

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.ML.2.1.a.1: Recognize claims in print, image, and multimedia.
IAS Standard	4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
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.”</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 stems should avoid using the word “claim(s).”</p> <p>Items should focus on what the author/media is trying to convey.</p> <p>Claim should be explicitly stated within print, image and multimedia.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	support/evidence, print/image/multimedia, media
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify an explicit claim in media.</p>
	<p>Tier 2</p> <p>Student will identify claims in media.</p>
	<p>Tier 3</p> <p>Student will identify the media that supports a given claim.</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 in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
Tier 1	 <p>What does this poster want you to do?</p> <p>A. Brush your teeth.</p> <p>B. Go to bed.</p> <p>C. Do your homework.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.ML.2.1.a.2: Identify evidence used to support these claims.
IAS Standard	4.ML.2.1: Recognize claims in print, image, and multimedia and identify evidence used to support these claims.
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.”</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 and stems should avoid using the word “claim(s).”</p> <p>Items should focus on what the author/media is trying to convey.</p> <p>Claim should be explicitly stated within print, image and multimedia.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	author, artist, print, image
Cognitive Complexity	6
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>When given pictures that show evidence, student will choose the one that supports the explicitly defined claim.</p>
	<p>Tier 2</p> <p>When given pictures & text that show evidence, student will choose the one that supports the explicitly defined claim.</p>
	<p>Tier 3</p> <p>When given pictures & text that show evidence, student will choose the one that supports the explicitly defined claim.</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>[Stimulus: Advertisement for a game that children will like; includes the statement that "Children will have fun!"]</p> <p>How does the advertisement support the idea that children will like the game?</p> <p>A.  by saying children will have fun with it</p> <p>B.  by saying children will talk about it</p> <p>C.  by saying children will draw about it</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.
IAS Standard	4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from 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>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	detail, example, draw
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a detail from a story.</p>
	<p>Tier 2</p> <p>Student will identify a detail explicitly stated in a story.</p>
	<p>Tier 3</p> <p>Student will identify key details/examples to explain what the text says explicitly.</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: Story about a dog named Daisy who always wags her tail when she is outside]</p> <p>Why is Daisy wagging her tail?</p> <p>A. She is happy to be outside.</p> <p>B. She wants something to eat.</p> <p>C. She sees another animal.</p>

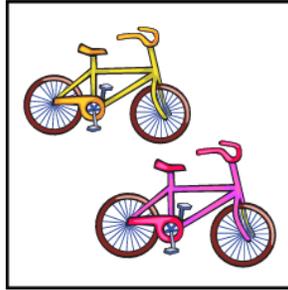
Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.1.a.2: Refer to details and examples in a text when drawing basic inferences from a work of literature.
IAS Standard	4.RL.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	inference/infer, detail(s)
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student identifies a detail related to the text.</p>
	<p>Tier 2</p> <p>Student identifies a detail/example to support basic inferences from the text.</p>
	<p>Tier 3</p> <p>Student identifies a detail/example to support basic inferences 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	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

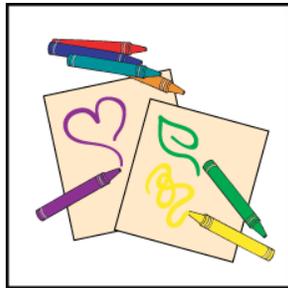
[Stimulus: Story about Lily and Samantha having fun riding bikes together]

What do Lily and Samantha do together?



A.

ride bikes



B.

draw pictures

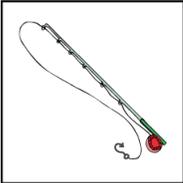
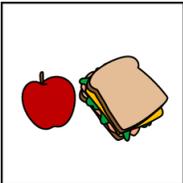


C.

watch TV

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.2.a.1: Paraphrase or retell the main events in a story, myth, legend, or novel.
IAS Standard	4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme and provide evidence for the interpretation.
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>Use excerpt of story, myth, legend, or novel with a clear beginning, middle and end.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	event, retell, first, next, last, detail
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify a key event/detail from the beginning of the text.</p>
	<p>Tier 2</p> <p>Student can identify a key events/details from the beginning or end of the text.</p>
	<p>Tier 3</p> <p>Student can retell key details/events from the beginning, middle and end of the text.</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>[Stimulus: Story about Mr. Smith's fourth-grade class; the story begins with Mr. Smith eating lunch]</p> <p>What does Mr. Smith do at the beginning of the story?</p> <p>A.  go fishing</p> <p>B.  eat lunch</p> <p>C.  watch television</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.2.a.2: Identify the theme within a story, myth, legend or novel.
IAS Standard	4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme, and provide evidence for the interpretation.
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>Themes should focus on real-life, age-appropriate situations (e.g., safety, friendship, kindness, rules).</p> <p>Text should have one theme only present throughout the story, myth, legend, or novel.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	theme, story
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	Tier 1 Student can identify the theme of a story.
	Tier 2 Student can identify the theme of a story, legend, or novel.
	Tier 3 Student can identify the theme of a story, myth, legend, or novel.

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: Story about two friends playing a game who are able to realize that the point of the game is to have fun, not worry about who wins or loses]</p> <p>What is the lesson of the story?</p> <p>A. It is nice to share with others.</p> <p>B. It does not matter who wins or loses.</p> <p>C. Always try your best.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.2.a.3: Provide evidence for the interpretation of the theme.
IAS Standard	4.RL.2.2: Paraphrase or retell the main events in a story, myth, legend, or novel; identify the theme, and provide evidence for the interpretation.
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>One theme should be present throughout the text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	evidence, support, theme
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify explicit evidence from the text to support the theme.</p>
	<p>Tier 2</p> <p>Student can identify evidence from the text to support the theme.</p>
	<p>Tier 3</p> <p>Student can interpret evidence from the text to support the theme.</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

[Stimulus: Story about Kyla and Talia learning to cooperate while doing the dishes]

When do Kyla and Talia cooperate?



A.

when Kyla and Talia do the dishes



B.

when Kyla leaves Talia's house



C.

when Kyla invites Talia over

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.3.a.1: Describe a character, setting, or event in a story or play, drawing on specific details in the text.
IAS Standard	4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts 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>Images in the text should be limited to the character, setting, or event in the story.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	describe, character, setting, event
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify the main character in the story when drawing on explicitly stated details.</p>
	<p>Tier 2</p> <p>Student can identify a detail that describes a character or event in the story.</p>
	<p>Tier 3</p> <p>Student can identify details that describe a character, setting, or event in the story.</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>[Stimulus: Story about Julia deciding to try something new by singing for the school talent show]</p> <p>Why does Julia sing for the school talent show?</p> <p>A. She wants to try something new.</p> <p>B. She is good at singing.</p> <p>C. She wants to make her teacher happy.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RL.2.3.a.2: Explain how a character, setting, or event impacts the plot.
IAS Standard	4.RL.2.3: Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts 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 fables, myths, legends, and poems.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	character, setting, event
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose one visual that shows how the character impacted the plot.</p>
	<p>Tier 2</p> <p>Student will choose one visual that shows how the character, setting, or event impacted the plot.</p>
	<p>Tier 3</p> <p>Student will choose one sentence that shows how the character, setting, or event impacted the plot.</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>[Stimulus: Story about Omar getting to stay home from school because it is a snow day]</p> <p>Why does Omar stay home from school?</p> <p>A. He is sick.</p> <p>B. It is a holiday.</p> <p>C. It is a snow day.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RL.3.1.a.1: Explain major differences between poems, plays, and prose.
IAS Standard	4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
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 term prose.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	poem, play, difference
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will label a passage as either a poem or a play.</p>
	<p>Tier 2</p> <p>Student will designate which components match with a poem or a play (list of characters, setting, scenes, dialogue, etc.).</p>
	<p>Tier 3</p> <p>Student will designate which components match with a poem or a play (list of characters, setting, scenes, dialogue, etc.).</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>Which one would you find in a play?</p> <p>A. Act 1</p> <p>B. Chapter 1</p> <p>C. Stanza 1</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RL.3.1.a.2: Refer to the structural elements of poems or drama.
IAS Standard	4.RL.3.1: Explain major differences between poems, plays, and prose, and refer to the structural elements of poems and drama.
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>Item should focus on structural elements of poems (e.g., stanza) and dramas (e.g., acts, scenes).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	act, scene
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a poem.</p>
	<p>Tier 2</p> <p>Student will identify the elements of a poem or drama.</p>
	<p>Tier 3</p> <p>Student will compare the elements of a poem and drama.</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>How are plays and poems alike?</p> <p>A. Plays and poems both have stanzas.</p> <p>B. Plays and poems both have words.</p> <p>C. Plays and poems both have scenes.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RL.3.2.a.1: Compare and contrast the point of view from which different stories are narrated.
IAS Standard	4.RL.3.2: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
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	narrator
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 Student will identify the narrator of a story.
	Tier 2 Given a text, student will identify first or third person narrator.
	Tier 3 Student will explain the difference between two stories told from varying points of view (first person vs third person).

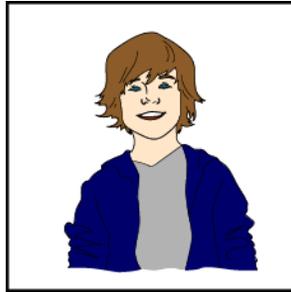
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically 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

[Stimulus: Story about a boy named Bob who is excited about a field trip to the zoo; story is told by Bob in first-person]

Who is telling the story?

A.



Bob

B.



Mom

C.



Dad

Tier 1

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RL.4.1.a.1: Identify how visual and multimedia presentations and representations can enhance the meaning of a text.
IAS Standard	4.RL.4.1: Describe how visual and multimedia presentations and representations can enhance the meaning of 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
Construct-Relevant Vocabulary	caption
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify the visual that complements the given text.</p>
	<p>Tier 2</p> <p>Student will identify the picture with caption that complements the given text.</p>
	<p>Tier 3</p> <p>Student will select the caption that complements the visual and text presented.</p>

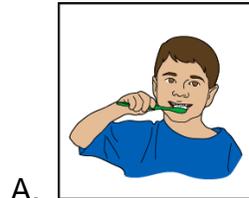
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment 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

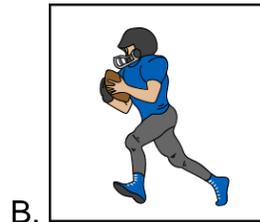
[Stimulus: Story about Joey, whose grandma moves away; they write letters to each other]

Which picture goes with the story?

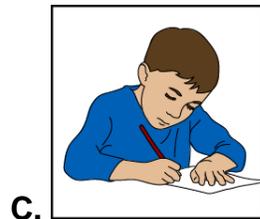
Tier 2



Joey brushes his teeth every night.



Joey likes to play football.



Joey likes to write letters to his grandma.

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RL.4.2.a.1: Compare the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures.
IAS Standard	4.RL.4.2: Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
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	same, topic
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	Tier 1 Student can identify the topic of a story.
	Tier 2 Student can identify similarities between two stories.
	Tier 3 Student can compare two stories with similar topics or common themes.

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: Two stories – Story 1 about friends who keep their promises; Story 2 about a friend who does not keep his promises.]</p> <p>What do both stories tell us about friends?</p> <p>A. Friends are people we can trust.</p> <p>B. Friends like the same things.</p> <p>C. Friends talk to each other every day.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RN.2.1.a.1: Refer to details and examples in a text when explaining what the text says explicitly.
IAS Standard	4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail, example
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 Student will identify an explicitly stated detail from the text.
	Tier 2 Student will identify details from the text.
	Tier 3 Student will identify details and examples from the text.

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: Passage about dogs]</p> <p>Which sentence gives a detail about something dogs are good at?</p> <p>A. Dogs can smell very well.</p> <p>B. Some dogs are small.</p> <p>C. Some dogs have long tails.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RN.2.1.a.2: Refer to details and examples in a text when drawing inferences from the text.
IAS Standard	4.RN.2.1: Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail, example
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	Tier 1 Student will select a detail from the text.
	Tier 2 Student will select a detail from the text to explain the meaning.
	Tier 3 Student will make an inference about the text using details.

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

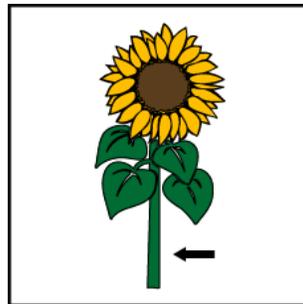
[Stimulus: Passage about sunflowers]

According to the passage, which part of sunflowers can people eat?



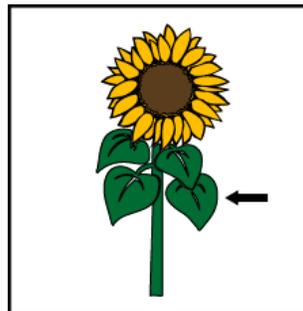
A.

the seeds



B.

the stem



C.

the leaves

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RN.2.2.a.1: Determine the main idea of a text.
IAS Standard	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize 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>Main idea should be explicitly stated in the text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	main idea
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can choose the picture that shows the main idea.</p>
	<p>Tier 2</p> <p>Student can choose main idea sentence with visual support.</p>
	<p>Tier 3</p> <p>Student can choose main idea of the text.</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

[Stimulus: Passage about friendship]

Which picture shows the main idea of the passage?



A.

Friendship is important.



B.

Family is important.



C.

Going to school is important.

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RN.2.2.a.2: Explain how the main idea is supported by key details.
IAS Standard	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	main idea
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose the picture that supports the explicitly stated main idea.</p>
	<p>Tier 2</p> <p>Student will choose a sentence that supports the explicitly stated main idea.</p>
	<p>Tier 3</p> <p>Student will choose a sentence that supports the main idea.</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: Passage about gymnastics.]</p> <p>Which sentence supports the main idea?</p> <p>A. Gymnastics is fun.</p> <p>B. Gymnastics is too hard.</p> <p>C. Gymnastics is for only adults.</p>

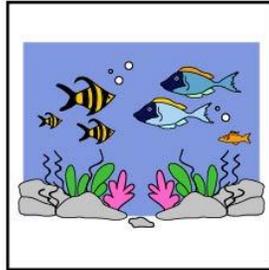
Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RN.2.2.a.3: Summarize the text.
IAS Standard	4.RN.2.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 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>Main idea sentence and supporting (concrete) details should be explicitly stated in text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary/summarizes
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose the picture that shows what the text is about.</p>
	<p>Tier 2</p> <p>Student will choose the sentence that tells what the text is mostly about.</p>
	<p>Tier 3</p> <p>Student will choose the sentence that summarizes the text.</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

[Stimulus: Passage about the ocean]

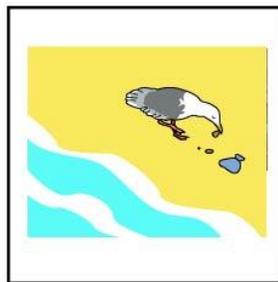
Which sentence tells what the passage is about?



- A. **There are many kinds of fish in the ocean.**



- B. **Many kinds of games can be played in the sand.**



- C. **Some birds look for food on the beach.**

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RN.2.3.a.1: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
IAS Standard	4.RN.2.3: Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in 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>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	event, idea, first, next, last
Cognitive Complexity	6
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify events, steps, or ideas that happen first, next, and finally.</p>
	<p>Tier 2</p> <p>Student can describe/categorize ideas, events, and/or procedures.</p>
	<p>Tier 3</p> <p>Student can describe the relationship between events, ideas, concepts, or steps in procedures.</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

[Stimulus: Passage about growing flowers]

According to the passage, which step happens first?



A. **Water the flowers.**



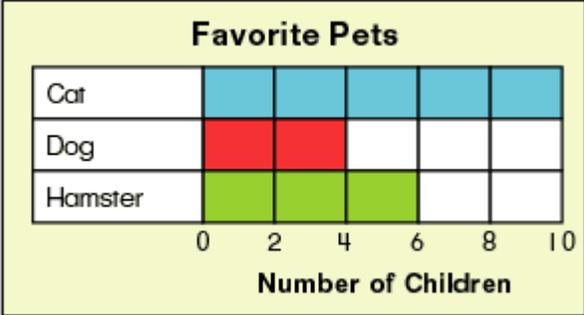
B. **Pick the flowers.**



C. **Give the flowers.**

Tier 1

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.3.1.a.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
IAS Standard	4.RN.3.1: Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, 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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	chart, table, graph, heading
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can locate information on a table, graph, or chart.</p>
	<p>Tier 2</p> <p>Student can identify the table, graph, chart, or heading that matches the meaning of the text.</p>
	<p>Tier 3</p> <p>Student can use the information from a table, graph, chart, or heading to answer a question 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 in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.								
Sample Item									
Tier 3	<div style="text-align: center;">  <table border="1" style="margin: auto;"> <caption>Favorite Pets</caption> <thead> <tr> <th>Pet</th> <th>Number of Children</th> </tr> </thead> <tbody> <tr> <td>Cat</td> <td>6</td> </tr> <tr> <td>Dog</td> <td>2</td> </tr> <tr> <td>Hamster</td> <td>4</td> </tr> </tbody> </table> </div> <p>Dave asked his classmates to mark their favorite pet on the graph above.</p> <p>How many classmates chose hamster as their favorite pet?</p> <p>A. 6</p> <p>B. 4</p> <p>C. 10</p>	Pet	Number of Children	Cat	6	Dog	2	Hamster	4
Pet	Number of Children								
Cat	6								
Dog	2								
Hamster	4								

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.3.2.a.1: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
IAS Standard	4.RN.3.2: Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of 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	first, next, last, problem, solution, cause, effect
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify an organizational structure (e.g., cause/effect, problem/solution).</p>
	<p>Tier 2</p> <p>Student can identify an organizational structure (e.g., cause/effect, problem/solution).</p>
	<p>Tier 3</p> <p>Student can identify an organizational structure (e.g., cause/effect, problem/solution).</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>[Stimulus: Passage about how to make ice cream]</p> <p>Which sentence from the passage gives a solution to a problem?</p> <p>A. “Leave the ice cream in the freezer a little bit longer.”</p> <p>B. “Homemade ice cream is delicious!”</p> <p>C. “Making ice cream is something anyone can do.”</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.3.3.a.1: Compare and contrast a firsthand and secondhand account of the same event or topic.
IAS Standard	4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.
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 use first-person/third-person vs firsthand/secondhand.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	similarity(similar), difference(different)
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify the similarity of two accounts on the same event.</p>
	<p>Tier 2</p> <p>Student can compare two accounts on the same event or topic.</p>
	<p>Tier 3</p> <p>Student can compare/contrast two accounts on the same event or topic.</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>[Stimulus: Letter and news article about the fair coming to town]</p> <p>How are the letter and the news article the same?</p> <p>A. The letter and the news article have the same author.</p> <p>B. The letter and the news article are about the same event.</p> <p>C. The letter and the news article are the same length.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.3.3.a.2: Describe the differences in focus and the information provided in firsthand and secondhand accounts.
IAS Standard	4.RN.3.3: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided in the accounts.
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>Should not use “firsthand” and “secondhand” in the item stimulus.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	differences/different
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify the firsthand account.</p>
	<p>Tier 2</p> <p>Student will identify a difference between two accounts of the same event.</p>
	<p>Tier 3</p> <p>Student will identify a difference between two accounts of the same event.</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: Two passages; passage 1 about a new city bus, written by a reporter (secondhand); passage 2 about a new city bus, written by a student (firsthand)]</p> <p>How is Joan's report about the bus different from Mike's?</p> <p>A. Joan rode the new bus.</p> <p>B. Joan only saw the new bus.</p> <p>C. Joan only read about the new bus.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.4.1.a.1: Distinguish between fact and opinion.
IAS Standard	4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) 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>For tier 1, use true instead of fact.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	fact, true, opinion
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	Tier 1 Student can identify a fact.
	Tier 2 Student can identify a fact or opinion in the text.
	Tier 3 Student can distinguish between fact and 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 2	<p>[Stimulus: Passage about fish]</p> <p>Which sentence is an opinion about fish?</p> <p>A. Fish live in the water.</p> <p>B. All fish are pretty.</p> <p>C. Fish are different sizes.</p>

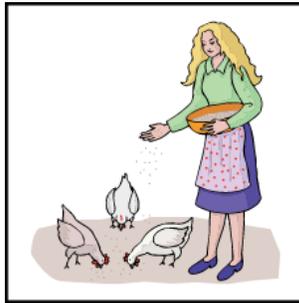
Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.4.1.a.2: Explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
IAS Standard	4.RN.4.1: Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) 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>Do not use the term “position.”</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	detail
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a detail from the text.</p>
	<p>Tier 2</p> <p>Student will identify a detail that supports a claim in the text.</p>
	<p>Tier 3</p> <p>Student will explain how the author uses evidence to support their claim.</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

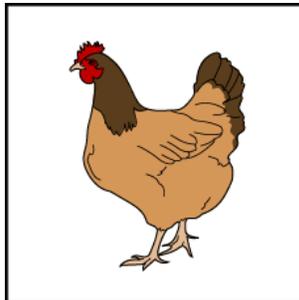
[Stimulus: Passage about raising chickens]

Which detail from the passage is about what chickens need?



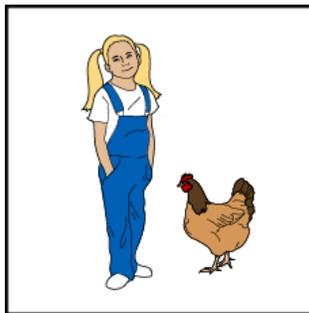
A.

“You must give chickens food.”



B.

“Hens lay eggs.”



C.

“It is fun to raise chickens.”

Tier 1

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.RN.4.2.a.1: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
IAS Standard	4.RN.4.2: Combine information from two texts on the same topic in order to demonstrate knowledge about the subject.
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	topic, similarity(same)
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify the topic of two texts.</p>
	<p>Tier 2</p> <p>Student will identify a similarity between two texts.</p>
	<p>Tier 3</p> <p>Student will combine similar information on a given topic from two 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>[Stimulus: A classroom memo about silent reading time rules and a Monday class schedule ("Reading" is on the schedule)]</p> <p>What do these two texts have in common?</p> <p>A. They are both about reading.</p> <p>B. They are both about rules.</p> <p>C. They are both about Mondays.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.2.1.a.1: Use context clues and text features to determine the meaning of unknown words.
IAS Standard	4.RV.2.1: Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) 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	N/A
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can select the picture that matches the vocabulary word.</p>
	<p>Tier 2</p> <p>Student can use a sentence from text to answer a question.</p>
	<p>Tier 3</p> <p>Student can use context clues and text features to determine the meaning of a 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	<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>[Stimulus: Story about a girl fishing with her mom]</p> <p>Read the sentence from the story.</p> <p>I watched the frog leap high into the air and then splash into the water.</p> <p>What does the word leap mean?</p> <p>A. crash</p> <p>B. jump</p> <p>C. walk</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.2.2.a.1: Identify relationships among words, including homographs, homonyms, synonyms, antonyms, and multiple meanings.
IAS Standard	4.RV.2.2: Identify relationships among words, including more complex homographs, homonyms, synonyms, antonyms, and multiple meanings.
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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	same, different
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will describe a word that means the same as a given word (synonym).</p>
	<p>Tier 2</p> <p>Student will describe a word that means the opposite as a given word (antonym).</p>
	<p>Tier 3</p> <p>When given a choice of words, the student will select a word that has multiple meanings.</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>Read the sentence.</p> <p>We <u>enjoy</u> going to the lake. It is a great place to spend time with friends and family.</p> <p>Which word means the same as <u>enjoy</u>?</p> <p>A. like</p> <p>B. nearby</p> <p>C. many</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.2.4.a.1: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
IAS Standard	4.RV.2.4: Apply knowledge of word structure elements (e.g., suffixes, prefixes, common Greek and Latin affixes and roots), known words, and word patterns to determine meaning.
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>Limit to these prefixes: un-, re-, pre-.</p> <p>Limit to these suffixes: -ing, -ed, -less.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	prefix, suffix
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Given a word with prefix or suffix, student will select the correct representation.</p>
	<p>Tier 2</p> <p>Given a root word with a blank for a prefix before it or a suffix after it, student will choose the appropriate prefix or suffix.</p>
	<p>Tier 3</p> <p>Student will sort words with prefixes and suffixes to demonstrate meaning.</p>

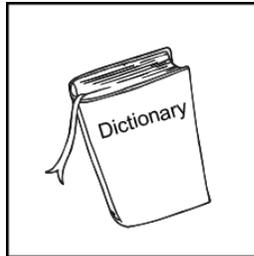
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment 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>What would we add to the blank to make this a word that means "not tied"?</p> <p>__tied</p> <p>A. un</p> <p>B. ed</p> <p>C. tie</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.2.5.a.1: Identify the appropriate reference materials, print or digital, to use to find the pronunciation and clarify the meanings of words and phrases.
IAS Standard	4.RV.2.5: Consult reference materials, both print and digital (e.g., dictionary), to find the pronunciation and clarify the precise meanings of words and phrases.
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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify the appropriate reference material to find the needed information.</p>
	<p>Tier 2</p> <p>Student will identify the appropriate reference material to find the needed information.</p>
	<p>Tier 3</p> <p>Student will identify the appropriate reference material to find the needed information.</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

Where can you find the meaning of the word request?



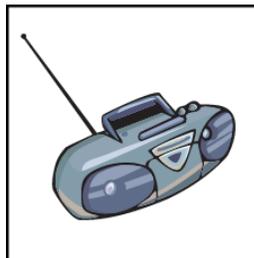
A.

a dictionary



B.

a newspaper



C.

a radio

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.3.1.a.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
IAS Standard	4.RV.3.1: Determine how words and phrases provide meaning to works of literature, including figurative language (e.g., similes, metaphors, or hyperbole).
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>Student should not have to know the meaning of the words “simile,” “metaphor,” or “hyperbole.”</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will select the meaning of a simple simile, metaphor, or hyperbolic statement.</p>
	<p>Tier 2</p> <p>Student will select the simile, metaphor, or hyperbole that provides meaning to the text.</p>
	<p>Tier 3</p> <p>Student will select the meaning of text by referring to the figurative language within it.</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>What does <u>quick as a cat</u> mean in the story?</p> <p>A. to be very fast</p> <p>B. to be very happy</p> <p>C. to be very smart</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.3.2.a.1: Determine the meaning of general academic and content-specific words and phrases in a nonfiction text.
IAS Standard	4.RV.3.2: Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth-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>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose from images that describe what the academic and content-specific word means.</p>
	<p>Tier 2</p> <p>Student will choose a group of words from the text to explain the academic and content-specific word.</p>
	<p>Tier 3</p> <p>When given a few sentences, student will determine the meaning of the academic and content-specific 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	<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

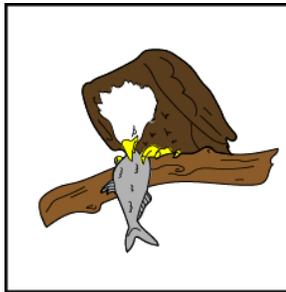
[Stimulus: Passage about eagles]

What is a “nest”?



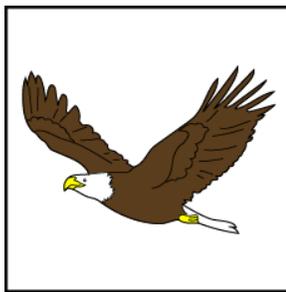
A.

where an eagle lives



B.

what an eagle eats



C.

how an eagle flies

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.RV.3.3.a.1: Explain the meanings of proverbs, adages, and idioms in context.
IAS Standard	4.RV.3.3: Explain the meanings of proverbs, adages, and 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>Avoid using the terms “proverb,” “adage,” or “idiom.”</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose the picture that shows the meaning of a given proverb, adage, or idiom.</p>
	<p>Tier 2</p> <p>Student will choose the statement that explains the meaning of a given proverb, adage, or idiom.</p>
	<p>Tier 3</p> <p>Student will choose the statement that explains the meaning of a given proverb, adage, or idiom.</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>Read the sentence.</p> <p>Jose's mom said she had a surprise for him. Jose said, "Tell me! <u>I'm all ears!</u>"</p> <p>What does "<u>I'm all ears</u>" mean?</p> <p>A. Jose is listening.</p> <p>B. Jose has trouble hearing.</p> <p>C. Jose wants headphones.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.SL.3.1.a.1: Summarize the main ideas and supporting details of a text read aloud.
IAS Standard	4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
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.”</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	main idea, detail
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose a picture that shows the main idea of the text.</p>
	<p>Tier 2</p> <p>Student will choose the sentence that tells what the text was about.</p>
	<p>Tier 3</p> <p>Student will choose two details that support the main idea of the text.</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>Listen to the speaker.</p> <p>[Audio: Explanation of rainbows]</p> <p>Which sentence tells the speaker's main idea?</p> <p>A. Rainbows are beautiful because they are colorful.</p> <p>B. Swimming is one way to stay cool when it is hot outside.</p> <p>C. The zoo is fun because it has many different kinds of animals.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.SL.3.1.a.2: Summarize the main ideas and supporting details of information presented in diverse media and formats, including visually, and quantitatively.
IAS Standard	4.SL.3.1: Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, 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>Media presentation should not exceed 45 seconds, if possible.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	main idea, detail
Cognitive Complexity	4
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will choose a picture that shows the main idea based on the presentation.</p>
	<p>Tier 2</p> <p>Student will choose the sentence that tells what the presentation was about.</p>
	<p>Tier 3</p> <p>Student will choose two details that support the main idea of the presentation.</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>Listen to the speaker.</p> <p>[Audio: Saturday is a fun run! Your whole family can come. People can walk or run. It's 2 miles.]</p> <p>What is the speaker talking about?</p> <p>A. a short race for the whole family</p> <p>B. a community festival for the whole family</p> <p>C. a picnic at the park for the whole family</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.SL.3.2.a.1: Identify evidence a speaker provides.
IAS Standard	4.SL.3.2: Identify and use evidence a speaker provides to support particular points.
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) Multiple Select (MS)
Construct-Relevant Vocabulary	evidence, support, speaker, ideas
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1 Student can identify a detail that supports the information presented.</p>
	<p>Tier 2 Student can identify a key detail that supports the information presented.</p>
	<p>Tier 3 Student can identify supporting details in the information presented.</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
Auditory and Visual 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	
Tier 2	<p>Listen to the speaker.</p> <p>[Audio: I am Dr. Yu. I am an animal doctor. I take care of small animals. I care for many kinds of pets.]</p> <p>What kind of animals does Dr. Yu care for?</p> <p>A. wild animals</p> <p>B. small animals</p> <p>C. farm animals</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	4.SL.3.2.a.2: Use evidence a speaker provides to support particular points.
IAS Standard	4.SL.3.2: Identify and use evidence a speaker provides to support particular points.
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.”</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) Multiple Select (MS)
Construct-Relevant Vocabulary	evidence, support, speaker, ideas, information, detail
Cognitive Complexity	5
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can identify a detail from a presentation that supports a point.</p>
	<p>Tier 2</p> <p>Student can identify a detail from a presentation that supports a new point.</p>
	<p>Tier 3</p> <p>Student can identify a detail from a presentation that supports a new point.</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	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 3	<p>Listen to the speaker.</p> <p>[Audio: A fish is an animal. A fish lives and breathes in water. All fish have a backbone. Fish have scales.]</p> <p>Which detail supports the idea that fish can be found in lakes?</p> <p>A. A fish is an animal.</p> <p>B. A fish lives and breathes in water.</p> <p>C. All fish have a backbone.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	4.W.3.1.a.1: Introduce the topic or text, within persuasive writing, by stating an opinion.
IAS Standard	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.
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
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify an opinion.</p>
	<p>Tier 2 Student will identify the appropriate opinion that supports the topic or text.</p>
	<p>Tier 3 Student will identify an appropriate persuasive opinion to support the topic or text.</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>Leah is writing about recycling.</p> <p>Which opinion goes with the topic?</p> <p>A. Recycling is important.</p> <p>B. People can recycle paper.</p> <p>C. Some products can be recycled.</p>

Reporting Category	Writing
Content Connector	4.W.3.1.a.2: Support a given opinion with facts and details in a persuasive composition.
IAS Standard	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.
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	fact, opinion, support(s)
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify a fact to support the given opinion.</p>
	<p>Tier 2 Student will identify facts/details to support the given opinion.</p>
	<p>Tier 3 Student will support the opinion with facts and details.</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>Which fact supports the opinion that spending time outside can be good for you?</p> <p>A. Sunshine gives kids vitamin D.</p> <p>B. Soda has a lot of sugar.</p> <p>C. Bowling is a fun sport.</p>

Reporting Category	Writing
Content Connector	4.W.3.1.a.3: Use an organizational structure, to group related ideas, that support the purpose in a persuasive composition.
IAS Standard	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.
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>Related ideas should be concrete.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	organize, ideas, support(ing), purpose
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will group related ideas together to support the purpose.</p>
	<p>Tier 2 Student will organize ideas to support the purpose.</p>
	<p>Tier 3 Student will group and organize ideas to support the purpose.</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>

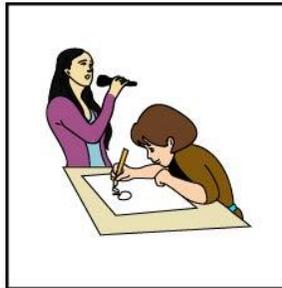
Sample Item

Which things would kids do in gym class?



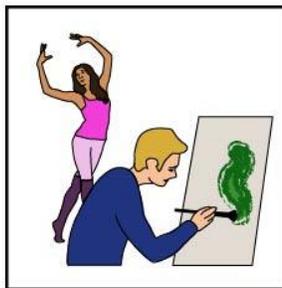
A.

stretching and running



B.

drawing and singing



C.

painting and dancing

Tier 1

Reporting Category	Writing
Content Connector	4.W.3.1.a.4: Connect opinions and reasons using words and phrases in a persuasive composition.
IAS Standard	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.
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>Short stimulus should be long enough to support connection of opinions and reasons.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify connecting words or phrases.</p>
	<p>Tier 2 Student will identify connecting words or phrases.</p>
	<p>Tier 3 Student will identify connecting words or phrases.</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>Playing outside is fun. Playing outside is also a good way to stay healthy.</p> <p>Which word connects the ideas that playing outside is fun and healthy?</p> <p>A. also</p> <p>B. stay</p> <p>C. good</p>

Reporting Category	Writing
Content Connector	4.W.3.1.a.5: Provide a concluding statement or paragraph related to the position presented in a persuasive composition.
IAS Standard	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.
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 should contain opinions or reasons.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	conclude (-s, -ing)
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will provide a concluding statement.</p>
	<p>Tier 2 Student will provide a concluding statement for a stimulus.</p>
	<p>Tier 3 Student will provide a concluding statement related to a position.</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>[Stimulus: Paragraph about recycling with a blank for the concluding sentence]</p> <p>Which conclusion goes with the topic?</p> <p>A. In conclusion, recycling is important.</p> <p>B. In conclusion, running is healthy.</p> <p>C. In conclusion, painting is relaxing.</p>

Reporting Category	Writing
Content Connector	4.W.3.1.a.6: Write persuasive compositions in a variety of formats.
IAS Standard	<p>4.W.3.1: Write persuasive compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • In an introductory statement, clearly state an opinion to a particular audience. • Support the opinion with facts and details from various sources, including texts. • Use an organizational structure to group related ideas that support the purpose. • Connect opinion and reasons using words and phrases. • Provide a concluding statement or section related to the position presented.
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 should contain concrete persuasive elements.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	N/A
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify an element to include in a persuasive composition.</p>
	<p>Tier 2 Student will identify elements/sentences for support in a persuasive composition.</p>
	<p>Tier 3 Student will identify/determine which persuasive elements contribute to a single idea.</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

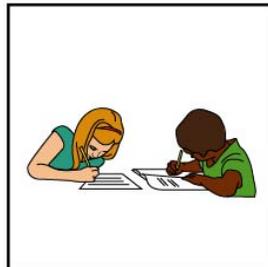
Heidi is writing about recycling.

Which picture goes with this topic?



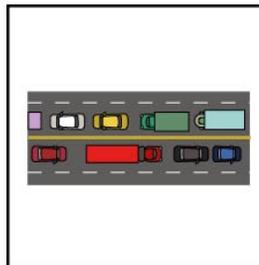
A.

a picture of people recycling



B.

a picture of kids doing homework



C.

a picture of a busy highway

Tier 1

Reporting Category	Writing
Content Connector	4.W.3.2.a.1: Provide an introductory paragraph with a clear main idea in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	main idea
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will provide an introductory statement with a clear main idea.</p>
	<p>Tier 2 Student will provide an introductory statement with a clear main idea.</p>
	<p>Tier 3 Student will provide an introductory statement with a clear main idea.</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>Laura is writing about where black bears live.</p> <p>Which sentence would BEST introduce the topic?</p> <p>A. There are many kinds of bears.</p> <p>B. Some bears are very dangerous.</p> <p>C. Black bears like to live near trees.</p>

Reporting Category	Writing
Content Connector	4.W.3.2.a.2: Provide body paragraphs with topic and summary sentences in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	summary/summarize(s), topic sentence
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify a summary sentence for a body paragraph.</p>
	<p>Tier 2 Student will identify a topic sentence for a body paragraph.</p>
	<p>Tier 3 Student will identify an appropriate topic and summary sentence for a body paragraph.</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>

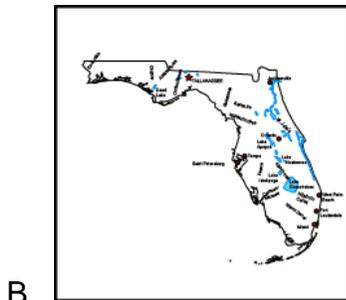
Sample Item

[Stimulus: Short paragraph about Indiana]

Which sentence summarizes the paragraph?



There are lots of great things about our state.



Every state has many towns and cities.



The United States has 50 states.

Tier 1

Reporting Category	Writing
Content Connector	4.W.3.2.a.3: Provide evidence from various sources and texts to support ideas and extend explanations in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	N/A
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will provide evidence from one source to support ideas.</p>
	<p>Tier 2 Student will provide evidence from one source to support ideas.</p>
	<p>Tier 3 Student will provide evidence to support ideas.</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: Half-finished report on why summer is fun]</p> <p>Which sentence can we add to tell that summer is fun?</p> <p>A. You should wear sunscreen to protect yourself.</p> <p>B. There are many activities you can do.</p> <p>C. Sometimes your friends might move away.</p>

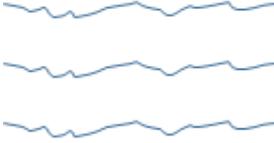
Reporting Category	Writing
Content Connector	4.W.3.2.a.4: Connect ideas using words and phrases in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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, join
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will select the appropriate connecting word to join like ideas.</p>
	<p>Tier 2 Student will select the appropriate connecting word to join like ideas.</p>
	<p>Tier 3 Student will select the appropriate connecting word or phrase to join like ideas.</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>Summer can be sunny. Too much sun can be bad for you.</p> <p>Which word should connect these two sentences?</p> <p>Summer can be sunny, ____ too much sun can be bad for you.</p> <p>A. then</p> <p>B. next</p> <p>C. but</p>

Reporting Category	Writing
Content Connector	4.W.3.2.a.5: Include text features and multimedia when useful to aid comprehension in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	N/A
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify a text feature that matches the provided text.</p>
	<p>Tier 2 Student will identify a text feature that matches the provided text.</p>
	<p>Tier 3 Student will identify a text feature that matches the provided text.</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>Kayla is writing about cats.</p> <div data-bbox="570 333 883 701" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"><p style="text-align: center;">All About Cats</p></div> <p>What is the group of words “All About Cats” called?</p> <p>A. a title</p> <p>B. a picture</p> <p>C. a chart</p>

Reporting Category	Writing
Content Connector	4.W.3.2.a.6: Use language and vocabulary appropriate for audience and topic in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	audience, topic
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will use vocabulary appropriate for the topic.</p>
	<p>Tier 2 Student will use language and vocabulary appropriate for the topic.</p>
	<p>Tier 3 Student will use language and vocabulary appropriate for the audience and/or topic.</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>Kara is writing facts about cheetahs.</p> <p>Which is the BEST word to finish this sentence?</p> <p>Cheetahs are really _____.</p> <p>A. cool</p> <p>B. fast</p> <p>C. weird</p>

Reporting Category	Writing
Content Connector	4.W.3.2.a.7: Provide a concluding statement or paragraph to support the information presented in an informative composition.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	end, conclude/concludes/concluding
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will provide a concluding statement.</p>
	<p>Tier 2 Student will provide a concluding statement for a stimulus.</p>
	<p>Tier 3 Student will provide a concluding statement related to a topic.</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>[Stimulus: Unfinished paragraph about soccer.]</p> <p>Which statement should conclude this paragraph?</p> <p>A. My soccer shoes are black</p> <p>B. I also really like basketball.</p> <p>C. That is why soccer is my favorite sport.</p>

Reporting Category	Writing
Content Connector	4.W.3.2.a.8: Write informative compositions on a variety of topics.
IAS Standard	<p>4.W.3.2: Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> • Provide an introductory paragraph with a clear main idea. • Provide supporting paragraphs with topic and summary sentences. • Provide facts, specific details, and examples from various sources and texts to support ideas and extend explanations. • Connect ideas using words and phrases. • Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. • Use language and vocabulary appropriate for audience and topic. • Provide a concluding statement or section.
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	fact, true
Cognitive Complexity	5

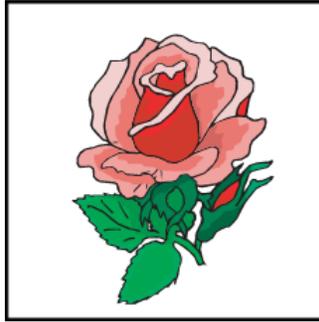
Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify elements to include in an informative composition.</p>
	<p>Tier 2 Student will identify elements to include in an informative composition.</p>
	<p>Tier 3 Student will identify elements to include in an informative composition.</p>
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

A student is writing a paragraph about roses.

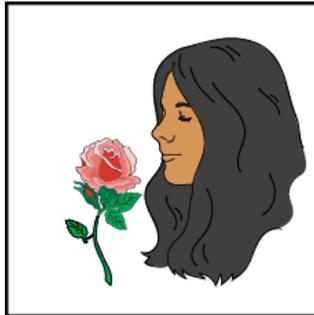
Which sentence is a fact about roses that the student should include?

A.



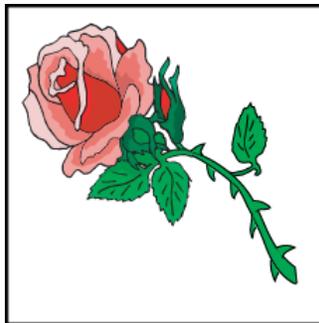
Roses are my favorite flower.

B.



Roses make people happy.

C.



Roses have thorns.

Tier 1

Reporting Category	Writing
Content Connector	4.W.3.3.a.1: Create an introduction (e.g., situation, narrator, characters) in a narrative composition.
IAS Standard	<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or 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>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	beginning
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will provide an introduction that introduces the situation, narrator, or main character.</p>
	<p>Tier 2 Student will provide an introduction that includes two elements of the narrative (situation, narrator, or main character).</p>
	<p>Tier 3 Student will provide an introduction that includes all three elements of the narrative (situation, narrator, and main character).</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>Which introduction would you use for a story about a bear?</p> <p>A. Just then, Little Bear had a great idea! He could go hunting for food.</p> <p>B. One day Little Bear decided to have a picnic at the park. When he arrived, he noticed that he had forgotten his lunch.</p> <p>C. Little Bear found a nearby stream with plenty of fish. He caught and ate a fish while thinking, "What a nice trip to the park!"</p>

Reporting Category	Writing
Content Connector	4.W.3.3.a.2: Organize events using meaningful transitional words and phrases in a narrative composition.
IAS Standard	<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or 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>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 transitional words to time order (e.g., first, then, next, last, finally).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	first, next, last, then, finally
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify transitional words.</p>
	<p>Tier 2 Student will organize events using connecting words.</p>
	<p>Tier 3 Student will organize events using connecting words or phrases.</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. I</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>Read the sentences.</p> <p>I am getting ready for bed. ____, I brush my teeth. Next, I put on my pajamas. Last, I go to sleep.</p> <p>Which word belongs in the blank?</p> <p>A. First</p> <p>B. Finally</p> <p>C. Then</p>

Reporting Category	Writing
Content Connector	4.W.3.3.a.3: Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations in a narrative composition.
IAS Standard	<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or 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>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	character, feelings
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify descriptive details that show the character’s personalities and feelings.</p>
	<p>Tier 2 Student will identify dialogue with descriptive details that show the character’s personalities and feelings.</p>
	<p>Tier 3 Student will identify a character’s appropriate dialogue in response to a situation.</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>Julia is writing a story. She has written these sentences:</p> <p>Katie went to the store with her mother. She bumped into someone.</p> <p>Julia wants to write something that Katie says.</p> <p>What should Katie say?</p> <p>A. "Happy Birthday!"</p> <p>B. "Excuse me!"</p> <p>C. "Thank you."</p>

Reporting Category	Writing
Content Connector	4.W.3.3.a.4: Utilize vocabulary with sensory details to give clear pictures of ideas and events in a narrative composition.
IAS Standard	<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or 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>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	detail(s)
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will use sensory words to describe an idea or event.</p>
	<p>Tier 2 Student will use sensory words to describe an idea or event.</p>
	<p>Tier 3 Student will use sentences containing sensory words to describe an idea or event.</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>Which words would describe a rainy day in winter?</p> <p>A. cold, wet</p> <p>B. hot, dry</p> <p>C. smooth, stinky</p>

Reporting Category	Writing
Content Connector	4.W.3.3.a.5: Provide an ending that follows the narrated experiences or events in a narrative composition.
IAS Standard	<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or 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>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	sentence, end(ing)
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will provide ending sentence.</p>
	<p>Tier 2 Student will provide ending sentence of a narrative.</p>
	<p>Tier 3 Student will provide ending related to the events or experiences of a narrative.</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>Kenny has written a story. Read his story.</p> <p>Sally's family visited the lake. She was having a great time. Then, the sky got dark and it started to rain. Her dad opened the umbrella and they waited for the rain to stop.</p> <p>Which sentence should Kenny write to finish the story?</p> <p>A. When the rain stopped, Sally and her dad took a boat ride around the lake.</p> <p>B. When it rains, you should stay inside so you don't get wet.</p> <p>C. When Tom got home, he put his backpack away and read a book.</p>

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Reporting Category	Writing
Content Connector	4.W.3.3.a.6: Write narrative compositions in a variety of forms.
IAS Standard	<p>4.W.3.3: Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> • Establish an introduction, with a context to allow the reader to imagine the world of the event or experience. • Organize events that unfold naturally, using meaningful paragraphing and transitional words and phrases. • Use dialogue and descriptive details to develop events and reveal characters’ personalities, feelings, and responses to situations. • Employ vocabulary with sufficient sensory (sight, sound, smell, touch, taste) details to give clear pictures of ideas and events. • Provide an ending that follows the narrated experiences or 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>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	character, setting
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify an element (e.g., character or setting) to include in a narrative composition.</p>
	<p>Tier 2 Student will identify elements that support a narrative composition.</p>
	<p>Tier 3 Student will identify elements that support 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 1	<p>Joey is writing a story.</p> <p>Which sentence should he write to tell where the story takes place?</p> <p>A.  One day, Julius played at the park.</p> <p>B.  Julius is in fourth grade.</p> <p>C.  Julius looked at the basketball.</p>

Reporting Category	Writing
Content Connector	4.W.4.a.1: Generate a draft by developing, organizing, and selecting ideas relevant to topic, purpose, and genre.
IAS Standard	<p>4.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • 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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.
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, idea, title
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will select an idea relevant to a topic.</p>
	<p>Tier 2 Student will select ideas relevant to a purpose or genre.</p>
	<p>Tier 3 Student will organize ideas relevant to a topic, purpose, or genre.</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: "My Pet Cat" title on an unfinished paper.]</p> <p>Which idea goes with this title?</p> <p>A. Lions are a type of cat that live in Africa.</p> <p>B. My pet cat has brown fur.</p> <p>C. There are many types of cats.</p>

Reporting Category	Writing
Content Connector	4.W.4.a.2: Revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice).
IAS Standard	<p>4.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • 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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.
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	sentence
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will revise writing to correct word choice.</p>
	<p>Tier 2 Student will revise writing to correct sentence fluency.</p>
	<p>Tier 3 Student will revise writing to improve organization of ideas.</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>Read the sentences.</p> <p>On weekends, I like to see my friends, watch movies, and play outside.</p> <p>Which sentence should come next?</p> <p>A. I also like going to the dentist</p> <p>B. School can be really hard.</p> <p>C. There are a lot of fun things to do outside.</p>

Reporting Category	Writing
Content Connector	4.W.4.a.3: Edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation).
IAS Standard	<p>4.W.4: Apply the writing process to –</p> <ul style="list-style-type: none"> • 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); edit writing for format and conventions (e.g., spelling, capitalization, usage, punctuation). • Use technology to interact and collaborate with others to publish legible documents.
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>Editing for capitalization is limited to beginning word in sentences and names of people.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	punctuation, capital(ization), spell(ing)
Cognitive Complexity	2

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will edit writing for correct spelling of three-letter words.</p>
	<p>Tier 2 Student will edit writing for correct spelling and capitalization.</p>
	<p>Tier 3 Student will edit writing for correct spelling, capitalization, and ending punctuation.</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>Which spelling is correct?</p>  <p>A. cat</p> <p>B. kat</p> <p>C. gat</p>

Reporting Category	Writing
Content Connector	4.W.5.a.1: Identify a specific topic or question of interest.
IAS Standard	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., what is the history of the Indy 500?). • Use organizational features of print and digital sources efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.
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
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will select the most appropriate question of interest pertaining to a given topic.</p>
	<p>Tier 2</p> <p>Student will select the most appropriate question of interest pertaining to a given topic.</p>
	<p>Tier 3</p> <p>Student will select the most appropriate question of interest pertaining to a given topic.</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: A sneakers website with a headline and a table of contents with links.]</p> <p>Which link would give information about the history of sneakers?</p> <p>A. How are sneakers made?</p> <p>B. What's new in sneaker style?</p> <p>C. Who made the first sneakers?</p>

Reporting Category	Writing
Content Connector	4.W.5.a.2: Use organizational features of print and digital sources efficiently to locate further information.
IAS Standard	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., what is the history of the Indy 500?). • Use organizational features of print and digital sources efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.
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>Keep research / sources simplistic.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	digital
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will identify how to access the internet as a source of information (e.g., using devices).</p>
	<p>Tier 2 Student will identify an organizational feature of a print source that will help locate additional information.</p>
	<p>Tier 3 Student will use a print or digital source to locate additional information.</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: Outline of an article about recycling]</p> <p>In which section would you learn about how recycling works?</p> <p>A. Heading 1: The Recycling Process</p> <p>B. Heading 2: Why Recycle?</p> <p>C. Heading 3: What to Recycle</p>

Reporting Category	Writing
Content Connector	4.W.5.a.3: Determine the reliability of the sources.
IAS Standard	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., what is the history of the Indy 500?). • Use organizational features of print and digital sources efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.
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	reliable/reliability, source
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will determine the reliability of a source for a given a topic.</p>
	<p>Tier 2 Student will determine the reliability of a source for a given a topic.</p>
	<p>Tier 3 Student will determine the reliability of a source for a given a topic.</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>Which is the best source for information about clouds?</p> <p>A. Amy's blog.com</p> <p>B. Cloud Science Facts.org</p> <p>C. The National Weather News.nz</p>

Reporting Category	Writing
Content Connector	4.W.5.a.4: Summarize relevant information in their own words, giving credit to the source.
IAS Standard	<p>4.W.5: Conduct short research on a topic.</p> <ul style="list-style-type: none"> • Identify a specific question to address (e.g., what is the history of the Indy 500?). • Use organizational features of print and digital sources efficiently to locate further information. • Determine the reliability of the sources. • Summarize and organize information in their own words, giving credit to the source. • Present the research information, choosing from a variety of formats.
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>Source is clearly noted.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary, source
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p>Tier 1 Student will select the summary of a set passage.</p>
	<p>Tier 2 Student will select the summary of a set passage.</p>
	<p>Tier 3 Student will select the summary of a set passage and give credit to the source.</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>[Stimulus: 3-5 sentences about the history of Indiana]</p> <p>Which sentence is the best summary of the paragraph?</p> <p>A. Indiana is a state.</p> <p>B. Indiana has an interesting history.</p> <p>C. Indiana got its statehood in 1816.</p>

Reporting Category	Writing
Content Connector	4.W.6.1c.a.2: Write sentences using relative adverbs (e.g., where, when).
IAS Standard	4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) 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>Stems should not require students to know the meaning of relative adverbs, but rather apply the correct use of relative adverbs within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct relative adverb needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will identify the correct relative adverb to replace one that was used incorrectly.</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>Read the sentence.</p> <p>This is the restaurant <u>when</u> I ate my dinner.</p> <p>Which word should replace “when” in the sentence above?</p> <p>A. where</p> <p>B. what</p> <p>C. who</p>

Updated: 10/2020

Reporting Category	Writing
Content Connector	4.W.6.1a.a.1: Write sentences using personal pronouns.
IAS Standard	4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) 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>Use subject pronouns only.</p> <p>Stems should not require students to know the meaning of personal pronouns, but rather apply the use of personal pronouns within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	Tier 1 Student will identify a group of words that make a sentence.
	Tier 2 Student will identify the personal pronoun needed to complete the sentence.
	Tier 3 Student will determine the sentence with the personal pronoun used correctly.

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>_____ are going roller skating today.</p> <p>Which word belongs in the blank?</p> <p>A. She</p> <p>B. We</p> <p>C. He</p>

Reporting Category	Writing
Content Connector	4.W.6.1a.a.2: Write sentences that include relative and reflexive pronouns.
IAS Standard	4.W.6.1a: Nouns/Pronouns – Writing sentences that include relative pronouns (e.g., who, which) and reflexive pronouns (e.g., myself, ourselves) 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>Stems should not require students to know the meaning of reflexive or relative pronouns, but rather apply the use of reflexive or relative pronouns within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the relative or reflexive pronoun needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will determine the sentence with the relative or reflexive pronoun used correctly.</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>Which sentence is written correctly?</p> <p>A. Bob herself should talk to the teacher.</p> <p>B. Bob himself should talk to the teacher.</p> <p>C. Bob themselves should talk to the teacher.</p>

Reporting Category	Writing
Content Connector	4.W.6.1b.a.1: Write sentences that use the progressive verb tenses.
IAS Standard	<p>4.W.6.1b: Verbs</p> <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).
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>Stems should not require students to know the meaning of progressive verb tenses, but rather apply the use of progressive verb tenses within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct progressive verb tense needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will determine the sentence with the progressive verb tense used correctly.</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>Which group of words makes a sentence?</p> <p>A. Drank the milk quickly.</p> <p>B. And dog drank the milk quickly.</p> <p>C. The cat and dog drank the milk quickly.</p>

Reporting Category	Writing
Content Connector	4.W.6.1b.a.2: Recognize inappropriate shifts in verb tense.
IAS Standard	<p>4.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).
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>Stems should not require students to know the meaning of verb tenses, but rather apply the correct use of verb tenses within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct verb tense needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will determine the sentence with the verb tense used correctly.</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>She _____ to school.</p> <p>Which verb belongs in the blank?</p> <p>A. ran</p> <p>B. run</p> <p>C. running</p>

Reporting Category	Writing
Content Connector	4.W.6.1b.a.3: Correct inappropriate shifts in verb tense.
IAS Standard	<p>4.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).
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>Stems should not require students to know the meaning of verb tenses, but rather apply the correct use of verb tenses within a sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct verb tense needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will identify the correct verb to replace one that was used incorrectly.</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>Read the sentence.</p> <p>She rode to school with her mom and <u>goes</u> home on the bus.</p> <p>Which verb should be used instead of "goes" to keep the sentence in past tense?</p> <p>A. go</p> <p>B. goed</p> <p>C. went</p>

Reporting Category	Writing
Content Connector	4.W.6.1b.a.4: Use modal auxiliaries (e.g., can, may, must).
IAS Standard	<p>4.W.6.1b: Verbs –</p> <ul style="list-style-type: none"> • Writing sentences that use the progressive verb tenses. • Recognizing and correcting inappropriate shifts in verb tense. • Using modal auxiliaries (e.g., can, may, must).
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>Stems should not require students to know the meaning of modal auxiliaries, but rather apply the correct use of modal auxiliaries within a sentence.</p> <p>Limit to “can, should, will, would, may, must”.</p> <p>Do not use “ought or shall”.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct verb phrase needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will identify the correct verb phrase to replace one that was used incorrectly.</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>Which group of words makes a sentence?</p> <p>A. To the store.</p> <p>B. Went to the store.</p> <p>C. I went to the store.</p>

Reporting Category	Writing
Content Connector	4.W.6.1c.a.1: Write sentences using adjectives.
IAS Standard	4.W.6.1c: Adjectives/ Adverbs –Writing sentences using relative adverbs (e.g., where, when) 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>Stems should not require students 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
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct adjective needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will identify the correct adjective to replace one that was used incorrectly.</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>My dog is always so _____.</p> <p>Which word belongs in the blank?</p> <p>A. hard</p> <p>B. walk</p> <p>C. happy</p>

Reporting Category	Writing
Content Connector	4.W.6.1d.a.1: Write sentences that include prepositions.
IAS Standard	4.W.6.1d: Prepositions – Writing sentences that include prepositions, 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>Stems should not require students to know the meaning of prepositions, but rather apply the correct use of prepositions within a sentence.</p> <p>Limit to locational prepositions (ex: on, over, around, above, below, near, between)</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	3
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a group of words that make a sentence.</p>
	<p>Tier 2</p> <p>Student will identify the correct preposition needed to complete the sentence.</p>
	<p>Tier 3</p> <p>Student will identify the correct preposition to replace one that was used incorrectly.</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>Which group of words makes a sentence?</p> <p>A. Karla beside.</p> <p>B. Karla beside the table.</p> <p>C. Karla is beside the table.</p>

Reporting Category	Writing
Content Connector	4.W.6.1e.a.1: Correctly write simple sentences.
IAS Standard	4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).
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.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 Student will identify a group of words that make a simple sentence.
	Tier 2 Student will identify a group of words that make a simple sentence.
	Tier 3 Student will identify a group of words that make a simple 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 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>Which sentence is written correctly?</p> <p>A. The dog is small.</p> <p>B. The dog.</p> <p>C. Small.</p>

Reporting Category	Writing
Content Connector	4.W.6.1e.a.2: Correctly write compound sentences.
IAS Standard	4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).
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.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 Student will identify a group of words that make a compound sentence.
	Tier 2 Student will identify a group of words that make a compound sentence.
	Tier 3 Student will identify a group of words that make a compound 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 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 group of words makes a sentence?</p> <p>A. So summer is hot, we go swimming.</p> <p>B. Summer is hot, so we go swimming.</p> <p>C. Summer is hot, we go swimming so.</p>

Reporting Category	Writing
Content Connector	4.W.6.1e.a.3: Correctly write complex sentences.
IAS Standard	4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).
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.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sentence
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 Student will identify a group of words that make a complex sentence.
	Tier 2 Student will identify a group of words that make a complex sentence.
	Tier 3 Student will identify a group of words that make a complex 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 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 sentence is a complex sentence?</p> <p>A. The kids read at school.</p> <p>B. During school, the kids read.</p> <p>C. The kids like to read at school.</p>

Reporting Category	Writing
Content Connector	4.W.6.1e.a.4: Use coordinating and subordinating conjunctions.
IAS Standard	4.W.6.1e: Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., yet, nor, so).
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 coordinating to “and”.</p> <p>Restrict subordinating to “because”.</p> <p>Tier 1 should be limited to just coordinating.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	conjunction
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student can use correct conjunction to complete a simple sentence.</p>
	<p>Tier 2</p> <p>Student can use correct conjunction to combine sentences.</p>
	<p>Tier 3</p> <p>Student can identify correct use of subordinating conjunction.</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>Which sentence uses "after" correctly?</p> <p>A. After dinner, we relax.</p> <p>B. Dinner after we relax.</p> <p>C. Dinner we after relax.</p>

Reporting Category	Writing
Content Connector	4.W.6.2a.a.1: Appropriately use capitalization.
IAS Standard	4.W.6.2a: Capitalization – Capitalizing names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.
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 on first word in sentence, names of people and places, and “I.”</p> <p>Capital letters at Tier 1 should be letters that do not look the same as lowercase and uppercase (e.g., p, P).</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	capitalize, lowercase
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will distinguish between capital and lowercase letters.</p>
	<p>Tier 2</p> <p>Student will capitalize names and first word of sentences.</p>
	<p>Tier 3</p> <p>Student will identify the correct use of capital letters 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	<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 sentence uses capital letters correctly?</p> <p>A. Mary rode her bike to susan's house.</p> <p>B. Mary rode her bike to Susan's house.</p> <p>C. mary rode her bike to Susan's house.</p>

Reporting Category	Writing
Content Connector	4.W.6.2b.a.1: Correctly use apostrophes to form possessives and contractions.
IAS Standard	<p>4.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound 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>Possessive words should not end in “s” (e.g., bus, Chris, etc.)</p> <p>Use common contractions (only those in which the apostrophe replaces a single letter).</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, possessive, contraction
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify an apostrophe.</p>
	<p>Tier 2</p> <p>Student will use an apostrophe to form a contraction.</p>
	<p>Tier 3</p> <p>Student will use an apostrophe to form a possessive.</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>Which sentence has an apostrophe?</p> <p>A. Jim likes pizza, spaghetti, and lasagna.</p> <p>B. Jim's favorite food is spaghetti.</p> <p>C. Jim likes two things: pizza and lasagna.</p>

Reporting Category	Writing
Content Connector	4.W.6.2b.a.2: Use quotation marks to indicate direct speech.
IAS Standard	<p>4.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound 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>Sentences should contain simple dialogue.</p> <p>Dialogue tags should be present at the beginning of the sentence.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	quotation marks, speaking, talking
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify quotation marks.</p>
	<p>Tier 2</p> <p>Student will identify quotation marks in a sentence.</p>
	<p>Tier 3</p> <p>Student will 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	<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 sentence uses quotation marks correctly?</p> <p>A. She said, "No."</p> <p>B. She "said, No."</p> <p>C. "She said, No."</p>

Reporting Category	Writing
Content Connector	4.W.6.2b.a.3: Use a comma before a coordinating conjunction in a compound sentence.
IAS Standard	<p>4.W.6.2b: Punctuation –</p> <ul style="list-style-type: none"> • Correctly using apostrophes to form possessives and contractions. • Correctly using quotation marks and commas to mark direct speech. • Using a comma before a coordinating conjunction in a compound 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>Use simple compound sentences only.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	comma, compound sentence
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	<p>Tier 1</p> <p>Student will identify a comma.</p>
	<p>Tier 2</p> <p>Student will identify a comma in a compound sentence.</p>
	<p>Tier 3</p> <p>Student will identify the correct location of a comma in 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	<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 sentence has a comma?</p> <p>A. Julia likes to read, and Steve likes to draw.</p> <p>B. Julia's favorite thing to do is draw.</p> <p>C. Julia likes to read; Steve likes to draw.</p>

Reporting Category	Writing
Content Connector	4.W.6.2c.a.1: Use spelling patterns (e.g., word families, position-based spellings, syllable patterns) in writing single and multi-syllable words.
IAS Standard	4.W.6.2c: Spelling – Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/homographs) in writing single and multi-syllable words.
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. Tiers 1 & 2: Words used must be easily decoded.
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	spell(-ing, -ed)
Cognitive Complexity	2
Evidence Statements	
Evidence Statements	Tier 1 Student will use word families to spell single-syllable words.
	Tier 2 Student will use word families to spell single-syllable words.
	Tier 3 Student will use simple spelling patterns to spell multi-syllable words.

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>What is the correct spelling for the object in the picture?</p>  <p>A. dusk</p> <p>B. desk</p> <p>C. dosk</p>