound nouns, contractions, ▲ root words, ▲ prefixes, ▲ suffixes).</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test ex-, non-, under- • Suffixes: only test -ful, -less, -ment • Only test e.g. list marked with ▲. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Read this sentence. Our chances of winning the game are hope____. Which suffix should be added to hope to make a word that means without hope? | <p>Tested word can be at or 1 grade level above the student's grade level.</p> |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.4.1.4.2 ▲ understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts, and table of contents to locate information in text). • Passage types: N, E • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text—not inferred. • Neither stems nor ACs should contain Roman numerals. • Only test examples marked with ▲. • Title is not tested at this grade level. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • The purpose of the picture is to • According to the chart, which student has the best grades? • The phrase <i>Raging Sea</i> is printed in italics probably because it is <ol style="list-style-type: none"> A. the title of a book. B. difficult to pronounce. C. the name of a ship. CA: A | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.4.1.4.5 ▲ uses information from the text to make inferences and draw conclusions.</p> | <ul style="list-style-type: none"> • MM • NPB • Items may ask students to identify a conclusion (clearly based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion. |
| Sample Item Shells | |
| | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.4.1.4.7 ▲ compares and contrasts information (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level text(s) and identifies compare/contrast signal words.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E • No items identifying compare/contrast signal words. • Test only information in the e.g. list. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • During the story, Justin's feelings changed from • Barry is MOST like his father in which way? | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.4.1.4.8 ▲links causes and effects in appropriate-level narrative and expository texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • What caused Erin to fall in the water? | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| R.4.1.4.9 ▲ retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts. | <ul style="list-style-type: none"> • MM • NPB • The main ideas must be the main idea of the whole paragraph. Main idea may not be asked about parts (e.g., important sections) of the paragraph. • The main idea must be directly stated in the paragraph (not inferential). • The paragraph must contain a minimum of 3 supporting details and no more than 5. • Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • At this grade level, questions may not be asked about sidebars that accompany a passage. |
| <p style="text-align: center;">Sample Item Shells</p> | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.4.1.4.10 ▲ identifies the topic, main idea(s), and supporting details in appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • What is the MAIN idea of the passage? • The passage is MAINLY about • What is the MAIN topic of the passage? • Which detail from the passage BEST supports the main idea? • According to the passage, when is the BEST time to plant tomatoes? • What was the LAST thing June did before she went to bed? | <ul style="list-style-type: none"> • Passage types: N, E • For narrative (fictional) passages, main idea questions must focus on the main idea of the whole passage. Main idea questions may not be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For expository passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may not be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.4.1.4.11 ▲ identifies the author's purpose (e.g., to persuade, ▲to entertain, ▲to inform).</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E • Test only examples marked with ▲. • Can use non-▲ purposes as distractors, but not as the CA. • Each AC must begin with one of the following words: to inform; to entertain; to persuade. • The purpose must remain the focus of the stem and the ACs.. • Distractors must be passage-based. • Do not use one-word distractors. • Do not use "to describe" as a distractor. |
| <p style="text-align: center;">Sample Item Shells</p> <p>[Context: Passage is a recipe for pumpkin pie.]</p> <ul style="list-style-type: none"> • What is the author's MAIN purpose for writing the passage? <ul style="list-style-type: none"> A. to inform the reader about how to make pumpkin pie B. to persuade the reader to make a pumpkin pie C. to entertain the reader with a story about making a pumpkin pie <p>CA: A</p> | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| R.4.1.4.14 ▲distinguishes between fact and opinion in various types of appropriate-level texts. | <ul style="list-style-type: none">• MM• NPB• Items may ask students to identify a fact or an opinion. |
| Sample Item Shells | |
| | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.4.2.1.1 ▲ identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify, to describe, or to explain, not necessarily all three. • Non passage-based items—attempt to limit to three sentences or less with low complexity sentences with a maximum of five sentences. • The student must be able to locate the answer in the passage. No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Why did Cindy think Tim was kind when she first met him? • Which is the MAIN reason Alex brought the kitten home? | |

Grade 4 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.4.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) of the story or literary text.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify or to describe, not necessarily both. • Do not ask about how much time has passed. • Do not use the word “describe” in the stem. • Test only types of setting in the e.g. list. • No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • What is the setting of the passage? • During which season does the passage take place? | |

Grade 5

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.5.1.3.1 ▲ determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] Because of the <u>famine</u>, people left their homes in search of food. [space] In the sentence, the word <u>famine</u> probably means | <ul style="list-style-type: none"> • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences. |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.5.1.3.4 ▲ determines meaning of words through knowledge of word structure (e.g., contractions, ▲ root words, ▲ prefixes, ▲ suffixes).</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test bi-, co-, de- • Suffixes: only test -able/-ible, -ish • Only test e.g. list marked with ▲. |
| Sample Item Shells | <p>Tested word can be at or 1 grade level above the student's grade level.</p> |
| <ul style="list-style-type: none"> • Read this sentence. Mr. Jones and Mr. Smith are ___ workers. Which prefix should be added to workers to make a word that means people who work together? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.5.1.4.2 ▲ understands the purpose of text features (e.g., title, ▲ graphs/charts and maps, ▲ table of contents, ▲ pictures/illustrations, ▲ boldface type, ▲ italics, ▲ glossary, ▲ index, ▲ headings, ▲ subheadings, topic and summary sentences, ▲ captions) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using table of contents, graphs/charts, and indexes to locate information in text). • Passage types: N, E, T |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • The purpose of the picture is to • The phrase <i>Raging Sea</i> is printed in italics probably because it is <ul style="list-style-type: none"> A. the title of a book. B. the name of a ship. C. written in another language. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings MAINLY to <ul style="list-style-type: none"> CA: divide information into different topics. • According to information under the subheading Special Delivery, the main purpose of the Pony Express was to • According to the map, which city is closest to Albany? | <ul style="list-style-type: none"> • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text—not inferred. • Neither stems nor ACs should contain Roman numerals. • Only test examples marked with ▲. • Subheadings used as ACs should be in the same order as subheadings in the passage. • Title is not tested at this grade level. |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| R.5.1.4.5 ▲ uses information from the text to make inferences and draw conclusions. | <ul style="list-style-type: none">• MM• NPB• Items may ask students to identify a conclusion (clearly based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion. |
| Sample Item Shells | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.5.1.4.7 ▲compares and contrasts varying aspects (e.g., topics, characters' traits, themes, problem-solution, cause-effect relationships) in one or more appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • The compare/contrast information used must come directly from the passage and not be based on inference. • Test only aspects in the e.g. list. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • During the story, Justin's feelings about swimming changed from • According to the passage, how is driving in the rain DIFFERENT from driving in the snow? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.5.1.4.8 ▲links causes and effects in appropriate-level narrative, expository, and technical texts, and identifies signal words related to cause-effect relationships.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. • Do not ask about cause-effect signal words. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • What caused Emily to choose Meredith as her running partner? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| R.5.1.4.9 ▲ retells main ideas or events as well as supporting details in appropriate level narrative, expository, and technical texts. | <ul style="list-style-type: none"> • MM • NPB • The main ideas must be the main idea of the whole paragraph. Main idea may not be asked about parts (e.g., important sections) of the paragraph. • The main idea must be directly stated in the paragraph (not inferential). • The paragraph must contain a minimum of 3 supporting details and no more than 5. • Supporting details are details that support the main ideas and/or events of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • At this grade level, questions may not be asked about sidebars that accompany a passage. |
| <p style="text-align: center;">Sample Item Shells</p> | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.5.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • For narrative (fictional) passages, main idea questions must focus on the main idea of the whole passage. Main idea questions may not be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For expository and technical passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may not be asked about sidebars that accompany a passage. • Supporting details are details that support the topic and/or main idea(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • What is the MAIN idea of the passage? • The passage is MAINLY about • What is the MAIN topic of the passage? • Which detail from the passage BEST supports the main idea? • According to the passage, why did Jerry confess that he lied? • What was the FIRST thing Glen did after he left the restaurant? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.5.1.4.11 ▲ identifies the author's purpose (e.g., to persuade, to entertain, to inform).</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • Test only purposes in the e.g. list. • Do not use "to describe" as a distractor. • Each AC must begin with one of the following words: to inform; to entertain; to persuade. • The purpose must remain the focus of the stem and ACs. • Distractors must be passage-based. • Do not use one-word distractors. |
| Sample Item Shells | |
| <p>[Context: Passage is an expository article on humpback whales.]</p> <ul style="list-style-type: none"> • What is the author's MAIN purpose for writing the passage? <ul style="list-style-type: none"> A. to inform the reader about humpback whales B. to entertain the reader with a story about humpback whales C. to persuade the reader to study humpback whales <p>CA: A</p> | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.5.1.4.15 ▲distinguishes between fact and opinion and recognizes propaganda (e.g., advertising, media) in various types of appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: E, T • In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. Paraphrases should be one sentence in length. • Items may ask student to identify a fact or an opinion. • Do not test “recognizes propaganda.” |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.5.2.1.1 ▲ identifies and describes characters' physical traits, personality traits, and feelings, and explains reasons for characters' actions and the consequences of those actions.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify, to describe, or to explain, not all three. • Non passage-based items—attempt to limit to three sentences or less with low complexity sentences with a maximum of five sentences. • The student must be able to locate the answer in the passage. No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • The MAIN reason Alex bought the car was to • What color are Emma's eyes? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.5.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items should focus on identifying or describing the setting, not explaining the importance of the setting to the story or literary text. • Do not ask about how much time has passed. • Test only types of setting in the e.g. list. • No inferential items. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • What is the setting of the passage? • The passage takes place during which season? | |

Grade 5 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.5.2.1.3 ▲ identifies and describes the major conflict in a story and major events related to the conflict (e.g., problem or conflict, climax, resolution).</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N • Items may request to identify or to describe, not necessarily both. • The word “story” may be used if “passage” sounds awkward. • Items should focus on problem or conflict, or resolution. • Do not ask about climax. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • The MAJOR conflict in the story is resolved when • What is the MAJOR conflict in the passage? • Which is the resolution of the story? | |

Grade 6

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.6.1.3.1 ▲ determines the meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] The soup was boiling in a large <u>cauldron</u> that hung from a hook in the fireplace. [space] In the sentence, the word <u>cauldron</u> probably means | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.6.1.3.4 ▲ determines meaning of words through knowledge of word structure (e.g., ▲ root words, ▲ prefixes, ▲ suffixes).</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test auto-, multi-, sub- • Suffixes: only test -age, -ous, -some • Only test e.g. list marked with ▲. |
| Sample Item Shells | <p>Tested word can be at or 1 grade level above the student's grade level.</p> |
| <ul style="list-style-type: none"> • Read this sentence. I live in a ____ level house. Which prefix should be added to level to make a word that means many levels? | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.6.1.3.5 ▲ identifies and determines the meaning of figurative language including ▲ similes, ▲ metaphors, ▲ analogies, hyperbole, onomatopoeia, personification, and idioms.</p> | <ul style="list-style-type: none"> • MM • NPB • Only test examples marked with ▲. • The paragraph should contain at least 2 of the type of figurative language being tested (2 similes or 2 metaphors or 2 analogies). • The paragraph must contain only one type of figurative language (i.e. similes and metaphors may not be together in a paragraph). |
| Sample Item Shells | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.6.1.4.2 ▲ understands the purpose of text features (e.g., title, headings, subheadings, topic and summary sentences, graph/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts, table of contents, glossary, and indexes to locate information in text). • Passage types: N, E, T |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, where do butterflies go when it rains? • The purpose of the title is to <ul style="list-style-type: none"> A. introduce the topic of the passage. B. inform the reader about the author of the passage. C. help the reader think about the setting of the passage. CA: A • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase <i>Raging Sea</i> is printed in italics because it is <ul style="list-style-type: none"> A. the title of a book. B. difficult to pronounce. C. the most important phrase. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings mainly to CA: divide information into different topics. | <ul style="list-style-type: none"> • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text—not inferred. • Neither stems nor ACs should contain Roman numerals. • Test only text features in the e.g. list. • Use the name of the text feature in the stem or ACs. • Subheadings used as ACs should be in the same order as subheadings in the passage. |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.6.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p> | <ul style="list-style-type: none"> • MM • NPB • Items may ask students to identify a conclusion (clearly based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion. |
| Sample Item Shells | |
| | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.6.1.4.6 ▲analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.</p> | <ul style="list-style-type: none">• MM• NPB |
| Sample Item Shells | |
| | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.6.1.4.7 ▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints) in one or more appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are similar because they both • In the passage, what is the main difference between the first summer and the second summer? | <ul style="list-style-type: none"> • Test only aspects in the e.g. list. |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.6.1.4.8 ▲explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters? | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.6.1.4.9 ▲ uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, persuasive, and technical texts in logical order.</p> | <ul style="list-style-type: none">• MM• PB• Passage type: N, E, T |
| Sample Item Shells | |
| | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.6.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T |
| Sample Item Shells | <ul style="list-style-type: none"> • For narrative (fictional) passages, main idea questions must focus on the main idea of the whole passage. Main idea questions may not be asked about parts (e.g., important paragraphs or sections) of fictional passages. • For expository and technical passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections) of the passage. • At this grade level, main idea questions may not be asked about sidebars that accompany a passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |
| <ul style="list-style-type: none"> • Which is a main theme of the passage? • What is the main idea of the passage? • The passage is mainly about • What is the main topic of the passage? • Which detail from the passage best supports the main idea? • According to the passage, where do sparrows make their homes? • What was the first thing Glen did after he won the game? | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.6.1.4.11 ▲ identifies and describes the author’s purpose and basic techniques the author uses to achieve that purpose.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • Items may request author’s purpose to be identified or described, not necessarily both. • Do not use “to describe” as a distractor. • Do not ask about techniques the author uses. • Each AC must begin with one of the following words: to inform; to entertain; to persuade. • The purpose must remain the focus of the stem and ACs. |
| Sample Item Shells | <ul style="list-style-type: none"> • Distractors must be passage-based. • Do not use one-word distractors. |
| <p>[Context: Passage is an expository article about storm chasers.]</p> <ul style="list-style-type: none"> • What is the author’s main purpose for writing the passage? <ul style="list-style-type: none"> A. to inform the reader about storm chasers B. to persuade the reader to stay indoors during storms C. to entertain the reader with a story about a dangerous storm <p>CA: A</p> | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.6.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media), bias, and stereotypes in various types of appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: E, T • Reading passages should not include examples of stereotypes; therefore, students' ability to recognize stereotypes will not be tested. • In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. Paraphrases should be one sentence in length. • Items may ask students to identify a fact or an opinion. • Do not assess bias or propaganda. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.6.2.1.1 ▲ describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to describe or to explain, not necessarily both. • Non passage-based items—attempt to limit to three sentences or less with low complexity sentences with a maximum of five sentences. • Test only aspects in the e.g. list. • No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy felt • Why did Cindy think Tim was kind when she first met him? • Which is the reason Alex brought the newspaper home? | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.6.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and explains the importance of the setting to the story or literary text.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Item should focus on identifying or describing the setting, not explaining the importance of the setting to the story or literary text. • Do not ask about how much time has passed. • Test only types of setting in the e.g. list. • No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • What is the setting of the passage? • The passage takes place during which time of day? | |

Grade 6 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.6.2.1.3 ▲ identifies major and minor events related to the conflict in a story (e.g., problem or conflict, climax, resolution) and explains how one event gives rise to another.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify or describe plot elements. • The word “story” may be used if “passage” sounds awkward. • For identification, test only types of events in the e.g. list. • Items should focus on problem or conflict, or resolution. • Do not ask about climax. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • By resolving her problem, Anita was able to • The major conflict in the story is resolved when • What is the major conflict in the passage? • Which is the resolution of the story? | |

Grade 7

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.7.1.3.1 ▲ determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] The soup was boiling in a large <u>cauldron</u> that hung from a hook in the fireplace. [space] In the sentence, the word <u>cauldron</u> probably means | <ul style="list-style-type: none"> • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences. |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.7.1.3.3 ▲ determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test mid-, post-, semi-, super- • Suffixes: only test -ess, -ism, -ist • Only test e.g. list marked with ▲. |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Read this sentence. My mother is a violin____. <p>Which suffix should be added to violin to make a word that means someone who plays a violin?</p> | <ul style="list-style-type: none"> • Tested word can be at or 1 grade level above the student's grade level. • Do not use -ist and -ess together as answer choices. |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.7.1.3.4 ▲ identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E, T • Passage-based items should focus on interpreting the meaning of figurative language and not identifying the type. • Non passage-based items may focus on identification. • For identifying figurative language, use a complete sentence in the stem. • Limit identification to metaphors and similes. • Do not test idioms. • Do not test for onomatopoeia. • ACs should not contain both simile and metaphor. • Make sure there is only one possible CA (e.g., if the simile is “winter is like an angry giant,” do not use personification as a distractor). • The first bullet is the format for non passage-based items. The second bullet is for passage-based items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Read the sentence below. [space] The snow was a white blanket on the ground. [space] The sentence is an example of which type of figurative language? • Read the sentence below from the passage. [space] Victor’s voice sounded as clear as a bell. [space] This probably means that Victor spoke | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.7.1.4.2 ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts, table of contents, glossary, title, and indexes to locate information in text). • Passage types: N, E, T |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, where do butterflies go when it rains? • The purpose of the title is to <ul style="list-style-type: none"> A. introduce the topic of the passage. B. explain the importance of the passage. C. inform the reader about the author of the passage. CA: A • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase <i>Raging Sea</i> is printed in italics because it is <ul style="list-style-type: none"> A. the title of a book. B. difficult to pronounce. C. the most important phrase. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings mainly to CA: divide information into different topics. • According to information under the subheading “Special Delivery,” the main purpose of the Pony Express was to | <ul style="list-style-type: none"> • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text, not inferred. • Neither stems nor ACs should contain Roman numerals. • Test only text features in the e.g. list. • Use the name of the text feature in the stem or ACs. • Subheadings used as ACs should be in the same order as subheadings in the passage. |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| R.7.1.4.5 ▲uses information from the text to make inferences and draw conclusions. | <ul style="list-style-type: none">• MM• NPB• Items may ask students to identify a conclusion (clearly based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion. |
| Sample Item Shells | |
| | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.7.1.4.6 ▲ analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.</p> | <ul style="list-style-type: none">• MM• NPB |
| Sample Item Shells | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.7.1.4.7 ▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • Test only aspects in the e.g. list. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are similar because they both • In the passage, what is the main difference between the first summer and the second summer? | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.7.1.4.8 ▲explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters? | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.7.1.4.9 ▲ uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.</p> | <ul style="list-style-type: none">• MM• PB• Passage type: N, E, T |
| Sample Item Shells | |
| | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.7.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T |
| Sample Item Shells | <ul style="list-style-type: none"> • For narrative (fictional) passages, main idea questions must focus on the main idea of the whole passage. Main idea questions may not be asked about parts (e.g., important paragraphs or sections, sidebars) of fictional passages. • For expository and technical passages, main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |
| <ul style="list-style-type: none"> • Which is a main theme of the passage? • What is the main idea of the passage? • The passage is mainly about • What is the main topic of the passage? • Which detail from the passage best supports the main idea? • According to the passage, where do sparrows make their homes? • What was the first thing Glen did after he won the game? | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.7.1.4.11 ▲explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.</p> | <ul style="list-style-type: none"> • MM • NPB |
| Sample Item Shells | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.7.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: E, T • Reading passages should not include examples of stereotypes; therefore, students' ability to recognize stereotypes will not be tested. • In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. Paraphrases should be one sentence in length. • Items may ask students to identify a fact or an opinion. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? | <ul style="list-style-type: none"> • Do not test bias or propaganda. |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.7.2.1.1 ▲ describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to describe or to explain, not necessarily both. • Non-passage-based items—attempt to limit to three sentences or less with low complexity sentences with a maximum of five sentences. • Test only aspects in the e.g. list. • No inferential items. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy felt • Why did Cindy think Tim was conceited when she first met him? • Which is the reason Alex brought the newspaper home? | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.7.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items should focus on identifying and describing the setting, not analyzing connections between the setting and the other story elements. • Do not ask about how much time has passed. • No inferential items. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • What is the setting of the passage? • The passage takes place during which time of day? | |

Grade 7 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.7.2.1.3 ▲ identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify or describe plot elements. • Items should focus on conflict, resolution, rising action, and falling action. • Do not ask about climax. • The word “story” may be used if “passage” sounds awkward. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • By resolving her problem, Anita was able to • The major conflict in the story is resolved when • What is the major conflict in the passage? • Which is the resolution of the story? | |

Grade 8

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.8.1.3.1 ▲ determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] The lawn was so <u>unkempt</u> that it took us a whole day to mow and weed it. [space] In the sentence, the word <u>unkempt</u> probably means | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.8.1.3.3 ▲determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test in-, inter-, mal-, uni- • Suffixes: only test -ette/-et, -ian/-ion, -ive |
| <p style="text-align: center;">Sample Item Shells</p> | <ul style="list-style-type: none"> • Only test e.g. list marked with ▲. |
| <ul style="list-style-type: none"> • Read this sentence. The president signed an ____national peace treaty. Which prefix should be added to national to make a word that means among nations? | <p>Tested word can be at or 1 grade level above the student's grade level.</p> <ul style="list-style-type: none"> • Do not use in- and inter- together as answer choices. |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.8.1.3.4 ▲ identifies and determines the meaning of figurative language including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, ▲ idioms, ▲ imagery, and symbolism.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E, T • Passage-based items should focus on interpreting the meaning of figurative language and not identifying the type. • Non passage-based items may focus on identification. • For identifying figurative language, use a complete sentence in the stem. • Limit identification to metaphors and similes. • Only test simile, metaphor, hyperbole, personification, and idioms. • ACs should not contain both simile and metaphor. • Make sure there is only one possible CA (e.g., if the simile is “winter is like an angry giant,” do not use personification as a distractor). • The first bullet is the format for non-passage-based items. The second bullet is for passage-based items. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Read the sentence below. [space] The snow was a white blanket on the ground. [space] The sentence is an example of which type of figurative language? • Read the sentence below from the passage. [space] Victor’s voice sounded as clear as a bell. [space] This probably means that Victor spoke | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.8.1.4.2 ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts, table of contents, glossary, title, and indexes to locate information in text). • Passage types: N, E, T, P |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, the average person drinks how many gallons of water each year? • The purpose of the title is to <ul style="list-style-type: none"> A. introduce the topic of the passage. B. explain the importance of the passage. C. inform the reader about the author of the passage. CA: A • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase <i>Raging Sea</i> is printed in italics because it is <ul style="list-style-type: none"> A. the title of a book. B. difficult to pronounce. C. the most important phrase. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings mainly to CA: divide information into different topics. • According to information under the subheading “Special Delivery,” the main purpose of the Pony Express was to | <ul style="list-style-type: none"> • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text, not inferred. • Neither stems nor ACs should contain Roman numerals. • Test only text features in the e.g. list. • Use the name of the text feature in stem or ACs. • Subheadings in ACs should be in the same order as subheadings in the passage. |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.8.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p> | <ul style="list-style-type: none"> • MM • NPB • Items may ask students to identify a conclusion (clearly based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion. |
| Sample Item Shells | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.8.1.4.6 ▲analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.</p> | <ul style="list-style-type: none">• MM• NPB |
| Sample Item Shells | |
| | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.8.1.4.7 ▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques) in one or more appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T, P • Test only aspects in the e.g. list. • Do not test persuasive techniques. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are similar because they both • In the passage, what is the main difference between the first summer and the second summer? | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.8.1.4.8 ▲explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T, P • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters? | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.8.1.4.9 ▲ uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.</p> | <ul style="list-style-type: none">• MM• PB• Passage type: N, E, T |
| Sample Item Shells | |
| | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.8.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T, P |
| Sample Item Shells | <ul style="list-style-type: none"> • For all passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |
| <ul style="list-style-type: none"> • What is the main idea of Scene II? • What is the theme of the passage? • Which is a major theme of the passage? • What is the main idea of the passage? • The passage is mainly about • What is the main topic of the passage? • Which detail from the passage best supports the main idea? • According to the passage, where do sparrows make their homes? • What is the most important thing people can do to reduce energy bills? | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.8.1.4.11 ▲explains the relationship between an author's use of literary devices in a text (e.g., ▲foreshadowing, ▲flashback, ▲irony, symbolism, tone, mood) and his or her purpose for writing the text.</p> | <ul style="list-style-type: none"> • MM • PB and NPB • Passage type: N, E • Only test foreshadowing and flashback • Foreshadowing should only be tested with narrative passages. |
| Sample Item Shells | <ul style="list-style-type: none"> • Flashback should only be tested with narrative passages, or expository passages written in narrative form. |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.8.1.4.14 ▲ identifies the author's position in a persuasive text and describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing statistics, other techniques that appeal to reason or emotion).</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: P • Items may request author's position to be identified or techniques to be described, not necessarily both. • Only test bandwagon approach, testimonials, and citing statistics. • Second sample item is for non passage-based items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Which technique does the author use to support the position that daily exercise improves self-confidence? <ul style="list-style-type: none"> A. bandwagon approach B. statistics C. testimonials • Read the sentence below. <p>[space]</p> <p>Every other city in Morris County has voted to increase the number of vacation days for city workers; therefore, Amberville should also offer more days off to its workers.</p> <p>[space]</p> <p>The sentence is an example of which persuasive technique?</p> | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.8.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: E, T, P • Reading passages should not include examples of stereotypes; therefore, students' ability to recognize stereotypes will not be tested. • In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. Paraphrases should be one sentence in length. • Items may ask students to identify a fact or an opinion. • Do not test bias or propaganda. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.8.2.1.1 ▲ describes different aspects of characters (e.g., their physical traits, personality traits, feelings, actions, motives) and analyzes how major characters are developed (e.g., through their thoughts, words, speech patterns, actions) and how they change over time.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to describe different aspects of characters and how they change over time, but not to analyze how they are developed. • Non-passage-based items—attempt to limit to three sentences or less with low complexity sentences with a maximum of five sentences. • Test only aspects in the e.g. list. • No inferential items. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • At the end of the passage, how does Nathan show that he has adjusted to his new school? • Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy felt • Why did Cindy think Tim was conceited when she first met him? • Which is the reason Alex brought the newspaper home? | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.8.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items should focus on identifying and describing the setting, not analyzing connections between the setting and the other story elements. • Do not ask about how much time has passed. • No inferential items. |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • What is the setting at the beginning of the passage? • The passage takes place during which time of day? | |

Grade 8 (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.8.2.1.3 ▲ identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Test only elements in the e.g. list. • Items may request to identify or describe plot elements. • Items should focus on conflict, resolution, rising action, and falling action. • Do not ask about climax. • The word “story” may be used if “passage” sounds awkward. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • By resolving her problem, Anita was able to • The major conflict in the story is resolved when • What is the major conflict in the passage? • Which is the resolution of the story? | |

High School

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.HS.1.3.1 ▲ determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words, cause-effect) from sentences or paragraphs.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E |
| Sample Item Shells | <ul style="list-style-type: none"> • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student's grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: e.g., foreign terms, highly technical terms, etc. • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student's grade level, the more explicit the context clues should be. • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested. • Use context clues from a single sentence. May use the sentence before or after in the stem, but no more than two sentences. |
| <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] The success of the President's first speech was an <u>auspicious</u> beginning to her administration. [space] In the sentence, the word <u>auspicious</u> probably means | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.HS.1.3.3 ▲determines meaning of words through structural analysis, using knowledge of ▲Greek, ▲Latin, and Anglo-Saxon ▲roots, ▲prefixes, and ▲suffixes to understand complex words, including words in science, mathematics, and social studies.</p> | <ul style="list-style-type: none"> • MC • NPB • Roots: mega, ortho, poly • Prefixes: only test counter-, hyper-, micro-, trans- • Suffixes: only test -ify/-fy, -logy, -ure • Only test e.g. list marked with ▲. |
| Sample Item Shells | <p>Tested word can be at or 1 grade level above the student's grade level.</p> |
| <ul style="list-style-type: none"> • Read this sentence. The student felt the judge was being ____critical. Which prefix should be added to critical to make a word that means overly critical? | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.HS.1.3.4 ▲ identifies, interprets, and analyzes the use of figurative language, including similes, metaphors, analogies, hyperbole, onomatopoeia, personification, idioms, imagery, and symbolism.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N, E, T, P |
| <p style="text-align: center;">Sample Item Shells</p> | <ul style="list-style-type: none"> • Items should focus on identification and interpretation of figurative language. • Only test simile, metaphor, hyperbole, personification, and idioms. • When the answer is metaphor, simile can be one of the distractors. However, when the answer is simile, do not use metaphor as a distractor because simile is a type of metaphor. • Make sure there is only one possible CA (e.g., if the simile is “winter is like an angry giant,” do not use personification as a distractor). |
| <ul style="list-style-type: none"> • Read the sentence below from the passage. [space] The empty chair in the corner of the room was crying out to me. [space] Personification is used in the sentence to emphasize | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.HS.1.4.2 ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists, footnotes, annotations) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts, table of contents, headings and subheadings, glossary, title, and indexes to locate information in text). • Passage types: N, E, T, P |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Which is the most likely reason a sidebar is used to present fire safety tips? • According to the graph, what do monkeys most enjoy eating? • The purpose of the graph is to show the reader CA: how quickly zebra mussels have spread through the Great Lakes. • The phrase <i>Raging Sea</i> is printed in italics probably because it is a <ul style="list-style-type: none"> A. book’s title. B. character’s thought. C. section subheading. CA: A • Under which subheading can the reader find information about the childhood of Susan B. Anthony? • The author uses subheadings mainly to CA: divide information into different topics. • According to information under the subheading “Orchid Propagation,” the main purpose of checking orchid records is to | <ul style="list-style-type: none"> • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text, not inferred. • Neither stems nor ACs should contain Roman numerals. • Test only text features in the e.g. list. • Use the name of the text feature in the stem or ACs. • Subheadings in ACs should be in the same order as subheadings in the passage. |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.HS.1.4.5 ▲uses information from the text to make inferences and draw conclusions.</p> | <ul style="list-style-type: none"> • MM • NPB • Items may ask students to identify an inference or a conclusion (based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion. |
| Sample Item Shells | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|--|
| <p>R.HS.1.4.6 ▲ analyzes and evaluates how authors use text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) to help achieve their purposes.</p> | <ul style="list-style-type: none">• MM• NPB |
| Sample Item Shells | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.HS.1.4.7 ▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes, persuasive techniques, use of literary devices, thoroughness of supporting evidence) in one or more appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T, P • Test only aspects in the e.g. list. • Do not test persuasive techniques, use of literary devices, or thoroughness of supporting evidence. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Compared with other breeds of dogs, greyhounds are the only breed that • Unlike other flowers, orchids are able to • During the journey, Anna's feelings became more • The baker and the judge are similar in that they both • The second singing lesson was different from the first singing lesson because the second singing lesson was | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.HS.1.4.8 ▲explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T, P • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships. |
| Sample Item Shells | |
| <ul style="list-style-type: none"> • Joanna was worried about her first dinner guests because | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.HS.1.4.9 ▲ uses paraphrasing and organizational skills to summarize information (stated and implied main ideas, main events, important details, underlying meaning) from appropriate-level narrative, expository, technical, and persuasive texts in logical or sequential order, clearly preserving the author's intent.</p> | <ul style="list-style-type: none"> • MM • PB • Passage type: N, E, T |
| Sample Item Shells | |
| | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.HS.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T, P • For all passage types (i.e., narrative, expository, technical, and persuasive), main idea questions may focus on the main idea of the whole passage or parts (i.e., important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details. • The last three sample items ask about supporting details. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • What is the main idea of Scene II? • Which is the main theme of the passage? • Which is the main idea of the passage? • The passage is mainly about • What is the main topic of the passage? • Which detail from the passage best supports the main idea? • According to the passage, where do fire ants make their homes? • What was the first thing Carlos did after he won the scholarship? | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.HS.1.4.11 ▲ analyzes and evaluates how an author's style (e.g., word choice, sentence structure) and use of literary devices (e.g., foreshadowing, flashback, irony, symbolism, tone, mood, imagery, satire, point of view, allusion, overstatement, paradox) work together to achieve his or her purpose for writing the text.</p> | <ul style="list-style-type: none"> • MM • PB or NPB • Passage type: N, E, P • Do not test irony, symbolism, satire, allusion, point of view, or paradox. |
| Sample Item Shells | <ul style="list-style-type: none"> • Foreshadowing should only be tested with narrative passages. • Flashback should only be tested with narrative passages, or expository passages written in narrative form. |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.HS.1.4.14 ▲ identifies the author's position in a persuasive text, describes techniques the author uses to support that position (e.g., bandwagon approach, glittering generalities, testimonials, citing authority, statistics, other techniques that appeal to reason or emotion), and evaluates the effectiveness of these techniques and the credibility of the information provided.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: P • Items may request author's position to be identified, or described (not to evaluate the effectiveness of techniques or the credibility of information). |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • How does the author support the position that Canada should import more trash? <ul style="list-style-type: none"> A. by using the bandwagon approach to name countries besides Canada that import trash B. by citing authorities who believe that Canada should import more trash C. by using statistics to show how little trash Canada imports compared to other countries <p>CA: A</p> | <ul style="list-style-type: none"> • Only test bandwagon approach, testimonials, citing authority, and statistics. |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.HS.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.</p> | <ul style="list-style-type: none"> • MC • PB • Passage types: E, T, P • Reading passages should not include examples of stereotypes; therefore, students' ability to recognize stereotypes will not be tested. • In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. Paraphrases should be one sentence in length. • Items may ask students to identify a fact or an opinion. • Do not test bias. • Students may be asked to recognize propaganda. |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • Which sentence from the passage is a fact? • Which sentence based on the passage is an opinion? | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|---|
| <p>R.HS.2.1.1 ▲ identifies and describes different types of characters (e.g., protagonist, antagonist, round, flat, static, dynamic) and analyzes the development of characters.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N • Items may request to identify or describe different types of characters, but not to analyze their development. • Item may assess the following types of characters: protagonist, antagonist (not round, flat, static, dynamic). • Round and flat may be used as distractors. • Students must be able to find the answers to stem in the passage. No inferential items. |
| <p style="text-align: center;">Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • The reader knows that Howard is the antagonist because • Which type of character is Mrs. Jones? | |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|---|--|
| <p>R.HS.2.1.2 ▲ analyzes the historical, social, and cultural contextual aspects of the setting and their influence on characters and events in the story or literary text.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N |
| <p>Sample Item Shells</p> | |
| <ul style="list-style-type: none"> • Which aspect of the setting causes Mary to be late to her appointment? <ul style="list-style-type: none"> A. The freeway is jammed with cars. B. The sun is hidden behind clouds. C. The waiting room is filled with people. <p>CA: A</p> | <ul style="list-style-type: none"> • Items should only focus on analyzing the setting's impact or influence on characters or events. • Do not ask about how much time has passed. • The student must be able to find the literal answer in the passage. |

High School (cont'd)

| Assessable Indicator | Test Specification Notes |
|--|---|
| <p>R.HS.2.1.3 ▲ analyzes and evaluates how the author uses various plot elements (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) to advance the plot and make connections between events.</p> | <ul style="list-style-type: none"> • MC • PB and NPB • Passage types: N |
| <p style="text-align: center;">Sample Item Shells</p> <ul style="list-style-type: none"> • By resolving her problem, Anita was able to • The major conflict in the passage is resolved when • Which event is the rising action? | <ul style="list-style-type: none"> • Students may be asked to identify or describe plot elements. • Items should focus on conflict, resolution, rising action, and falling action. • Do not ask about climax. • The word “story” may be used if “passage” sounds awkward. |