

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.ML.2.1.a.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
IAS Standard	<b>3.ML.2.1:</b> Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus should be focused on functional/real life pertinent activities or ideas. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, media, persuade, advertisement
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> Student can recognize when an advertisement is trying to sell something.</p>
	<p><b>Tier 2</b> Student can recognize when an advertisement is trying to sell something.</p>
	<p><b>Tier 3</b> Student can recognize when an advertisement is trying to sell something.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students with varying abilities, including students who are blind or visually impaired.</p> <p>Graphics should contain only content that will help students understand or process information; those that do not contribute to the student’s understanding should not be included.</p> <p>Graphics should be brailable whenever possible; those that cannot be brailled will be provided to blind/visually impaired students through a verbal or written description.</p>
Sample Item	
Tier 2	<p>[Stimulus: Advertisement for clothing store]</p> <p>What is the purpose of the advertisement?</p> <p>A. to buy clothes</p> <p><b>B. to sell clothes</b></p> <p>C. to borrow clothes</p>

Reporting Category	Reading Foundations
Content Connector	<b>3.RF.4.2.a.1:</b> Understand the six major syllable patterns.
IAS Standard	<b>3.RF.4.2:</b> Understand the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to aid in decoding unknown words.
Content Limits	Common words and vowel progressions should be used. Words must be one-syllable. Words should be familiar and appropriate for grade.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	vowel, pattern, sound/same sound
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify short vowel sounds (CVC pattern) in words.
	<b>Tier 2</b> Students can identify long vowel sounds (VCe pattern) in words.
	<b>Tier 3</b> Students can decode a word from the six major syllable patterns.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Auditory and Visual Considerations	N/A

Sample Item	
<b>Tier 1</b>	<p>Which word has the same pattern as <i>net</i>?</p>  <p>A. can</p> <p>B. gate</p> <p>C. we</p>

Reporting Category	Reading Foundations
Content Connector	<b>3.RF.4.4.a.1:</b> Read blends and common spelling patterns.
IAS Standard	<b>3.RF.4.4:</b> Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-; doubling the consonant and adding –ing, such as cut/cutting; changing the ending of a word from –y to –ies to make a plural).
Content Limits	Items should include single-syllable blends and common spelling patterns. Words should be one-syllable, common words. Avoid words that change the end spelling when made plural (i.e., cry to cries).
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	sound/same sound, ending(s), patterns, vowels, spelling
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify single-syllable words composed of blends and common spelling patterns.
	<b>Tier 2</b> Students can identify single-syllable words with blends.
	<b>Tier 3</b> Students can decode words with blends and common spelling patterns.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item	
<b>Tier 3</b>	<p>Which word has the same pattern as the word <b><u>stop</u></b>?</p> <p><b>A. step</b></p> <p>B. came</p> <p>C. rest</p>

Updated: 10/2020

Reporting Category	Reading Foundations
Content Connector	<b>3.RF.4.5.a.1:</b> Know and use common word families when reading unfamiliar words.
IAS Standard	<b>3.RF.4.5:</b> Know and use more difficult word families when reading unfamiliar words (e.g., -ight).
Content Limits	Words should be single syllable words.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	beginning/ending, vowels, sound/same sound
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify common word families.
	<b>Tier 2</b> Students can identify common word families.
	<b>Tier 3</b> Students can identify common word families.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item	
<b>Tier 2</b>	<p>Which word has the same pattern as “pay”?</p> <p>A. cow</p> <p><b>B. say</b></p> <p>C. run</p>

Updated: 10/2020

Reporting Category	Reading Foundations
Content Connector	<b>3.RF.4.6.a.1:</b> Read multi-syllabic words composed of roots and related prefixes and suffixes.
IAS Standard	<b>3.RF.4.6:</b> Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
Content Limits	Words should be no more than two syllables. Prefix and suffix should not change the spelling of the root word. All items should use commonly used prefixes (un-, re-) and suffixes (-ing, -s, -ed). Items should include only known words and avoid using nonsense words. Affix cannot change the spelling of the root word.
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS) Table Match (TM)
Construct-Relevant Vocabulary	Root/root word, prefix, suffix, beginning/begin(s), ending/end(s)
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify the root word in a single-syllable word when a suffix has been added (e.g., stop/-ed/-ing).
	<b>Tier 2</b> Students can identify root word composed of a prefix or suffix (e.g., undo/undress/unkind).
	<b>Tier 3</b> Students can read words composed of a prefix and suffix.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item	
<b>Tier 1</b>	<p>What is the root of the word <b>playing</b>?</p>  <p>A. <b>play</b></p> <p>B. ing</p> <p>C. pay</p>

Reporting Category	Reading Foundations
Content Connector	<b>3.RF.4.6.a.2:</b> Read irregular contractions (e.g., will not = won't).
IAS Standard	<b>3.RF.4.6:</b> Read multisyllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's).
Content Limits	Items must include context with the contraction.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	contraction
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify an irregular contraction.
	<b>Tier 2</b> Students can identify words that comprise an irregular contraction (e.g., will + not = won't).
	<b>Tier 3</b> Students can identify the appropriate use of a contraction within a sentence.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item	
<b>Tier 2</b>	<p>Which word is the contraction for <b>will not</b>?</p> <p>A. can't</p> <p><b>B. won't</b></p> <p>C. don't</p>

Updated: 10/2020

Reporting Category	Reading Foundations
Content Connector	<b>3.RF.4.6.a.3:</b> Read possessives (e.g., children’s, Dennis’s).
IAS Standard	<b>3.RF.4.6:</b> Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won’t) and possessives (e.g., children’s, Dennis’s).
Content Limits	Items should avoid words with an ending letter –s (Dennis, bus). Items should use known, grade appropriate words. Items should focus more on personal possessives. Items should use one-syllable words. Items should provide context to possessive words.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	apostrophe, spelling
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a possessive word.
	<b>Tier 2</b> Students can identify the correct use of a personal possessive (e.g., Mike’s).
	<b>Tier 3</b> Students can identify the correct use of a possessive (e.g., children’s, Dennis’s).
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item	
<b>Tier 2</b>	<p>Which one tells that the book belongs to Mike?</p> <p>A. Mike book</p> <p>B. Mikes book</p> <p>C. <b>Mike's book</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RL.2.1.a.1:</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
IAS Standard	<b>3.RL.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Items should use explicit references from the text.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Table Match (TM)</p> <p>Multi-Select (MS)</p>
Construct-Relevant Vocabulary	character, story, event
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify answers to who/what/when/where questions about the text.</p>
	<p><b>Tier 2</b></p> <p>Students can identify answers to who/what/when/where questions about the text.</p>
	<p><b>Tier 3</b></p> <p>Students can identify answers to who/what/when/where/why questions about the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Story about Jake's school assignment]  What did Jake write a paper about?  A. bugs  B. frogs  <b>C. turtles</b>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RL.2.2.a.1:</b> Retell folktales, fables, and tall tales from diverse cultures.
IAS Standard	<b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should include common folktales, fables and stories.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	beginning, middle, end, retell, first, next, last, detail
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a key detail in the story.
	<b>Tier 2</b> Students can retell key parts of the story.
	<b>Tier 3</b> Students can sequentially retell key ideas from the beginning, middle, and end.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	[Stimulus: Story about Chloe taking a car ride]  What happens first in the story?  <b>A. Chloe gets in the car.</b>  B. Chloe rolls up the window  C. Chloe buckles her seatbelt.

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RL.2.2.a.2:</b> Identify a theme in a folktale, fable, and tall tale.
IAS Standard	<b>3.RL.2.2:</b> Retell folktales, fables, and tall tales from diverse cultures; identify the themes in these works.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Limit themes to real-life, age-appropriate situations (e.g., safety, friendship, kindness, rules).</p> <p>Texts should have one theme present throughout the text (vs. multiple themes presented).</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multi-Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	theme
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify a simple theme (friendship, kindness) in a fable, folktale, or tall tale.</p>
	<p><b>Tier 2</b></p> <p>Students can identify a simple theme (friendship, kindness) in a fable folktale, or tall tale.</p>
	<p><b>Tier 3</b></p> <p>Students can identify a theme (friendship, kindness) in a folktale, fable, or tall tale.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 3	[Stimulus: Story about telling a lie]  What is the theme of the story?  A. Keeping a secret is fun.  B. Sometimes lying is okay.  <b>C. You should always tell the truth.</b>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RL.2.3.a.1:</b> Describe characters in a story (e.g., their traits, motivations or feelings).
IAS Standard	<b>3.RL.2.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Questions describing the character’s feelings should be must be familiar feelings such as limited to happy, sad, scared, and angry/mad.</p> <p>All characters’ facial expressions within picture must be consistent between the passage and the item stem.</p> <p>Description of the character must match the facial expression from the picture.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	describe(s), character, feelings
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify the character.
	<b>Tier 2</b> Students can identify the character’s actions explicitly stated in the story.
	<b>Tier 3</b> Students can identify the character’s feelings in the story.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 3</b>	[Stimulus: Story about Kai adopting a kitten] How does Kai feel about getting a pet? A. bored <b>B. excited</b> C. nervous

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RL.2.3.a.2:</b> Explain how characters' actions contribute to the plot.
IAS Standard	<b>3.RL.2.3:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Avoid using the word ‘plot’, or ‘contribute to the plot’ in the item stem.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	describe, character, feel(ing), actions, events
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a detail describing a character’s action in the story.
	<b>Tier 2</b> Students can identify details that explain the character’s action in the story.
	<b>Tier 3</b> Students can describe how the character’s action contributes to a major event(s) in the story.

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Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item	
Tier 2	<p>[Stimulus: Story about Grace doing her homework]</p> <p>Why does Grace want to finish her homework quickly?</p> <p>A. so she can take a nap</p> <p>B. so she can study for a test</p> <p><b>C. so she can help her parents</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RL.3.1.a.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems.
IAS Standard	<b>3.RL.3.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a chapter title.
	<b>Tier 2</b> Students can identify a chapter or scene title.
	<b>Tier 3</b> Students can identify a chapter or scene title, or a stanza number.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	[Stimulus: Story about a journey]  Which part of the story is <u>The Long Way Home</u> ?  A. a scene number  B. <b>a chapter title</b>  C. a stanza number

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RL.3.1.a.2:</b> Describe how each successive part of a story, play, or poem builds on earlier sections.
IAS Standard	<b>3.RL.3.1:</b> Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify that a book has chapters and a play has acts and scenes.</p>
	<p><b>Tier 2</b></p> <p>Student can order/sequence a chapter or scene.</p>
	<p><b>Tier 3</b></p> <p>Student can order/sequence a chapter, scene, or stanza.</p>

Accessibility and Accommodation Considerations	
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Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 1</b>	<p>[Stimulus: Story about Julia’s birthday party]</p> <p>Read the sentence.</p> <p>In the first _____ of the book, Julia has a birthday party.</p> <p>[image of a girl wearing a birthday party hat with a cake]</p> <p>Which word belongs in the blank?</p> <p>A. act</p> <p>B. stanza</p> <p><b>C. chapter</b></p>

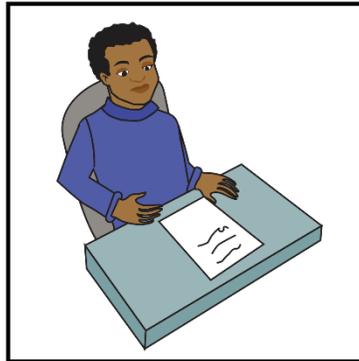
Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RL.3.2.a.1:</b> Identify narrator or character’s point of view.
IAS Standard	<b>3.RL.3.2:</b> Distinguish personal point of view from that of the narrator or those of the characters.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Student can identify the narrator of a story.
	<b>Tier 2</b> Student can identify first or third person narrator.
	<b>Tier 3</b> Student can identify first or third person narrator.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item

[Stimulus: Story about a student visiting the nurse's office]

Who is telling the story?

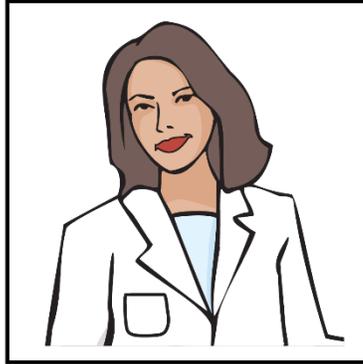
Tier 1



A.  
a student



B.  
a teacher



C.  
a doctor

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RL.4.2.a.1:</b> Compare and contrast two stories written by the same author about the same or similar characters.
IAS Standard	<b>3.RL.4.2:</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Items should not include using terms such as compare and contrast.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	characters, same/different
Cognitive Complexity	6
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can determine how two characters are the same.
	<b>Tier 2</b> Students can determine how two characters are the same.
	<b>Tier 3</b> Students can determine how two characters are the same or different.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 2</b>	[Stimulus: Story about two friends Jen and Sue]  How are Jen and Sue the same?  A. They both score points.  B. They both cheer loudly.  <b>C. They both like basketball.</b>

Updated: 10/2020

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RN.2.1.a.1:</b> Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
IAS Standard	<b>3.RN.2.1:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Questions should be based only on explicit references from the text.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multi-Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	event, idea, setting
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify answers to who/what/when/where questions about the text.</p>
	<p><b>Tier 2</b></p> <p>Students can identify answers to who/what/when/where questions about the text.</p>
	<p><b>Tier 3</b></p> <p>Students can identify answers to who/what/when/where/why questions about the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about eagles] Where do eagles live? <b>A. in trees</b> B. in lakes C. in houses

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RN.2.2.a.1:</b> Determine the main idea of a text.
IAS Standard	<b>3.RN.2.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multi-Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	main idea
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify a key detail in the text.</p>
	<p><b>Tier 2</b></p> <p>Students can identify an explicitly stated main idea of the text.</p>
	<p><b>Tier 3</b></p> <p>Students can determine the main idea of a text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	[Stimulus: Passage about the history of telephones]  Which sentence tells the main idea?  A. No one uses telephones anymore.  B. Telephones are a lot bigger than they used to be.  C. <b>Telephones have changed a lot over the years.</b>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RN.2.2.a.2:</b> Recount the key details and explain how they support the main idea.
IAS Standard	<b>3.RN.2.2:</b> Determine the main idea of a text; recount the key details and explain how they support the main idea.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail(s), main idea
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a detail related to the main idea.
	<b>Tier 2</b> Students can recount the key details.
	<b>Tier 3</b> Students can explain how the key details supports the main idea.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 2	[Stimulus: Passage about robins]  Which detail supports the main idea?  A. Robins eat worms.  <b>B. Robins are colorful.</b>  C. Some robins are male.

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RN.2.3.a.1:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
IAS Standard	<b>3.RN.2.3:</b> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multi-Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	first, next, finally, because, problem, solution, same, different, describe
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify events or steps that happen first, next, and finally.</p>
	<p><b>Tier 2</b></p> <p>Students can describe/categorize ideas, events, and/or procedures.</p>
	<p><b>Tier 3</b></p> <p>Students can describe the relationship between events, ideas, concepts, or steps in procedures.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

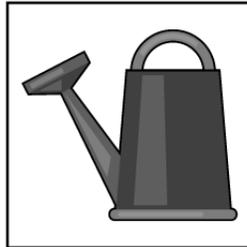
Sample Item

[Stimulus: Passage about growing beans]

Which step comes first?



A. **Get supplies.**



B. **Water the plant.**



C. **Eat the beans.**

Tier 1

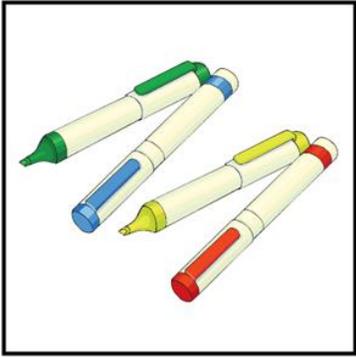
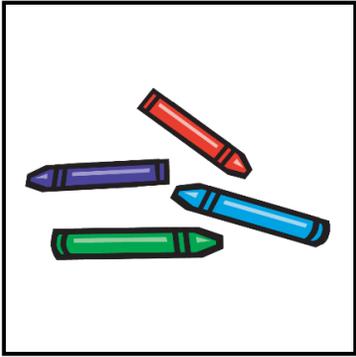
Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.3.1.a.1:</b> Identify the purpose of a variety of text features.
IAS Standard	<b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Text features should be limited to: illustrations/captions, charts, and maps.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, caption, chart, map, illustration
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a text feature.
	<b>Tier 2</b> Students can identify the purpose of a text feature.
	<b>Tier 3</b> Students can identify the purpose of a text feature.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	[Stimulus: Passage about reading a textbook] Which part of a text book tells what pages a reader can find certain topics? <b>A. Index</b> B. Glossary C. Title page

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.3.1.a.2:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
IAS Standard	<b>3.RN.3.1:</b> Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Text features should be limited to: illustrations/captions, charts, and maps.</p> <p>Difficulty is increased based on the text feature.</p> <p>Text complexity will increase with Tiers.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	caption/illustration, chart, map
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify text features related to the text.</p>
	<p><b>Tier 2</b></p> <p>Students can identify the text feature to locate information.</p>
	<p><b>Tier 3</b></p> <p>Students can identify the text feature to locate information and gain meaning from the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Passage about writing a report on whales]</p> <p>Oliver is writing a report about whales.</p> <p>What could he add to his report so that the readers know what a whale looks like?</p> <p>A. A toy</p> <p>B. A book</p> <p><b>C. A picture</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.3.2.a.1:</b> Identify how a nonfiction text can be structured to indicate a problem and solution.
IAS Standard	<b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should have a clear problem and solution.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	problem, solution (solved)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify the difference between problem and solution.</p>
	<p><b>Tier 2</b></p> <p>Students can identify an explicitly stated problem or solution in the text.</p>
	<p><b>Tier 3</b></p> <p>Students can identify the problem or solution in the text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 1</b>	<p>[Stimulus: Passage about old markers and how to make them better by putting them into water]</p> <p>What is the problem in this passage?</p> <div style="text-align: center;">  </div> <p>A. <b>old markers</b></p> <div style="text-align: center;">  </div> <p>B. <b>old crayons</b></p>

	<div data-bbox="604 327 922 642" data-label="Image"></div> <p data-bbox="527 646 852 714">C. old paintbrushes</p>
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Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.3.2.a.2:</b> Identify how a nonfiction text can be structured to put events in chronological order.
IAS Standard	<b>3.RN.3.2:</b> Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Passage should have a clear chronological order.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	order, events
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify the meaning of the words first and last.
	<b>Tier 2</b> Students can identify events in chronological order: problem first, solution is after.
	<b>Tier 3</b> Students can identify the order of events explicitly stated in the text.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 3	<p>[Stimulus: Passage about painting a bird house]</p> <p>What does the passage say to do third?</p> <p>A. Get some paint.</p> <p><b>B. Add some color.</b></p> <p>C. Find some paintbrushes.</p>

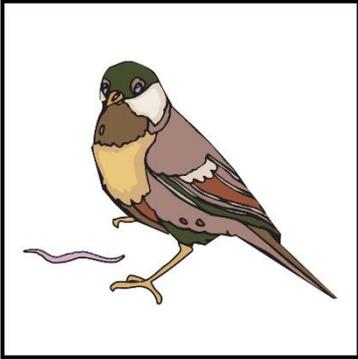
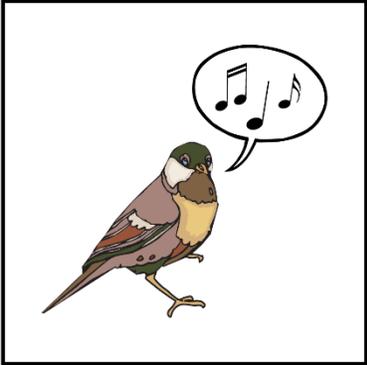
Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.3.3.a.1:</b> Identify the author’s perspective in a text.
IAS Standard	<b>3.RN.3.3:</b> Distinguish one’s own perspective from that of the author of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Author’s perspective should be explicitly stated in the text.</p> <p>Items should not use the term perspective.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	author, purpose
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify who the author is in a text.
	<b>Tier 2</b> Students can identify the author’s purpose for writing the text.
	<b>Tier 3</b> Students can identify what the author wants to answer, explain, or describe.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	[Stimulus: Passage about making a sandwich]  What is the purpose of this passage?  A. to tell a story  B. to sell something  <b>C. to give directions</b>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.4.1.a.1:</b> Distinguish between fact and opinion.
IAS Standard	<b>3.RN.4.1:</b> Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Tier 1 should not include “fact” and “opinion”.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	true, untrue, fact, opinion
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify true and not true.
	<b>Tier 2</b> Students can identify that facts are the same for everyone.
	<b>Tier 3</b> Students can distinguish between a fact and an opinion.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 3	[Stimulus: Passage about summer]  Which is a fact from the passage?  <b>A. The sun is hot.</b>  B. Everyone loves summer.  C. Everyone likes the heat.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.4.1.a.2:</b> Explain how an author uses reasons and facts to support specific points in a text.
IAS Standard	<b>3.RN.4.1:</b> Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	fact, reason, author
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify a fact from the text.</p>
	<p><b>Tier 2</b></p> <p>Students can identify a fact that supports a specific point in the text.</p>
	<p><b>Tier 3</b></p> <p>Students can identify a fact(s)/reason(s) that supports a specific point in a text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	<p>[Stimulus: Passage about birds]</p> <p>Which sentence from the text is a fact?</p> <div style="text-align: center;">  </div> <p>A. "Birds eat worms."</p> <div style="text-align: center;">  </div> <p>B. "Birds sing pretty songs."</p>

	<div data-bbox="609 294 982 661" data-label="Image">An illustration of a stack of three books. The front book has a red cover with the text "All About Birds" written in black, bold, sans-serif font. The books are shown from a slightly elevated perspective, with the edges of the pages visible on the right side.</div> <p data-bbox="527 667 1031 735">C. "Birds are fun to learn about."</p>
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Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>3.RN.4.2.a.1:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.
IAS Standard	<b>3.RN.4.2:</b> Compare and contrast the most important points and key details presented in two texts on the same topic.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	compare, same/different, like/unlike, detail(s)/key detail,
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can determine how two important points are the same between two texts.</p>
	<p><b>Tier 2</b></p> <p>Students can determine how two important points are the same between two texts.</p>
	<p><b>Tier 3</b></p> <p>Students can determine how two important points are the same/different between two texts.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	<p>[Stimulus: Passage about flowers and vegetables]</p> <p>According to the text, how are flowers and vegetables the same?</p> <p><b>A. Flowers and vegetables both grow in the ground.</b></p> <p>B. Flowers and vegetables both taste delicious.</p> <p>C. Flowers and vegetables both look pretty.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.2.1.a.1:</b> Use context clues and text features to determine the meanings of unknown words.
IAS Standard	<b>3.RV.2.1:</b> Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	context
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify the accurate meaning of a word supported by context clues or text features.</p>
	<p><b>Tier 2</b></p> <p>Students can identify the accurate meaning of a word supported by context clues or text features.</p>
	<p><b>Tier 3</b></p> <p>Students can identify the accurate meaning of a word supported by context clues or text features.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	<p>[Stimulus: Story about visiting a friend’s house]</p> <p>“Ring the doorbell please.” Ricky’s mom said.</p> <p>What does the word “ring” mean in the sentence?</p> <p>A. Pull</p> <p><b>B. Push</b></p> <p>C. Button</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.2.2.a.1:</b> Identify relationships among words, including synonyms and antonyms.
IAS Standard	<b>3.RV.2.2:</b> Identify relationships among words, including synonyms, antonyms, homographs, homonyms, and multiple-meaning words (e.g., puzzle, fire).
Content Limits	<p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Should not reference synonym, antonym within STEM (use same and different).</p> <p>Item should be given sufficient context.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	same, different
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify simple synonyms for a given word.</p>
	<p><b>Tier 2</b></p> <p>Students can identify a synonym for a given word.</p>
	<p><b>Tier 3</b></p> <p>Students can identify a synonym and/or antonym for a given word.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	<p>Read the sentence.</p> <p><b>Mya likes to <u>create</u> different types of arts and crafts.</b></p> <p>Which word has the same meaning as <u>create</u>?</p> <p><b>A. make</b></p> <p>B. learn</p> <p>C. work</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.2.4.a.1:</b> Use a known root word as a clue to the meaning of an unknown word with the same root.
IAS Standard	<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root and identify when an affix is added to a known root word.
Content Limits	<p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Items should be given sufficient context.</p> <p>When adding a prefix to the root word, only –un should be used.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	root word, prefix, suffix, same
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify the root word.</p>
	<p><b>Tier 2</b></p> <p>Students can identify the root word as a clue to an unknown word with the same root.</p>
	<p><b>Tier 3</b></p> <p>Students can identify the meaning of a word using the same root word when a prefix has been added.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 2</b>	Which part of the words “telephone” and “microphone” help you know that these words are related to sound?  A. one  B. tele  <b>C. phon</b>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.2.4.a.2:</b> Identify when an affix is added to a known root word.
IAS Standard	<b>3.RV.2.4:</b> Use a known word as a clue to the meaning of an unknown word with the same root and identify when an affix is added to a known root word.
Content Limits	<p>Items may or may not be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Items should be given sufficient context.</p> <p>Items should not include words that change the spelling of the root word when an affix is added.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	root word, prefix, suffix
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify when a suffix has been added to the root word.</p>
	<p><b>Tier 2</b></p> <p>Students can identify the root word when a prefix has been added.</p>
	<p><b>Tier 3</b></p> <p>Students can identify the root word with when an affix has been added.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	<p>What is the root word of “misspell”?</p> <p><b>A. spell</b></p> <p>B. pell</p> <p>C. miss</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.3.1.a.1:</b> Determine the meaning of literal and nonliteral words and phrases as they are used in a work of literature.
IAS Standard	<b>3.RV.3.1:</b> Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes).
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Items should ask students only literal words.</p> <p>Items should not include words with multiple meanings.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	phrase, meaning
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students will identify the meaning of a simple literal word supported by context.</p>
	<p><b>Tier 2</b></p> <p>Students will identify the meaning of a literal word or phrase supported by context.</p>
	<p><b>Tier 3</b></p> <p>Students will identify the meaning of a literal word or phrase supported by context.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Auditory and Visual Considerations	N/A
Sample Item	
Tier 2	<p>[Stimulus: Story about Simone’s bike race]</p> <p>Read the sentence from the story.</p> <p><b>Simone loved the <u>prize</u> she got for being the first one to finish the race!</b></p> <p>What does <b>prize</b> mean?</p> <ul style="list-style-type: none"> <li>A. <b>something you win</b></li> <li>B. something you sing</li> <li>C. something you ride</li> </ul>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.3.2.a.1:</b> Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a third-grade topic or subject area.
IAS Standard	<b>3.RV.3.2:</b> Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third-grade topic or subject area.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Items should provide sufficient context to determine meaning.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning, phrase
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify the meaning of the word supported by context.
	<b>Tier 2</b> Students can identify the meaning of the word supported by context.
	<b>Tier 3</b> Students can identify the meaning of the word supported by context.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	[Stimulus: Passage about Paul Revere's ride]  What does "hurry" mean?  A. go far  <b>B. go fast</b>  C. go there

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.RV.3.3.a.1:</b> Recognize the meaning of idioms in context.
IAS Standard	<b>3.RV.3.3:</b> Recognize the meanings of idioms in context.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 items should have clear context within the same sentence of the word assessed.</p> <p>Tier 2 and 3 items should have clear context in the same or adjacent sentences of the word assessed.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the word.</p> <p>Items must use common/visually explicit idioms (e.g., out of hand, cross your fingers, raining cats and dogs, butterflies in stomach, under the weather).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	meaning
Cognitive Complexity	6
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Match the idiom represented in the picture.
	<b>Tier 2</b> Match the picture with correct idiom (multiple idioms listed).
	<b>Tier 3</b> Students can identify the meaning of a common idiom supported with context.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item

[Stimulus: Story about a girl staying home from school]

Read the sentence from the story.

**She didn't go to school because she felt under the weather.**

What does under the weather mean?

Tier 1

A.



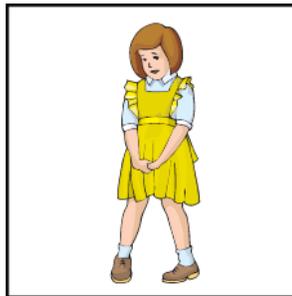
She felt sick.

B.



She hates rain.

C.



She was shy.

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.SL.3.1.a.1:</b> Retell, paraphrase, and explain the main ideas of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.
IAS Standard	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Items may require the students to listen to the text or media presented.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	main idea/topic, retell, explain media
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a key piece in the retelling of the text/information presented.
	<b>Tier 2</b> Students can retell/paraphrase the main idea of the text/information presented.
	<b>Tier 3</b> Students can retell/paraphrase the main idea of the text/information presented.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item

Listen to the speaker.  
[Audio: Announcement about the school play]  
When is the school play?

Tier 1

Calendar		
Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
		Sunday

A. **this weekend**

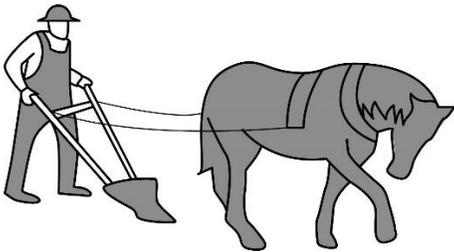
Calendar		
Monday	Tuesday	Wednesday
Thursday	Friday	Saturday
		Sunday

B. **on a Monday**

Calendar		
Monday	Tuesday <i>The play is in 3 weeks!</i>	Wednesday
Thursday	Friday	Saturday
		Sunday

C. **in three weeks**

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.SL.3.1.a.2:</b> Retell, paraphrase, and explain the supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively.
IAS Standard	<b>3.SL.3.1:</b> Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Items may require the students to listen to the text or media presented.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multi-Select (MS)
Construct-Relevant Vocabulary	retell, explain, details, media, topic/main idea(s)
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a detail that supports the text or information presented.
	<b>Tier 2</b> Students can identify key details that supports the retelling of the text or information presented.
	<b>Tier 3</b> Students can identify supporting details to explain the text or information presented.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	<p>Listen to the speaker.</p> <p>[Audio: Information about horses]</p>  <p>Which sentence best summarizes the article?</p> <p>A. Horses can run fast.</p> <p><b>B. Horses can help people.</b></p> <p>C. Horses can sleep standing up.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.SL.3.2.a.2:</b> Answer questions about information from a speaker.
IAS Standard	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	topic, speaker, details
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify the topic presented by the speaker.</p>
	<p><b>Tier 2</b></p> <p>Students can identify details about the topic presented by the speaker.</p>
	<p><b>Tier 3</b></p> <p>Students can answer questions about information presented by the speaker.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
<b>Tier 3</b>	<p>Listen to the speaker.</p> <p>[Audio: Information about recycling]</p> <p>Why does the speaker say recycling is important?</p> <p>A. It pays money.</p> <p>B. It is a good job.</p> <p><b>C. It helps the Earth.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>3.SL.3.2.a.3:</b> Offer appropriate elaboration and detail when answering questions.
IAS Standard	<b>3.SL.3.2:</b> Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a detail within a passage.
	<b>Tier 2</b> Students can elaborate about a detail within a passage.
	<b>Tier 3</b> Students can elaborate about details within a passage.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item

Tier 1

Listen to the speaker.

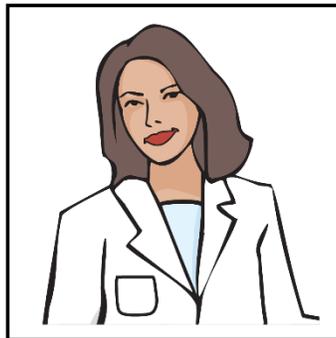
[Audio: Speech about a personal hero]

Who does the speaker say is his hero?



A.

his mom



B.

his doctor



**C.**

**his teacher**

Reporting Category	Writing
Content Connector	<b>3.W.3.1.a.1:</b> State the opinion in an introductory statement or section in a persuasive composition.
IAS Standard	<b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> <li>• state the opinion in an introductory statement or section.</li> <li>• support the opinion with reasons in an organized way.</li> <li>• connect opinion and reasons using words and phrases.</li> <li>• provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	opinion, fact, introduce/introduction, section, persuasive
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify an opinion.
	<b>Tier 2</b> Students can identify the difference between fact and opinion.
	<b>Tier 3</b> Students can state an opinion for an introductory statement or section in a persuasive composition.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
Tier 3	<p>A student is writing a report about music class.</p> <p>Which statement is an opinion that could be added to the report?</p> <p><b>A. Music class is fun.</b></p> <p>B. We have music once a week.</p> <p>C. There is a piano in the music room.</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.1.a.2:</b> Support the opinion with reasons in an organized way in a persuasive composition.
IAS Standard	<b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> <li>● state the opinion in an introductory statement or section.</li> <li>● support the opinion with reasons in an organized way.</li> <li>● connect opinion and reasons using words and phrases.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Items must include the opinion statement.</p>
Recommended Response Mechanisms	Multi-Select (MS) Multiple Choice (MC)
Construct-Relevant Vocabulary	opinion, fact, reason(s), support, persuasive
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can state an opinion.
	<b>Tier 2</b> Students can identify a reason to support the stated opinion.
	<b>Tier 3</b> Students can identify the reason(s) to support the opinion.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
Tier 3	<p>Which reason supports the opinion that recycling is good for our environment?</p> <p><b>A. We can save trees.</b></p> <p>B. We can recycle paper.</p> <p>C. We can recycle electronics.</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.1.a.3:</b> Connect opinion and reasons using words and phrases in a persuasive composition.
IAS Standard	<b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> <li>• state the opinion in an introductory statement or section.</li> <li>• support the opinion with reasons in an organized way.</li> <li>• connect opinion and reasons using words and phrases.</li> <li>• provide a concluding statement or section.</li> </ul>
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word “best” in the stem. Tier 1 items should contain picture support in answer choices when possible to aid comprehension. Tier 2 items can contain picture support in answer choices. Tier 3 items should not contain picture support. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	opinion(s)/reason(s), phrase, connect, support
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify an opinion in a persuasive composition.
	<b>Tier 2</b> Students can connect opinion and reasons using words in a persuasive composition.
	<b>Tier 3</b> Students can connect opinion and reasons using words and phrases in a persuasive composition.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
Tier 2	<p>Read the sentence.</p> <p><b>I like apples _____ they are crunchy.</b></p> <p>Which word belongs in the blank?</p> <p>A. so</p> <p>B. then</p> <p><b>C. because</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.3.1.a.4:</b> Provide a concluding statement or section in a persuasive composition.
IAS Standard	<p><b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● state the opinion in an introductory statement or section.</li> <li>● support the opinion with reasons in an organized way.</li> <li>● connect opinion and reasons using words and phrases.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Items should not use ‘conclusion/concluding’ in the stem, but rather use the word ‘ending.’</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	statement/sentence, ending/end, section, persuasive
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify words that signal a conclusion in a persuasive composition.</p>
	<p><b>Tier 2</b> Students can identify the concluding sentence in a persuasive composition.</p>
	<p><b>Tier 3</b> Students can identify the appropriate concluding statement in a persuasive composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
<b>Tier 3</b>	<p>A student is writing a paragraph about recycling.</p> <p>Which statement would be a good ending for the paragraph?</p> <p>A. This report will be about recycling.</p> <p><b>B. This is why recycling is good.</b></p> <p>C. Next, the recycling company collects the paper.</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.1.a.5:</b> Write persuasive compositions in a variety of formats.
IAS Standard	<b>3.W.3.1:</b> Write persuasive compositions in a variety of forms that – <ul style="list-style-type: none"> <li>● state the opinion in an introductory statement or section.</li> <li>● support the opinion with reasons in an organized way.</li> <li>● connect opinion and reasons using words and phrases.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	variety, advertisement
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can recognize advertisements as persuasive tool (e.g., encourage you to buy something).</p>
	<p><b>Tier 2</b> Students can select a persuasive word to use in an advertisement (e.g., Special, Free, Like, Used).</p>
	<p><b>Tier 3</b> Students can select persuasive words or phrases to use in an advertisement.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
<b>Tier 2</b>	<p>A student is writing an advertisement for pizza.</p> <p>Which word might get people to buy pizza?</p> <p>A. slice</p> <p>B. order</p> <p><b>C. delicious</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.1:</b> State the topic including a main idea for the introductory paragraph in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● develop the topic with facts and details.</li> <li>● connect ideas within categories of information using words and phrases.</li> <li>● use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	topic, main idea, paragraph
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<b>Tier 1</b> Students can state the topic of an informative composition.
	<b>Tier 2</b> Students can state the topic of an informative composition.
	<b>Tier 3</b> Students can state the topic including the main idea for an informative composition.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	A student is writing a report about apples.  Which sentence should introduce the report?  A. Finally, apples are delicious.  B. Next, apples keep our teeth healthy.  <b>C. There are many reasons apples are healthy.</b>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.2:</b> Develop a main idea for the introductory paragraph in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● develop the topic with facts and details.</li> <li>● connect ideas within categories of information using words and phrases.</li> <li>● use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	main idea, paragraph, details,
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can recognize the main idea in the introductory paragraph in an informative composition.</p>
	<p><b>Tier 2</b> Students can determine the best main idea for an introductory paragraph in an informative composition.</p>
	<p><b>Tier 3</b> Students can determine the best main idea for an introductory paragraph in an informative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
Tier 1	<p>A student is writing a report about art class.</p> <p>Read the student’s introduction.</p> <p><b>We do many things in art class. Sometimes we paint. Sometimes we draw. Sometimes we work with clay.</b></p> <p>What is the student’s main idea?</p> <p>A. “Sometimes we paint.”</p> <p>B. “Sometimes we work with clay.”</p> <p><b>C. “We do many things in art class.”</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.3:</b> Group related information together in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● develop the topic with facts and details.</li> <li>● connect ideas within categories of information using words and phrases.</li> <li>● use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sort, label, connect, title
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify related information for an informative composition.</p>
	<p><b>Tier 2</b> Students can group related information together in an informative composition.</p>
	<p><b>Tier 3</b> Students can group related information together in an informative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
Tier 2	<p>[Stimulus: List of fruits and vegetables]</p> <p>What would be a good title for this list?</p> <p><b>A. Healthy Food</b></p> <p>B. Sweet Treats</p> <p>C. Flowers and Trees</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.4:</b> Develop the topic with facts and details in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● develop the topic with facts and details.</li> <li>● connect ideas within categories of information using words and phrases.</li> <li>● use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	topic, fact, details, main idea
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<b>Tier 1</b> Students can recognize the topic.
	<b>Tier 2</b> Students can identify a single fact or detail that supports the topic.
	<b>Tier 3</b> Students can identify facts or details that support the topic.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	A student is writing a report about apples.  Which fact relates to this topic?  <b>A. Apples have Vitamin C.</b>  B. Apples and cheese are yummy.  C. Apples taste better than oranges.

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.5:</b> Connect ideas within categories of information using words and phrases in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● develop the topic with facts and details.</li> <li>● connect ideas within categories of information using words and phrases.</li> <li>● use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	connect, ideas, categories
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify ideas within categories of information using words and phrases in an informative composition.</p>
	<p><b>Tier 2</b> Students can connect ideas within categories of information using words in an information composition.</p>
	<p><b>Tier 3</b> Students can connect ideas within categories of information using words and phrases in an information composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
Tier 2	<p>Read the sentence.</p> <p><b>Dogs like to play _____ sleep.</b></p> <p>Which word belongs in the blank?</p> <p><b>A. and</b></p> <p>B. while</p> <p>C. because</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.6:</b> Use text features when useful to aid comprehension in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>● develop the topic with facts and details.</li> <li>● connect ideas within categories of information using words and phrases.</li> <li>● use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>● provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Text features include pictures, captions, simple graphs, titles, bolded/highlighted/underlined text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	text, graph, title, underline, highlight, bold
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can recognize text features (e.g., title, simple pictures) in an informative composition.</p>
	<p><b>Tier 2</b> Students can recognize text features (e.g., captions, simple graphs, bolded/highlighted/underlined text) in an informative composition.</p>
	<p><b>Tier 3</b> Students can use text features to aid comprehension in an informative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
<b>Tier 1</b>	<p>My First Day</p> <p>What is this group of words called?</p> <p>A. list</p> <p><b>B. title</b></p> <p>C. picture</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.7:</b> Provide a concluding statement or section in an informative composition.
IAS Standard	<p><b>3.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>• state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>• develop the topic with facts and details.</li> <li>• connect ideas within categories of information using words and phrases.</li> <li>• use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>• provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	statement, conclusion
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student can recognize the conclusion in an informative composition.</p>
	<p><b>Tier 2</b> Student can recognize the conclusion in an informative composition.</p>
	<p><b>Tier 3</b> Student can choose a concluding statement for an informative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Paragraph of Sally's report]</p> <p>How should Sally end her paragraph?</p> <p>A. by writing "Also"</p> <p>B. by writing "The first reason"</p> <p><b>C. by writing "In conclusion"</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.3.2.a.8:</b> Write informative compositions on a variety of topics.
IAS Standard	<b>3.W.3.2:</b> Write informative compositions on a variety of topics that – <ul style="list-style-type: none"> <li>• state the topic, develop a main idea for the introductory paragraph, and group related information together.</li> <li>• develop the topic with facts and details.</li> <li>• connect ideas within categories of information using words and phrases.</li> <li>• use text features (e.g., pictures, graphics) when useful to aid comprehension.</li> <li>• provide a concluding statement or section.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	information, variety, topic
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can select the word(s) or ideas related to a topic.
	<b>Tier 2</b> Students can select the word(s) or ideas related to a topic.
	<b>Tier 3</b> Students can select a sentence that relates to the topic.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory and Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
Tier 2	<p>Which information goes with a report about bugs?</p> <p>A. information about dirt</p> <p><b>B. information about ants</b></p> <p>C. information about leaves</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.1:</b> Create an introduction (e.g., situation, narrator, characters) in a narrative composition.
IAS Standard	<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● establish an introduction (e.g., situation, narrator, characters).</li> <li>● include specific descriptive details and clear event sequences.</li> <li>● include dialogue.</li> <li>● connect ideas and events using introduction and transition words.</li> <li>● provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Composition may be about functional/real-life or make-believe topics.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	narrator, character, setting, problem, story
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify the character in an introduction in a narrative composition.</p>
	<p><b>Tier 2</b> Students can identify the setting in an introduction in a narrative composition.</p>
	<p><b>Tier 3</b> Students can introduce a character or a setting in an introduction in a narrative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
<b>Tier 2</b>	<p>Sammy wants to write a story about students studying.</p> <p>What setting would best fit for his story?</p> <p>A. a party</p> <p><b>B. a library</b></p> <p>C. a concert</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.2:</b> Include specific descriptive details in a narrative composition.
IAS Standard	<b>3.W.3.3:</b> Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> <li>● establish an introduction (e.g., situation, narrator, characters).</li> <li>● include specific descriptive details and clear event sequences.</li> <li>● include dialogue.</li> <li>● connect ideas and events using introduction and transition words.</li> <li>● provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Composition may be about functional/real-life or make-believe topics.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	details, characters, setting, problem, story
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<b>Tier 1</b> Students can describe the character in a narrative composition.
	<b>Tier 2</b> Students can describe the setting in a narrative composition.
	<b>Tier 3</b> Students can describe the problem in a narrative composition.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 3</b>	A student is writing a story about a hike.  Which sentence should the student write to explain a problem?  A. We were so happy to get home.  B. The mountain was so beautiful.  <b>C. We lost our way and didn't have a map!</b>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.3:</b> Include clear event sequences in a narrative composition.
IAS Standard	<b>3.W.3.3:</b> Write narrative compositions in a variety of forms that – <ul style="list-style-type: none"> <li>● establish an introduction (e.g., situation, narrator, characters).</li> <li>● include specific descriptive details and clear event sequences.</li> <li>● include dialogue.</li> <li>● connect ideas and events using introduction and transition words.</li> <li>● provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Composition may be about functional/real-life or make-believe topics.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	beginning, middle, end, sequence
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<b>Tier 1</b> Students can identify an event in a narrative composition.
	<b>Tier 2</b> Students can identify sequences in a narrative composition.
	<b>Tier 3</b> Students can identify sequences in a narrative composition.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>Read the sentences.</p> <p><b>First, open up the box of blocks. _____, sort the blocks out by size and color. Finally, place the blocks on top of each other.</b></p> <p>Which word belong in the blank?</p> <p>A. Third</p> <p><b>B. Next</b></p> <p>C. Last</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.4:</b> Include dialogue in a narrative composition.
IAS Standard	<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● establish an introduction (e.g., situation, narrator, characters).</li> <li>● include specific descriptive details and clear event sequences.</li> <li>● include dialogue.</li> <li>● connect ideas and events using introduction and transition words.</li> <li>● provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	characters, sentences, speaking, talking
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Student can identify the use of dialogue between characters in a narrative composition.</p>
	<p><b>Tier 2</b> Student can identify who is speaking in the narrative in a composition.</p>
	<p><b>Tier 3</b> Student can “compose” dialogue between characters in a narrative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Narrative paragraph with dialogue]</p> <p>Which character is speaking in the paragraph?</p> <p>A. Noah</p> <p>B. Sam</p> <p><b>C. Mr. Lee</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.5:</b> Connect ideas and events using introduction and transition words in a narrative composition.
IAS Standard	<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Establish an introduction (e.g., situation, narrator, characters).</li> <li>● Include specific descriptive details and clear event sequences.</li> <li>● Include dialogue.</li> <li>● Connect ideas and events using introduction and transition words.</li> <li>● Provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Compositions may be about functional/real-life or make-believe topics.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	connect, ideas, words, introduction, beginning
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can use introductory words/phrases, (e.g., hello, once upon a time, etc.) in a narrative composition.</p>
	<p><b>Tier 2</b> Students can use simple transition words, (e.g., first, then, next, etc.) in a narrative composition.</p>
	<p><b>Tier 3</b> Students can use introductory words and phrases to connect ideas in a narrative composition.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
Tier 2	<p>Read the sentences.</p> <p><b>Yesterday, we went to the zoo. First, we saw the tigers. _____, we saw the farm animals. Last, we saw the monkeys.</b></p> <p>Which word belongs in the blank?</p> <p><b>A. Next</b></p> <p>B. Third</p> <p>C. Before</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.6:</b> Provide an ending in a narrative composition.
IAS Standard	<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Establish an introduction (e.g., situation, narrator, characters).</li> <li>● Include specific descriptive details and clear event sequences.</li> <li>● Include dialogue.</li> <li>● Connect ideas and events using introduction and transition words.</li> <li>● Provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Compositions may be about functional/real-life or make-believe topics.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	ending, conclusion
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> Students can recognize the conclusion.</p>
	<p><b>Tier 2</b> Students can recognize the conclusion.</p>
	<p><b>Tier 3</b> Students can choose a concluding statement.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
Tier 3	<p>A student is writing a story.</p> <p>Read the paragraph.</p> <p><b>Sally and Jeff made some cookies. They took them to their neighbor’s house. They rang the doorbell and said, “Surprise! We made you some cookies!”</b></p> <p>Which sentence gives the <b>best</b> conclusion for the paragraph?</p> <p>A. Sally and Jeff said hi to the neighbor and then ran away.</p> <p><b>B. Sally and Jeff had fun surprising their neighbor with cookies.</b></p> <p>C. Sally and Jeff played a game while they waited for the cookies to bake.</p>

Reporting Category	Writing
Content Connector	<b>3.W.3.3.a.7:</b> Write narrative compositions in a variety of forms.
IAS Standard	<p><b>3.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● establish an introduction (e.g., situation, narrator, characters).</li> <li>● include specific descriptive details and clear event sequences.</li> <li>● include dialogue.</li> <li>● connect ideas and events using introduction and transition words.</li> <li>● provide an ending.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Compositions may be about functional/real-life or make-believe topics.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	character, problem, solution
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can recognize story elements in low complexity texts.</p>
	<p><b>Tier 2</b> Students can recognize story elements in low to moderate complexity texts.</p>
	<p><b>Tier 3</b> Students can recognize story elements in low to high complexity texts.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
Tier 2	<p>Sam is writing a story. Read the sentences he has so far.</p> <p><b>One time, Johnny and his grandpa went fishing. Johnny asked his grandpa to help him get a worm on his hook.</b></p> <p>Who are the characters in the story?</p> <p>A. a fish and a worm</p> <p>B. the people at the lake</p> <p><b>C. Johnny and his grandpa</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.4.a.1:</b> Develop, organize, and select ideas relevant to topic, purpose, and genre when applying the writing process.
IAS Standard	<p><b>3.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>● use technology to interact and collaborate with others to publish legible documents.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Complexity changes through the tiers by the nature of item type.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify an idea or detail relevant to the topic in low complexity texts.</p>
	<p><b>Tier 2</b> Students can identify ideas or details relevant to the topic in low to moderate complexity texts.</p>
	<p><b>Tier 3</b> Students can identify ideas and details relevant to the topic in low to high complexity texts.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 3</b>	<p>A student is writing a report about different types of dogs.</p> <p>What is something you would expect to read about in the report?</p> <p>A. how to help a neighbor find a lost dog</p> <p>B. <b>some differences between kinds of dogs</b></p> <p>C. a story about three dogs that live on a farm</p>

Reporting Category	Writing
Content Connector	<b>3.W.4.a.2:</b> Revise to improve the quality of the writing (e.g., quality of ideas, organization, sentence fluency, word choice).
IAS Standard	<p><b>3.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>● use technology to interact and collaborate with others to publish legible documents.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Avoid organization items.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify the incorrect word choices in writing.</p>
	<p><b>Tier 2</b> Students can identify alternative words to improve the quality in writing.</p>
	<p><b>Tier 3</b> Students can identify alternative words to improve the quality in writing.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 2</b>	<p>Tasha is writing a report about what she did today.</p> <p>Which sentence should she use in her report?</p> <p>A. I woke up before I ate breakfast.</p> <p>B. I went to sleep before I ate breakfast.</p> <p><b>C. I woke up and then I ate breakfast.</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.4.a.3:</b> Edit writing for format and conventions.
IAS Standard	<p><b>3.W.4:</b> Apply the writing process to –</p> <ul style="list-style-type: none"> <li>● generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).</li> <li>● use technology to interact and collaborate with others to publish legible documents.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit to capitals at beginning of sentences, I, and proper names; and punctuation.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3

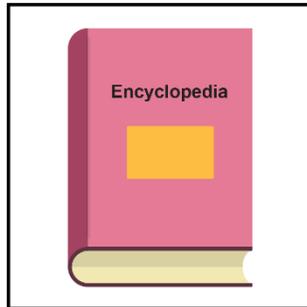
Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify incorrect ending punctuation in the writing.</p>
	<p><b>Tier 2</b> Students can identify correct ending punctuation and sentence-starting capital letters in writing.</p>
	<p><b>Tier 3</b> Students can identify correct ending punctuation and appropriate capital letters in writing.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	<p>Which sentence is written correctly?</p> <p>A. I am 8. years old</p> <p><b>B. I am 8 years old.</b></p> <p>C. I am 8 years old</p>

Reporting Category	Writing
Content Connector	<b>3.W.5.a.3:</b> Recognize that some sources may be more reliable than others.
IAS Standard	<p><b>3.W.5:</b> Conduct short research on a topic.</p> <ul style="list-style-type: none"> <li>• Identify a specific topic or question of interest (e.g., where did Benjamin Harrison grow up?).</li> <li>• Locate information in reference texts, electronic resources, or through interviews.</li> <li>• Recognize that some sources may be more reliable than others.</li> <li>• Record relevant information in own words.</li> <li>• Present the information, choosing from a variety of formats.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sources should be clearly distinguishable between fiction and non-fiction (covers, titles, etc.).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3

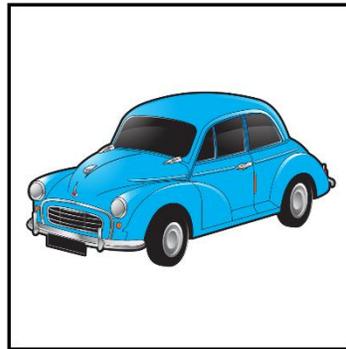
Evidence Statements	
Evidence Statements	<b>Tier 1</b> Students can identify resources.
	<b>Tier 2</b> Students can identify the difference between fiction and non-fiction resources.
	<b>Tier 3</b> Students can select the best source to obtain information from two non-fiction resources.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A

Sample Item

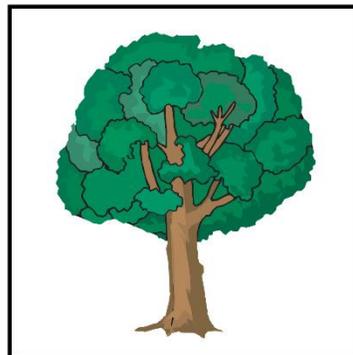
Where could you find information about a dog?



A.  
**a book**



B.  
**a car**



C.  
**a tree**

**Tier 1**

Reporting Category	Writing
Content Connector	<b>3.W.6.1a.a.1:</b> Write sentences using abstract nouns.
IAS Standard	<b>3.W.6.1a:</b> Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought).
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit abstract nouns to: love, friendship for Tier 1.</p> <p>Proper nouns should not be used.</p> <p>Abstract noun needs to be the first word in the sentence for Tier 3.</p> <p>Students should not be required to know the meaning of abstract nouns, but rather apply the use of abstract nouns within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	noun, sentence
Cognitive Complexity (DOK)	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a noun in a sentence.
	<b>Tier 2</b> Students can identify an abstract noun in a sentence.
	<b>Tier 3</b> Students can identify the abstract noun needed to complete the sentence.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
<b>Tier 3</b>	<p>Here is a sentence with a missing word.</p> <p>_____ is important for staying healthy.</p> <p>Which word completes the sentence?</p> <p>A. You</p> <p>B. The</p> <p><b>C. Sleep</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.6.1b.a.1:</b> Write sentences that use regular and irregular verbs to convey various times, sequences, states, and conditions.
IAS Standard	<b>3.W.6.1b:</b> Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit verbs to present tense, common, familiar.</p> <p>Students are not required to know the meaning of “regular” and “irregular” verbs, but rather apply the use of the verb within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	verb, sentence, correct
Cognitive Complexity (DOK)	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a verb in a sentence.
	<b>Tier 2</b> Students can identify the correct irregular verb to complete the sentence.
	<b>Tier 3</b> Students can identify the correct verb needed to complete the sentence (can be regular or irregular).

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 3	<p>Read the sentence.</p> <p><b>Julia _____ into the puddle.</b></p> <p>Which word belongs in the blank?</p> <p>A. jumping</p> <p><b>B. jumped</b></p> <p>C. to jump</p>

Reporting Category	Writing
Content Connector	<b>3.W.6.1b.a.2:</b> Write sentences that use simple verb tenses to convey various times, sequences, states, and conditions.
IAS Standard	<b>3.W.6.1b:</b> Verbs – Write sentences that use regular and irregular verbs and that use simple verb tenses to convey various times, sequences, states, and conditions.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit Tier 1 items to regular verbs.</p> <p>Limit all Tiers to present first-person and past tenses of verbs.</p> <p>Students are not required to know the meaning of “simple verb tenses”, but rather apply the correct use of verb tenses within sentences.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	verb, sentence, correct
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a verb in a sentence.
	<b>Tier 2</b> Students can identify the correct verb needed to complete the sentence.
	<b>Tier 3</b> Students can identify the correct verb needed to complete the sentence.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	<p>Read the sentence.</p> <p><b>Yesterday, the students _____ about space.</b></p> <p>Which word completes the sentence?</p> <p>A. learns</p> <p><b>B. learned</b></p> <p>C. learning</p>

Reporting Category	Writing
Content Connector	<b>3.W.6.1c.a.1:</b> Write sentences that include comparative and superlative adjectives and adverbs accurately.
IAS Standard	<b>3.W.6.1c:</b> Adjectives/ Adverbs – Write correctly sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit comparisons to size or speed adjectives/adverbs.</p> <p>Students should not be required to know the meaning of “adjectives”, but rather apply the correct use of adjectives within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence, complete
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify the correct comparative adjective to complete a sentence.</p>
	<p><b>Tier 2</b> Students can identify the correct superlative adjective to complete a sentence.</p>
	<p><b>Tier 3</b> Students can identify the correct comparative or superlative adjectives to complete a sentence.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 1</b>	<p>My dad runs fast but my brother runs _____.</p> <p>Which word belongs in the blank?</p> <p>A. fast</p> <p><b>B. faster</b></p> <p>C. fasting</p>

Reporting Category	Writing
Content Connector	<b>3.W.6.1e.a.1:</b> Correctly write simple sentences.
IAS Standard	<b>3.W.6.1e:</b> Usage – Write complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Students should not be required to know the phrase “simple sentence” but should be able to recognize a simple sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a sentence.
	<b>Tier 2</b> Students can identify a sentence.
	<b>Tier 3</b> Students can identify a sentence.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	 <p>Which is a sentence about the picture?</p> <p>A. Tree</p> <p>B. Tall tree</p> <p><b>C. This is a tall tree.</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.6.1e.a.2:</b> Correctly write compound sentences.
IAS Standard	<b>3.W.6.1e:</b> Usage – Write correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Restrict compound sentence construction using “AND” only.</p> <p>Students should not be required to know the phrase “simple sentence” or “compound sentence,” just application.</p> <p>Sentences will vary in complexity in tier from Tier 1 to Tier 3.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify an independent clause.</p>
	<p><b>Tier 2</b></p> <p>Students can identify a group of words that make a compound sentence.</p>
	<p><b>Tier 3</b></p> <p>Students can identify a group of words that make a compound sentence.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	<p>Which one puts two sentences together into one?</p> <p>A. Donald likes to swim. Donald likes to play outside.</p> <p><b>B. Donald likes to swim in the pool and play outside.</b></p> <p>C. Donald likes to swim. He likes to go outside too.</p>

Reporting Category	Writing
Content Connector	<b>3.W.6.1e.a.3:</b> Correctly write complex sentences.
IAS Standard	<b>3.W.6.1e:</b> Usage – Write correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Focus should be on correct sentence structure as opposed to complexity of the sentence.</p> <p>Independent clause should come first.</p> <p>Students should not be required to understand the phrase “complex sentences”, but the application of the idea.</p> <p>Sentences should vary in complexity per Tier.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<b>Tier 1</b> Students can select a correctly written complex sentence.
	<b>Tier 2</b> Students can select a correctly written complex sentence.
	<b>Tier 3</b> Students can select a correctly written complex sentence.
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 3</b>	Which sentence is written correctly?  A. Kids to read at school.  B. When they are at school to read.  <b>C. The kids read when they are at school.</b>

Updated: 10/2020

Reporting Category	Writing
Content Connector	<b>3.W.6.1e.a.4:</b> Use coordinating and subordinating conjunctions.
IAS Standard	<b>3.W.6.1e:</b> Usage – Write correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or).
Content Limits	Items are not passage based. Tier 1 and 2 items should avoid the word “best” in the stem. Any necessary stimulus should be written with clear language following the rules for “plain language.” Any necessary stimulus should be focused on functional/real life pertinent activities. Any necessary stimulus text complexity should increase as the tiers increase. Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed. Restrict coordinating to “and”. Restrict subordinating to “because”. Tier 1 should be limited to just coordinating.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	conjunction, sentence, because, and
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify the correct sentence using coordinating conjunctions.
	<b>Tier 2</b> Students can identify the correct sentence using coordinating conjunctions.
	<b>Tier 3</b> Students can identify the correct sentence using coordinating or subordinating conjunctions.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 1</b>	<p>Which group of words makes a sentence?</p> <p>A. Likes apples and oranges.</p> <p>B. Julia apples and oranges.</p> <p><b>C. Julia likes apples and oranges.</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.6.2a.a.1:</b> Appropriately use capitalization.
IAS Standard	<b>3.W.6.2a:</b> Capitalization – Capitalize appropriate words in titles, historical periods, company names, product names, and special events.
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit capitalization to first word of sentence, I, and proper nouns (names of people, not places or historical periods)</p> <p>Capital letters at Tier 1 should be letters that do not look the same as lower-case and upper-case (e.g., p, P).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	capital, lower case, sentence
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can distinguish capital from lower-case letters.
	<b>Tier 2</b> Students can capitalize names and first letters of sentences.
	<b>Tier 3</b> Students can identify the correct use of capitalization in a sentence.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 3</b>	<p>Which sentence uses correct capitalization?</p> <p>A. george is friends with john.</p> <p>B. George is Friends with John.</p> <p><b>C. George is friends with John.</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.6.2b.a.1:</b> Use apostrophes to form contractions.
IAS Standard	<p><b>3.W.6.2b:</b> Punctuation –</p> <ul style="list-style-type: none"> <li>• Correctly use apostrophes to form contractions and singular and plural possessives.</li> <li>• Use quotation marks to mark direct speech.</li> <li>• Use commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit contractions to “can’t”, “don’t”.</p> <p>When providing answer options, avoid presenting commas, apostrophes, and quotation marks in same item.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	apostrophe, contraction
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify an apostrophe.</p>
	<p><b>Tier 2</b></p> <p>Students can use an apostrophe to form a contraction.</p>
	<p><b>Tier 3</b></p> <p>Students can use an apostrophe to form a contraction in a sentence.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
<b>Tier 3</b>	<p>Which sentence is written correctly?</p> <p>A. The bell does'nt work.</p> <p>B. The bell don't work.</p> <p><b>C. The bell doesn't work.</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.6.2b.a.2:</b> Use apostrophe to form singular and plural possessives.
IAS Standard	<b>3.W.6.2b:</b> Punctuation – <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form contractions and singular and plural possessives.</li> <li>• Correctly using quotation marks to mark direct speech.</li> <li>• Correctly using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit to non-“s”-ending words and names.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	apostrophe, contraction
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Students can identify a possessive word with an apostrophe.
	<b>Tier 2</b> Students can identify proper placement of an apostrophe to form a singular possessive.
	<b>Tier 3</b> Students can identify proper placement of an apostrophe to form a singular or plural possessive.

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	<p>Read the sentence.</p> <p><b>Bob has a bike. The bike is _____.</b></p> <p>Which word belongs in the blank?</p> <p>A. Bob</p> <p><b>B. Bob's</b></p> <p>C. "Bobs"</p>

Reporting Category	Writing
Content Connector	<b>3.W.6.2b.a.3:</b> Use quotation marks to indicate direct speech.
IAS Standard	<p><b>3.W.6.2b:</b> Punctuation –</p> <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form contractions and singular and plural possessives.</li> <li>• Correctly using quotation marks to mark direct speech.</li> <li>• Correctly using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Sentences should contain simple dialogue.</p> <p>Dialogue tags should appear at the beginning of the sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	quotation mark, speaking, talking
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify quotation marks.</p>
	<p><b>Tier 2</b></p> <p>Students can identify quotation marks in a sentence.</p>
	<p><b>Tier 3</b></p> <p>Students can identify correct usage of quotation marks in sentences.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	<p>Which sentence has quotation marks?</p> <p>A. He said, I like trees.</p> <p>B. He said: I like trees.</p> <p><b>C. He said, "I like trees."</b></p>

Reporting Category	Writing
Content Connector	<b>3.W.6.2b.a.4:</b> Appropriately use commas.
IAS Standard	<p><b>3.W.6.2b:</b> Punctuation –</p> <ul style="list-style-type: none"> <li>• Correctly using apostrophes to form contractions and singular and plural possessives.</li> <li>• Using quotation marks to mark direct speech.</li> <li>• Using commas in locations and addresses; to mark direct speech; and for coordinating adjectives (e.g., a small, red bicycle).</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Limit to sentences without apostrophes.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	comma, sentence, list, date, month, year
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Students can identify a sentence with a comma.</p>
	<p><b>Tier 2</b></p> <p>Students can select the sentence with correct comma placement (list only).</p>
	<p><b>Tier 3</b></p> <p>Students can select the sentence with correct comma placement (list or dates).</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 2	<p>Which sentence uses a comma correctly?</p> <p>A. I, ate eggs, toast, and cereal for breakfast.</p> <p>B. I ate eggs toast and, cereal, for breakfast.</p> <p><b>C. I ate eggs, toast, and cereal for breakfast.</b></p>

Updated: 10/2020

Reporting Category	Writing
Content Connector	<b>3.W.6.2c.a.1:</b> Use conventional spelling for high-frequency and other studied words.
IAS Standard	<b>3.W.6.2c:</b> Spelling – <ul style="list-style-type: none"> <li>• Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.</li> <li>• Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) when writing.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Avoid irregular plurals, and homophones/homographs.</p> <p>Spelling items should be focused on common high-frequency words.</p> <p>Spelling patterns should focus on word families.</p> <p>Tier 1 words should be limited to 2–3 letters.</p> <p>Tier 2 words should be limited to 3–4 letters.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	Spell (-ing), (-ed)
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Students can identify the correctly spelled high-frequency word.</p>
	<p><b>Tier 2</b> Students can identify the correctly spelled high-frequency word.</p>
	<p><b>Tier 3</b> Students can identify the correctly spelled high-frequency word.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	N/A
Sample Item	
Tier 1	<p>Which word is spelled correctly?</p>  <p>A. bee</p> <p>B. bea</p> <p>C. bei</p>