

Item Specifications for the Indiana Assessment Grade 10 English/Language Arts

These item specifications serve as a foundational resource in the assessment development process, and they identify the standards being assessed. In addition they provide information about each of the related items including: evidence elicited, depth of knowledge (DOK), limits and constraints, and item types. Panels of content teachers at each grade level, representative of Indiana student populations, in partnership with the Department of Education developed the item specifications.

Learning outcomes for each strand (Reading: Literature, Reading: Nonfiction, Reading: Vocabulary, Writing, Speaking and Listening, and Media Literacy) are included at the beginning of this document. These are “umbrella standards” that encompass all other standards within that strand.

Overview

The rows of each item specification highlight key features of items included on Indiana assessments as follows:

Reporting Category: The broad content category for the standard representing a segment or domain of content approved by educators as key for reporting. Examples across content areas may include: Number Sense in Mathematics (7.NS); Physical Science in Science (4.PS); and Writing in English/Language Arts (9-10.W).

Standard: Each Indiana Academic Standard is noted under the Reporting Category.

Evidence Statement(s): Statements that describe the knowledge and skills that an assessment item should elicit from students.

Content Limit(s)/

Constraint(s): Statements that list the boundaries or limits of assessment items for that standard.

Depth of Knowledge: Webb's Depth of Knowledge categorizes items by the complexity of thinking required. Descriptions of each level are: (1) recall and reproduction, (2) skills and concepts, (3) strategic thinking, and (4) extended thinking. For a complete description of each go to:

<http://www.doe.in.gov/sites/default/files/assessment/depth-knowledge-powerpointenglish-10.pdf>

Item Type(s): Four possible item types including multiple choice (MC), constructed response (CR), technology-enhanced (TE), and writing prompt (WP).

Sample Item Stem(s): Examples of items stems that satisfy the requirements of the specification.

Sample Item(s): Full example items that satisfy the requirements of the specifications.

Reading: Literature Learning Outcome

9-10.RL.1: Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

As the Learning Outcome is an umbrella standard for all standards under Reading: Literature, items will not be specifically aligned to this standard. Texts will represent a range of literature appropriate for tenth grade.

Reading: Nonfiction Learning Outcome

9-10.RN.1: Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

As the Learning Outcome is an umbrella standard for all standards under Reading: Nonfiction, items will not be specifically aligned to this standard. Texts will represent a range of nonfiction appropriate for tenth grade.

Reading: Vocabulary Learning Outcome

9-10.RV.1: Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

As the Learning Outcome is an umbrella standard for all standards under Reading: Vocabulary, items will not be specifically aligned to this standard.

Writing Learning Outcome

9-10.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

As the Learning Outcome is an umbrella standard for all standards under Writing, items will not be specifically aligned to this standard. The focus of assessment will be on writing for shorter time frames due to the nature of assessment. The Writing Prompt will require students to draw on evidence from literature and nonfiction texts.

Speaking and Listening Learning Outcome

9-10.SL.1: Listen actively and adjust the use of spoken language (e.g., *conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

The Learning Outcome is an umbrella standard for all standards under Speaking and Listening.

Media Literacy Learning Outcome

9-10.ML.1: Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

As the Learning Outcome is an umbrella standard for standards under media literacy, items will not be specifically aligned to this standard.

Learning Outcomes

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| Reporting Category | Reading: Literature and Vocabulary |
| Standard | 9-10.RL.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. |
| Evidence Statement(s) | Students can use textual evidence to support an analysis of explicit or inferred interpretations of text. |
| Content Limit(s)/ Constraint(s) | Textual evidence used to support an analysis should be explicitly or implicitly identifiable in the text. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | Which details from the passage support . . .? Which details from the passage provide the BEST evidence . . .? Which detail BEST supports the inference . . .? |

Sample Item (MC)

Which sentence from Paragraphs 1 and 2 BEST shows Virgil's frustration with the nurse?

- A. "In spite of noises without, he drowsed again, not knowing that he did; and when he opened his eyes the nurse was just rising from her cot."
- B. "He took no pleasure in the sight, it may be said."
- C. "She was still only in part awake, however, and by the time she had extinguished the night-light and given her patient his tonic, she had recovered enough plasticity."
- D. "'Yes, you had another!' he retorted, though not until after she had closed the door."

Key: D

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| Reporting Category | Reading: Literature and Vocabulary |
| Standard | 9-10.RL.2.2: Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details. |
| Evidence Statement(s) | Students can analyze how two or more themes or central ideas are developed in a text. Students can analyze how specific details shape the development of two or more themes or central ideas in a text. |
| Content Limit(s)/Constraint(s) | Items must ask about either two themes OR two central ideas. This standard focuses on how the themes or central ideas are developed, not on identification of the themes or central ideas. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | How does the author develop two themes/central ideas about . . .? Part A Which TWO themes/central ideas are developed in the passage? Part B Which details BEST support the answer to Part A? Select TWO. Which details help develop the two themes/central ideas about . . .? How does the passage connect the two themes/central ideas about . . .? |

Sample Item (CR)

How does the narrator develop the connection between the ideas of personal isolation and his passion for writing? Support your answer with details from the story.

Key:

Example of a possible response:

The narrator shows that he is oblivious to the similarities between himself and the character, Maude, who he created. In the narrator's story, Maude has isolated herself from others by only interacting with others online. The narrator has isolated himself through his writing, never stopping to return invitations from friends to meet or go to dinner.

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| Reporting Category | Reading: Literature and Vocabulary |
| Standard | 9-10.RL.2.3: Analyze how dynamic characters (<i>e.g., those with multiple or conflicting motivations</i>) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. |
| Evidence Statement(s) | <p>Students can demonstrate an ability to analyze how dynamic characters develop over the course of a text and provide textual evidence to support inferences and analysis.</p> <p>Students can analyze the interactions among dynamic characters and the significance of those interactions.</p> <p>Students can explain how dynamic characters advance or impact the plot.</p> <p>Students can explain how the actions/dialogue/thoughts of dynamic characters help develop a theme.</p> |
| Content Limit(s)/Constraint(s) | <p>Part or all of the standard may be assessed with MC, TE, or CR items as appropriate.</p> <p>The focus of this standard is on the multiple ways dynamic characters impact texts.</p> |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>What does . . . reveal about the character's . . .?</p> <p>Which statement BEST describes how the character's actions/interactions with others advance the plot?</p> <p>Which statement describes a character's . . .?</p> <p>How do the character's actions support/develop a theme of the passage?</p> |

Sample Item (TE)

Which details from the excerpt BEST show that Mrs. Adams understands that her request will upset her husband? Select TWO.

- A. ““Why, you’re practically a well man, Virgil—all except getting your strength back, of course, and that isn’t going to take long.””
- B. “And she still kept up the affectation of being helpfully preoccupied with the table, and did not look at her husband—perhaps because they had been married so many years that without looking she knew just what his expression would be, and preferred to avoid the actual sight of it as long as possible.””
- C. “Mrs. Adams turned toward him now; she came to the bedside and would have taken his hand, but he quickly moved it away from her.””
- D. ““You mustn’t let yourself get nervous,’ she said.””
- E. “. . . but she had concluded her appeal—for that time—and instead of making any more words in the matter, let him see that there were tears in her eyes, shook her head, and left the room.””

Key: B, D

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| Reporting Category | Reading: Literature and Vocabulary |
| Standard | 9-10.RL.3.1: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (<i>e.g., parallel episodes</i>), and manipulate time (<i>e.g., pacing, flashbacks</i>) create such effects as mystery, tension, or surprise. |
| Evidence Statement(s) | <p>Students can analyze the various techniques used by authors to create effects such as, but not limited to, mystery, tension, and surprise.</p> <p>Students can analyze the effect(s) created by the way an author structures a work of literature.</p> <p>Students can analyze the effect(s) of an author's choices about how to order events in a story.</p> <p>Students can analyze the impact of an author's choices on how to manipulate time (such as, but not limited to, pacing and flashbacks).</p> <p>Students can evaluate the effectiveness of an author's choices in achieving a desired effect in a story.</p> |
| Content Limit(s)/ Constraint(s) | The focus of this standard is on analyzing and evaluating an author's choices, not on identifying them. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>What is the purpose of the repetition of . . .?</p> <p>How does the author create suspense in the passage?</p> <p>Which statement describes the effect that is created by how the author chose to structure the passage?</p> |

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| Reporting Category | Reading: Literature and Vocabulary |
| Standard | 9-10.RL.3.2: Analyze how the author creates such effects as suspense or humor through differences in the points of view of the characters and the reader (<i>e.g., created through the use of dramatic irony</i>). |
| Evidence Statement(s) | <p>Students can analyze how an author creates effects through differences in points of view of the characters and the reader.</p> <p>Students can analyze how an author creates suspense through differences in the points of view of the characters and the reader.</p> <p>Students can analyze how an author creates humor through differences in the points of view of the characters and the reader.</p> |
| Content Limit(s)/Constraint(s) | The focus of this standard is on analyzing effects of differences in point of view, not on identifying point of view. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>What is the effect of the passage's . . . point of view on the reader?</p> <p>What impact does the author's use of . . . have on the passage?</p> <p>How does the author MAINLY create humor/suspense in the passage?</p> |

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| Reporting Category | N/A |
| Standard | 9-10.RL.4.1: Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/Constraint(s) | Assessed in the classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | Reading: Literature and Vocabulary |
| Standard | 9-10.RL.4.2: Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new. |
| Evidence Statement(s) | <p>Students can analyze/evaluate how a work of literary/cultural significance draws on themes from a myth/traditional story.</p> <p>Students can analyze/evaluate how a work of literary/cultural significance draws on patterns of events from a myth/traditional story.</p> <p>Students can analyze/evaluate how a work of literary/cultural significance draws on character types from a myth/traditional story.</p> |
| Content Limit(s)/Constraint(s) | A pairing of passages (a work of literary/cultural significance with a myth/traditional story) would be required to assess this standard. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>Part A Which statement BEST summarizes a theme from BOTH . . .?</p> <p>Part B Which details BEST support the answer to Part A? Select ONE detail from EACH passage.</p> <p>Which statement BEST describes similarities between the characters in BOTH . . .?</p> |

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|---------------------------------|---|
| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.2.1: Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text. |
| Evidence Statement(s) | Students can use textual evidence to support an analysis of explicit or inferred interpretations of a text. |
| Content Limit(s)/ Constraint(s) | Textual evidence used to support an analysis should be explicitly or implicitly identifiable in the text. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>Which detail from the passage BEST supports . . .?</p> <p>Which details from the passage provide the BEST evidence . . .? Select TWO.</p> <p>Which detail BEST supports the inference . . .?</p> |

Sample Item (TE)

Part A

Which quality of handmade work does the author value MOST?

- A. its originality
- B. its flawlessness
- C. its adherence to traditional techniques
- D. its ability to be reproduced on demand

Part B

Which detail from the excerpt BEST supports the answer to Part A?

- A. "The hope for the future is that dyeing may be reinstated as a craft . . ."
- B. "... you can order so many pounds of such a number and you can get it by return of post . . ."
- C. "... this is almost as good as the stuff you can buy in a shop, it is as perfect as machine made stuff."
- D. "... slight variations caused by natural human methods add to the beauty and interest of a thing . . ."

Key: Part A- A, Part B- D

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.2.2: Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis. |
| Evidence Statement(s) | <p>Students can explain how two or more central ideas are developed in a text.</p> <p>Students can identify and explain how two or more central ideas interact.</p> <p>Students can analyze how two or more central ideas build on one another to provide a complex analysis.</p> |
| Content Limit(s)/Constraint(s) | <p>Items must ask about two central ideas.</p> <p>The focus of this standard is on how two or more central ideas are developed, interact, and build on one another to create a complex analysis, not on the identification of the central ideas.</p> |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>How does the author show the relationship between two central ideas in the passage?</p> <p>How does the author develop two central ideas about . . .?</p> <p>Which statement describes how two central ideas interact . . .?</p> <p>How does the author connect the central idea . . . with the central idea . . . in the passage?</p> |

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.2.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| Evidence Statement(s) | <p>Students can analyze how authors introduce and develop ideas or events in a text.</p> <p>Students can analyze the connections between ideas or events in a text.</p> <p>Students can explain the role an idea or event plays in a text.</p> |
| Content Limit(s)/Constraint(s) | The focus of this standard is on an analysis of an author's choices of how to present and develop ideas and events in a text and on how those choices affect the text. Emphasis is not solely on identification of ideas, events, or structure. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>How does the information in . . . help develop . . .?</p> <p>Which statement BEST describes the author's development from the idea . . . to the idea . . .?</p> <p>How does the author develop the idea that . . .?</p> <p>Which statement BEST explains the connection between the ideas in Paragraphs # and #?</p> |

Sample Item (TE)

The author of *A Book on Vegetable Dyes* makes distinctions between products created by machines and those created by hand. Select the qualities the author associates with EACH type of product and drag them into the correct box.

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| creativity | bland quality | uniformity |
| time-consuming creation | imperfection | quick production |

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| Machine-Made Products | Handmade Products |
|-----------------------|-------------------|

Key:

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|------------------------------|--------------------------|
| Machine-Made Products | Handmade Products |
| bland quality | creativity |
| uniformity | |
| quick production | time-consuming creation |
| | imperfection |

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.3.2: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. |
| Evidence Statement(s) | Students can analyze the development of ideas or claims in a text. |
| Content Limit(s)/ Constraint(s) | The focus of this standard is on ideas and claims developed by specific details found in sentences, paragraphs, or sections included in a text rather than general roles of elements like introductions and conclusions. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>In Paragraph #, how does the author develop the idea ...?</p> <p>In Paragraph #, the author states ... Which sentence from the passage BEST supports this claim?</p> <p>Explain how Paragraph # expands on the idea about ... developed in Paragraph #. Support your answer with details from the excerpt.</p> |

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.3.3: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose. |
| Evidence Statement(s) | <p>Students can determine an author's perspective, and analyze how the author uses rhetoric to advance that perspective.</p> <p>Students can determine an author's purpose, and analyze how the author uses rhetoric to advance that purpose.</p> |
| Content Limit(s)/ Constraint(s) | Items for this standard should go beyond identifying an author's purpose or perspective; however, items may ask for identification and then ask about analysis or support. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>How do the author's word choices affect the author's purpose/reflect the author's perspective?</p> <p>Which details BEST support the author's purpose/perspective . . .? Select TWO.</p> <p>Part A Which statement BEST describes how the author's perspective/purpose is revealed?</p> <p>Part B Which sentence from the passage BEST supports the answer to Part A?</p> |

Sample Item (MC)

Read these sentences from Paragraph 3.

Every piece of craft work should be an adventure. It cannot be an adventure if commerce steps in and says “I will dye all your yarn for you; you will always then be able to match your colour again; there need be no variation; every skein shall be as all the others; you can order so many pounds of such a number and you can get it by return of post; and you can have six or seven hundred shades to choose from.”

Which statement BEST describes the persuasive technique used to develop the author’s argument in these sentences?

- A. The author compares the advances made by commerce to an adventure.
- B. The author exposes how commerce’s methods contradict the artistic process.
- C. The author uses personal experience to illustrate the speed and accuracy of commerce.
- D. The author uses strong language to emphasize the benefits commerce has brought to the creation of art.

Key: B

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.4.1: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| Evidence Statement(s) | <p>Students can trace the argument presented in a text.</p> <p>Students can identify and evaluate the reasoning and evidence used to support specific claims in a text.</p> <p>Students can evaluate whether reasoning is valid.</p> <p>Students can evaluate whether evidence is relevant and sufficient.</p> <p>Students can identify fallacious reasoning.</p> |
| Content Limit(s)/Constraint(s) | <p>Items mostly focus on the first part of the standard, “Delineate and evaluate the argument and specific claims in a text.” The rest of the standard is only assessable when fallacious reasoning is present in a passage.</p> <p>Evaluation of the argument and specific claims needs to be text based and should not rely on background knowledge that students cannot reasonably be expected to have. Evaluation of the argument and specific claims should not require an analysis that uses ideas outside of the text.</p> |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>Which sentences support the author’s claim that . . .?</p> <p>Which statement BEST describes an evaluation of the evidence supporting the argument that . . .?</p> <p>Explain how the author supports the claim . . .</p> <p>The evidence in Paragraph # supports which claim?</p> |

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| Reporting Category | N/A |
| Standard | 9-10.RN.4.2: Analyze various accounts of a subject told in different mediums (e.g., <i>a person's life story in both print and multimedia</i>), determining which details are emphasized in each account. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/Constraint(s) | Assessed in the classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RN.4.3: Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts. |
| Evidence Statement(s) | Students can analyze how seminal U.S. and world documents address related themes and concepts. |
| Content Limit(s)/ Constraint(s) | Analysis of themes and concepts needs to be text based and should not rely on background knowledge that students cannot reasonably be expected to have. If using a single passage, there must be adequate reference to another seminal U.S./world document to ask a question. A pair of passages may be used to ask about related themes and concepts. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>How do BOTH passages address the idea of . . .?</p> <p>Part A Based on the passages from BOTH authors, which sentence expresses . . .?</p> <p>Part B Which details from the passages provide the BEST support for the answer to Part A? Select ONE from EACH passage.</p> |

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|---------------------------------|---|
| Reporting Categories | Reading: Literature and Vocabulary Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RV.2.1: Use context to determine or clarify the meaning of words and phrases. |
| Evidence Statement(s) | Students can identify the meaning of the word or phrase as it is used in the context of a passage. Students can identify context used to support the meaning of a word or phrase. |
| Content Limit(s)/ Constraint(s) | Items aligned to this standard must be associated with a passage. |
| Depth of Knowledge | 2 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE) |
| Sample Item Stem(s) | What is the meaning of (word or phrase) as it is used in Paragraph #? Part A What is the meaning of (word or phrase) as it is used in the passage? Part B Which sentence from the passage BEST supports the answer to Part A? Which phrases from the passage provides the BEST context for the meaning of (word or phrase) in Paragraph #? Select TWO. |

Sample Item (TE)

Which words or phrases in Paragraph 25 provide context for the meaning of *indignation*? Select TWO highlighted words or phrases.

25 Alone, he lay breathing rapidly, his emaciated chest proving itself equal to the demands his emotion put upon it. "Fine!" he repeated, with **husky** indignation. **"Fine way to cure a sick man! Fine!"** Then, **after a silence**, he gave forth whispering sounds as of **laughter**, his expression the while remaining sore and **far from humour**.

Key:

25 Alone, he lay breathing rapidly, his emaciated chest proving itself equal to the demands his emotion put upon it. "Fine!" he repeated, with **husky** indignation. **"Fine way to cure a sick man! Fine!"** Then, **after a silence**, he gave forth whispering sounds as of **laughter**, his expression the while remaining sore and **far from humour**.

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| Reporting Categories | Reading: Literature and Vocabulary Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RV.2.3: Analyze nuances in the meaning of words with similar denotations. |
| Evidence Statement(s) | Students can demonstrate an understanding of the nuances in the meaning of words with similar denotations. |
| Content Limit(s)/ Constraint(s) | These items include a sample sentence or paragraph. Words used in the item have the same denotation but differ in the nuance of their meanings. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC) |
| Sample Item Stem(s) | <p>Read this sentence. [Insert sentence.]</p> <p>Which word with a similar denotation BEST maintains the same nuance and meaning as it is used in the sentence?</p> <p>If a student wanted to create a more positive/negative connotation, which word would BEST replace . . .?</p> |

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| Reporting Categories | Reading: Literature and Vocabulary Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RV.2.4: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (<i>e.g., analyze, analysis, analytical; advocate, advocacy</i>). |
| Evidence Statement(s) | Students can demonstrate the ability to use different forms of a word correctly, even if some forms of the word are less familiar. Students can demonstrate an ability to use one form of a word to understand how to use other forms of that word. Students can demonstrate an ability to select the correct form of a word for a sentence. |
| Content Limit(s)/Constraint(s) | Items should focus on different meanings rather than on parts of speech. For standalone items, the item should include a sample sentence or paragraph in the stem or options. |
| Depth of Knowledge | 2 |
| Item Type(s) | Multiple Choice (MC), Technology Enhanced (TE) |
| Sample Item Stem(s) | Which sentence uses the correct form of the word . . .? |

Sample Item (TE)

Which word BEST fits into each sentence? Drag EACH word into the correct sentence.

respect **respectful** **respectfully** **respective**

The students attending the inauguration _____ listened to the speeches.

At all times, _____ behavior was expected at the memorial services.

The young boy showed _____ for his grandmother's wish to be left alone.

The councillors retired to their _____ chambers.

Key:

The students attending the inauguration **respectfully** listened to the speeches.

At all times, **respectful** behavior was expected at the memorial services.

The young boy showed **respect** for his grandmother's wish to be left alone.

The councillors retired to their **respective** chambers.

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| Reporting Categories | N/A |
| Standard | 9-10.RV.2.5: Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in the classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

| Reporting Category | Reading: Literature and Vocabulary |
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| Standard | 9-10.RV.3.1: Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. |
| Evidence Statement(s) | <p>Students can select an accurate explanation of the meaning of a word or phrase from a passage.</p> <p>Students can select an accurate explanation of a specific word or phrase choice made by the author and/or used by a narrator, speaker, or character.</p> <p>Students can select an accurate explanation of the impact of word or phrase choice on meaning and tone.</p> <p>Students can explain the use of a word or phrase in a passage, and support the explanation with details from the passage.</p> |
| Content Limit(s)/ Constraint(s) | <p>Items aligned to this standard must be associated with a passage.</p> <p>Standard can be divided for MC items. (1) Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings. (2) Analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.</p> |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Constructed Response (CR) |
| Sample Item Stem(s) | <p>Why does the author use the (word or phrase) to describe . . .?</p> <p>Explain why the (narrator, speaker, character) uses (word, phrase, or reference to sentence(s)) to describe . . . Support your answer with details from the passage.</p> <p>What does the (narrator, speaker, character) mean in Paragraph # by the (phrase)?</p> |

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RV.3.2: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (e.g., <i>how the language of a court opinion differs from that of a newspaper</i>). |
| Evidence Statement(s) | <p>Students can select an accurate explanation of the meaning of a word or phrase from a passage.</p> <p>Students can select an accurate explanation of a specific word or phrase choice made by the author.</p> <p>Students can explain the use of a word or phrase in a passage, and support the explanation with details from the passage.</p> |
| Content Limit(s)/Constraint(s) | <p>Items aligned to this standard must be associated with a passage.</p> <p>Standard can be divided for MC items (1) Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings. (2) Evaluate the effectiveness of specific word choices on meaning and tone.</p> |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Constructed Response (CR) |
| Sample Item Stem(s) | <p>What does the author want to convey by using (word or phrase) in Paragraph #?</p> <p>What is the meaning of (word or phrase) in the context of . . .?</p> <p>Explain the author's use of (word or phrase) and the connotations of the word in the passage. Support your answer with details from the passage.</p> |

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| Reporting Categories | Reading: Literature and Vocabulary Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.RV.3.3: Interpret figures of speech (<i>e.g., euphemism, oxymoron</i>) in context and analyze their role in the text. |
| Evidence Statement(s) | Students can demonstrate interpretation of a figure of speech in a passage. Students can analyze the role a figure of speech plays in a passage. |
| Content Limit(s)/ Constraint(s) | Items must be associated with a passage. Emphasis is on demonstrating understanding of a figure of speech rather than on identifying the figure of speech. Figures of speech are not limited to euphemism and oxymoron, but figures of speech selected are analyzed for grade appropriateness and accessibility. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC) |
| Sample Item Stem(s) | Read this sentence. [Insert sentence.] What message is the author conveying? What is the role of the word/symbol/metaphor/simile in the development of ideas in the passage? What does the word/symbol/metaphor/simile, etc., . . . mean in the passage? What does the phrase “. . .” suggest about . . .? |

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| Reporting Category | Writing: Genres, Writing Process, Research Process |
| Standard | <p>9-10.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ● Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ● Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented. |
| Evidence Statement(s) | Students can use components of argumentative writing to compose or improve a piece of writing. |
| Content Limit(s)/ Constraint(s) | <p>There must be at least one argumentative, informative, OR narrative composition in Part 1.</p> <p>Each prompt should include a passage or passages for students to reference and draw evidence from the text.</p> <p>In Part 2, MC or TE items can assess one of the bullet points.</p> <p>DOK of 3 is for MC or TE items. Writing prompts are for DOK 4.</p> |
| Depth of Knowledge | 3 or 4 (dependent on item type) |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Writing Prompt (WP) |
| Sample Item Stem(s) | <p>WP: In the passage . . . Using details from the passage, create an argument. . .</p> <p>Read this paragraph from an argumentative essay. Select the appropriate transition from the drop-down list.</p> <p>Read this paragraph from an argumentative essay. Which sentence would BEST conclude this paragraph?</p> |

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| Reporting Category | Writing: Genres, Writing Process, Research Process |
| Standard | <p>9-10.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> ● Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., <i>headings</i>), graphics (e.g., <i>figures, tables</i>), and multimedia when useful to aiding comprehension. ● Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. ● Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ● Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. ● Establish and maintain a style appropriate to the purpose and audience. ● Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., <i>articulating implications or the significance of the topic</i>). |
| Evidence Statement(s) | Students can use components of informative writing to compose or improve a piece of writing. |
| Content Limit(s)/ Constraint(s) | <p>There must be at least one argumentative, informative, OR narrative composition in Part 1.</p> <p>Each prompt should include a passage or passages for students to reference and draw evidence from the text.</p> <p>In Part 2, MC or TE items can assess one of the bullet points.</p> <p>DOK of 3 is for MC or TE items. Writing prompts are for DOK 4.</p> |
| Depth of Knowledge | 3 or 4 (dependent on item type) |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Writing Prompt (WP) |
| Sample Item Stem(s) | <p>WP: You have read a passage about . . . Using details from the passage, write an essay explaining . . .</p> <p>Read this paragraph. If you wanted to add a supporting detail immediately following Sentence #, which of these is MOST relevant?</p> <p>A student wants to write a paper about . . . Which information would BEST support this topic?</p> |

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| Reporting Category | Writing: Genres, Writing Process, Research Process |
| Standard | <p>9-10.W.3.3: Write narrative compositions in a variety of forms that --</p> <ul style="list-style-type: none"> ● Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. ● Create a smooth progression of experiences or events. ● Use narrative techniques, (<i>e.g., dialogue, pacing, description, reflection, and multiple plot lines</i>), to develop experiences, events, and/or characters. ● Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ● Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ● Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| Evidence Statement(s) | Students can use components of a narrative to compose or improve a piece of writing. |
| Content Limit(s)/ Constraint(s) | <p>There must be at least one argumentative, informative, OR narrative composition in Part 1.</p> <p>Each prompt should include a passage or passages for students to reference and draw details from the text.</p> <p>In part 2, MC or TE items can assess one of the bullet points.</p> <p>DOK of 3 is for MC or TE items. Writing prompts are for DOK 4.</p> |
| Depth of Knowledge | 3 or 4 (dependent on item type) |
| Item Type(s) | Multiple Choice (MC), Writing Prompt (WP), Technology Enhanced (TE) |
| Sample Item Stem(s) | <p>Which phrase offers the MOST vivid description in this draft narrative about . . .?</p> <p>Read this part of a paragraph. [Insert paragraph.]</p> <p>Which sentence would BEST introduce this paragraph?</p> <p>Which sentence provides the MOST vivid description of a setting?</p> <p>Using details from . . . , write a story showing . . .</p> |

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| Reporting Category | Writing: Genres, Writing Process, Research Process |
| Standard | <p>9-10.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent. ● Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically (e.g., <i>use of publishing programs, integration of multimedia</i>). |
| Evidence Statement(s) | <p>Students can identify the most effective way to combine two sentences.</p> <p>Students can identify information that is repetitive in a paragraph and can be removed.</p> |
| Content Limit(s)/ Constraint(s) | <p>The entire first bullet does not need to be covered in a single item. MC and TE items should be focused on drafting and rewriting OR editing to produce and strengthen writing that is clear and coherent.</p> <p>The second bullet point of the standard must be assessed in the classroom only.</p> |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE) |
| Sample Item Stem(s) | <p>Read these sentences. What is the BEST way to combine these sentences?</p> <p>Read this paragraph. Which sentence contains repetitive information and can be removed? Select ONE highlighted sentence.</p> |

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| Reporting Category | Writing: Genres, Writing Process, Research Process |
| Standard | <p>9-10.W.5: Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.</p> <ul style="list-style-type: none"> ● Formulate an inquiry question, and refine and narrow the focus as research evolves. ● Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. ● Assess the usefulness of each source in answering the research question. ● Synthesize and integrate information into the text selectively to maintain the flow of ideas. ● Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., <i>MLA, APA</i>) for citation. ● Present information, choosing from a variety of formats. |
| Evidence Statement(s) | <p>Students can analyze the usefulness of information to be included in research writing and demonstrate annotation.</p> <p>Students can evaluate the authority of sources and the usefulness of information gathered during research.</p> |
| Content Limit(s)/Constraint(s) | In an MC or TE item, only assess one of the bullet points. Items should focus on the second and third bullet points. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology Enhanced (TE) |
| Sample Item Stem(s) | <p>Which sources would be MOST useful in researching . . .?</p> <p>Which source will MOST LIKELY provide the most useful information to support a research assignment about . . .?</p> |

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| Reporting Category | Writing: Conventions of Standard English |
| Standard | 9-10.W.6.1b: Verbs – Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. |
| Evidence Statement(s) | Students can use the correct verb tense in a variety of verb moods. |
| Content Limit(s)/ Constraint(s) | Items focus on correct verb use rather than identifying moods of verbs. |
| Depth of Knowledge | 1 |
| Item Type(s) | Multiple Choice (MC), Writing Prompt (WP), Technology Enhanced (TE) |
| Sample Item Stem(s) | <p>Which sentence uses verbs correctly?</p> <p>Read these sentences. Select the verb or verb phrase from EACH drop-down list that correctly completes the sentences.</p> <p>Which sentence corrects the error in . . .?</p> |

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| Reporting Category | Writing: Conventions of Standard English |
| Standard | 9-10.W.6.1e: Usage – Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. |
| Evidence Statement(s) | Students can demonstrate use of correct parallelism for items used in a series or when juxtaposed for emphasis. |
| Content Limit(s)/ Constraint(s) | This standard addresses two forms of parallelism, yet an item might assess only one of the forms. |
| Depth of Knowledge | 1 |
| Item Type(s) | Multiple Choice (MC), Writing Prompt (WP), Technology Enhanced (TE) |
| Sample Item Stem(s) | <p>Read this paragraph. [Insert paragraph.]</p> <p>Which sentence contains an error in sentence structure/parallelism?</p> <p>What is the correct way to edit this sentence?</p> <p>Which phrase needs to be changed to make it parallel to the other phrases?</p> |

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| Reporting Category | Writing: Conventions of Standard English |
| Standard | 9-10.W.6.2b: Punctuation – Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. |
| Evidence Statement(s) | Students can demonstrate correct punctuation of sentences connecting two or more independent clauses with a conjunctive adverb. |
| Content Limit(s)/ Constraint(s) | Item must specifically contain writing that uses a semicolon and a conjunctive adverb that link two or more independent clauses. |
| Depth of Knowledge | 1 |
| Item Type(s) | Multiple Choice (MC), Writing Prompt (WP), Technology Enhanced (TE) |
| Sample Item Stem(s) | Which sentence is written correctly? Which sentence is punctuated correctly? |

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| Reporting Category | N/A |
| Standard | 9-10.SL.2.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.2.2: Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.2.3: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.2.4: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.2.5: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.3.1: Integrate multiple sources of information presented in diverse media and formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.3.2: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.4.1: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | N/A |
| Standard | 9-10.SL.4.2: Create engaging presentations that make strategic and creative use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) to add interest and enhance understanding of findings, reasoning, and evidence. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |

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| Reporting Category | Reading: Nonfiction, Vocabulary, and Media Literacy |
| Standard | 9-10.ML.2.1: Analyze how media include or exclude information from visual and verbal messages to achieve a desired result. |
| Evidence Statement(s) | Students can analyze how information is presented in media messages to achieve a desired result. |
| Content Limit(s)/ Constraint(s) | Items aligned to this standard may be assessed as part of an item set with a nonfiction passage or they may be stand-alone items with a short stimulus. |
| Depth of Knowledge | 3 |
| Item Type(s) | Multiple Choice (MC), Technology-Enhanced (TE), Constructed Response (CR) |
| Sample Item Stem(s) | <p>What message does the news organization want readers to gain from the graphic?</p> <p>Read this paragraph from a . . . [insert paragraph]</p> <p>What is the MOST LIKELY impact of Sentence #?</p> |

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| Reporting Category | N/A |
| Standard | 9-10.ML.2.2: Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues. |
| Evidence Statement(s) | N/A |
| Content Limit(s)/ Constraint(s) | Assessed in classroom |
| Depth of Knowledge | N/A |
| Item Type(s) | N/A |
| Sample Item Stem(s) | N/A |