

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.ML.2.1.a.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.
IAS Standard	<b>6.ML.2.1:</b> Use evidence to evaluate the accuracy of information presented in multiple media messages.
Content Limits	<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>Type of media considerations: video, audio, poster, advertisement, magazine, informational graphics (e.g., Smokey the Bear)</p> <p>Stimuli considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	context, identify, media, message, accurate, source, evidence
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will choose the message that provides accurate information based on a purpose.</p>
	<p><b>Tier 2</b></p> <p>The student will choose a more accurate source of information from multiple media messages.</p>
	<p><b>Tier 3</b></p> <p>The student will locate the source of information within a media message to verify accuracy.</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 with stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student’s understanding should not be included.</p>
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Social media post with a link to a website that says “learn more here”]</p> <p>What part of the post could help you decide if the information is accurate?</p> <p><b>A. the link to a website</b></p> <p>B. the person’s picture</p> <p>C. the date of the post</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.ML.2.2.a.1:</b> Identify the target audience of a particular media message based on its context.
IAS Standard	<b>6.ML.2.2:</b> Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.).
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>Stimuli considerations: The media should have an identifiable target audience. Context should be available to help support identification of the target audience, or it could be provided through a description or purpose-setting statement that identifies it. If the target audience is identified in this way, then the item should not require identification of the stated audiences for the media.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	context, identify, media, message, target audience
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicit audience of a media message.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the audience of a media message using clear context.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the audience of a media message using clear context.</p>
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, table, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations:	<p>Graphics will be provided in formats that are accessible to students with varying abilities, including students 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: Advertisement for art supplies that promotes getting a free toy with purchase of the art supplies]</p> <p>Who would <b>most likely</b> be interested in getting a free toy with the art supplies?</p> <p>A. professional artists</p> <p><b>B. school-aged kids</b></p> <p>C. grandparents</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RL.2.1.a.1:</b> Use specific details in a text to explain what a text says explicitly.
IAS Standard	<b>6.RL.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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(s), explain
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail specifically stated in the text to support an explicit statement about the text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail specifically stated in the text to support an explicit statement about the text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify a detail specifically stated in the text to support an explicit statement about 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>[Stimulus: Story about Martin having nothing to do]</p> <p>At the beginning of the story, how is Martin feeling?</p> <p>A. sleepy</p> <p><b>B. bored</b></p> <p>C. angry</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RL.2.1.a.2:</b> Use specific details from the text to support inferences.
IAS Standard	<b>6.RL.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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(s), support, infer
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify an inference that could be made from the text.
	<b>Tier 2</b> The student will identify an inference that could be made from the text.
	<b>Tier 3</b> The student will select a detail to support a given inference.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>[Stimulus: Story about Mariana visiting her grandparents]</p> <p>What can you infer about Mariana from the story?</p> <ul style="list-style-type: none"> <li>A. She is not interested in seeing her grandmother’s farm.</li> <li><b>B. She has not visited her grandmother in a long time.</b></li> <li>C. She hopes her grandmother will travel to her house for a visit.</li> </ul>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RL.2.2.a.1:</b> Determine how a theme or central idea of a work of literature is conveyed through particular details.
IAS Standard	<b>6.RL.2.2:</b> Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	theme, central idea, detail(s)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will determine the central idea of a passage.</p>
	<p><b>Tier 2</b></p> <p>The student will determine the theme or central idea of a passage.</p>
	<p><b>Tier 3</b></p> <p>The student will, given the theme or central idea, select the detail that supports.</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 girl who helps her dad do yard work]</p> <p>What is the theme of the story?</p> <p>A. friends work together</p> <p>B. honesty is important</p> <p><b>C. hard work helps you succeed</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RL.2.2.a.2:</b> Provide a detailed, objective summary of the text.
IAS Standard	<b>6.RL.2.2:</b> Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary
Cognitive Complexity (DOK)	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an accurate summary of a 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 3	<p>[Stimulus: Story about Martin's camping trip]</p> <p>Which sentence <b>best</b> summarizes the story?</p> <p>A. Martin thinks the mountains are beautiful and wants to go back again.</p> <p>B. Martin wants to spend time with his friends, but they are not around.</p> <p><b>C. Martin needs a summer activity and his mom suggests camping.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RL.2.3.a.1:</b> Explain how a plot unfolds in a series of episodes.
IAS Standard	<b>6.RL.2.3:</b> Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
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	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Matching (TM)</p>
Construct-Relevant Vocabulary	first, next, last, plot
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify what happens first or last in the text.</p>
	<p><b>Tier 2</b></p> <p>The student will organize a series of events, (first, next, last) from the text.</p>
	<p><b>Tier 3</b></p> <p>The student will organize a series of events from 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>[Stimulus: Story about Martin's camping trip]</p> <p>What happens in the story right after Martin arrives at the campground?</p> <p><b>A. He has fun playing in the river.</b></p> <p>B. He travels a long way in the car.</p> <p>C. He hikes to the top of a high mountain.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RL.2.3.a.2:</b> Explain how the characters respond or change as the narrative advances and moves toward a resolution.
IAS Standard	<b>6.RL.2.3:</b> Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
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	character(s), change
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicitly stated change in the character focusing on concrete ideas.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an abstract/behavioral change in main character.</p>
	<p><b>Tier 3</b></p> <p>The student will select a detail to support a given change in abstract or behavioral attributes of the 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>[Stimulus: Story about Mariana and her brother]</p> <p>What does Mariana notice about her brother when he returns from his summer at the farm?</p> <p>A. He speaks more like a cowboy than before.</p> <p><b>B. He helps with work around the house.</b></p> <p>C. He has grown out his hair and beard.</p>

Updated 10/2020

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RL.3.1.a.1:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature.
IAS Standard	<b>6.RL.3.1:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or 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 use of “stanza” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	structure
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a sentence contributes to the structure of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how a sentence contributes to the structure of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how a sentence contributes to the structure of a 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 a long road trip]</p> <p>Read this sentence from the story.</p> <p><b>Finally, we made it back home and went to bed.</b></p> <p>When does this happen in the story?</p> <p>A. the beginning</p> <p>B. the middle</p> <p><b>C. the end</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RL.3.1.a.2:</b> Analyze how a particular sentence, chapter, scene, or stanza contributes to the development of the theme, characterization, setting, or plot.
IAS Standard	<b>6.RL.3.1:</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or 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 the use of “stanza” or “characterization” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	plot, theme, setting, character
Cognitive Complexity (DOK)	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a sentence contributes to the setting, plot, or characterization of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how a sentence contributes to the theme, setting, plot, or characterization in a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how a sentence contributes to the theme, setting, plot, or characterization in a 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>[Stimulus: Story about a boy wanting to learn how to play baseball]</p> <p>Read this sentence from the story.</p> <p><b>Mr. Smith was very happy when I told him I wanted him to teach me to play baseball.</b></p> <p>What does this sentence help the reader understand about Mr. Smith?</p> <p><b>A. Mr. Smith likes helping students learn to play baseball.</b></p> <p>B. Mr. Smith wants to play baseball by himself.</p> <p>C. Mr. Smith is ready to watch a baseball game.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RL.3.2.a.1:</b> Explain how an author develops the point of view of the narrator or speaker in a text.
IAS Standard	<b>6.RL.3.2:</b> Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and 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> <p>Items asking about the narrator/speaker need to have a passage with a clearly established narrator/speaker.</p> <p>Passages must have a clearly developed point of view.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	point of view, narrator, speaker
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify explicit details about the narrator’s point of view.</p>
	<p><b>Tier 2</b></p> <p>The student will identify details about the narrator/speaker’s point of view.</p>
	<p><b>Tier 3</b></p> <p>The student will identify details about the narrator/speaker’s point of view.</p>

<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	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 narrated from the point of view of someone working in a bakery]

Who is telling the story?



A. a teacher



B.  
a police officer



C.  
a baker

**Tier 1**

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RL.3.2.a.2:</b> Explain how the narrator or speaker impacts the mood, tone, and meaning of a text.
IAS Standard	<b>6.RL.3.2:</b> Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and 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> <p>Items asking about the narrator/speaker need to have a passage with a clearly established narrator/speaker.</p> <p>Passages must have a clearly developed point of view.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	mood, tone, action, narrator, speaker
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a narrator impacts meaning of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will explain how a narrator/speaker impacts the meaning or mood of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will explain how the narrator/speaker impacts the mood, tone, or meaning of a 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>[Stimulus: Story about Lisa doing homework]</p> <p>How do we know that Lisa thinks the homework is too hard?</p> <p><b>A. Lisa puts her head on her desk and cries.</b></p> <p>B. Lisa gets out her pencil to write.</p> <p>C. Lisa invites her friend over to play.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.1.a.1:</b> Use specific details in a text to explain what a text says explicitly.
IAS Standard	<b>6.RN.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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(s), explain
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail specifically stated in the text to support an explicit statement about the text (focus on who, what, where).</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail specifically stated in the text to support an explicit statement about the text (focus on who, what, where).</p>
	<p><b>Tier 3</b></p> <p>The student will identify a detail specifically stated in the text to support an explicit statement about the text (focus on why, how, and when).</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 helicopters and airplanes]</p> <p>Which sentence from the text tells something helicopters can do that airplanes cannot do?</p> <p>A. "Wind tunnel tests show how to make helicopters quieter."</p> <p><b>B. "Helicopters can fly backwards or sideways."</b></p> <p>C. "They can be used as flying ambulances to carry patients."</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.1.a.2:</b> Use specific details from the text to support inferences.
IAS Standard	<b>6.RN.2.1:</b> Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn 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(s), support, infer
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify an inference that could be made from the text.
	<b>Tier 2</b> The student will identify an inference that could be made from the text.
	<b>Tier 3</b> The student will select a detail to support a given inference.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>[Stimulus: Passage about bald eagles]</p> <p>Based on the passage, what could we infer about the American bald eagle?</p> <ul style="list-style-type: none"> <li>A. The American bald eagle has sharp talons.</li> <li>B. The American bald eagle is a protected animal.</li> <li><b>C. The American bald eagle is a symbol that represents the United States.</b></li> </ul>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.2.a.1:</b> Determine how a central idea of a text is conveyed through particular details.
IAS Standard	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	central idea, detail(s)
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will determine the central idea of a passage.</p>
	<p><b>Tier 2</b></p> <p>The student will determine the central idea of a passage.</p>
	<p><b>Tier 3</b></p> <p>The student will, given the central idea, select a supporting detail.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.
Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Passage about dogs]</p> <p>What is the central idea of the passage?</p> <p>A. Huskies are the best dogs.</p> <p>B. Puppies can be fun to play with.</p> <p>C. <b>There are different kinds of dogs.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.2.a.2:</b> Provide a summary of the text distinct from personal opinions or judgments.
IAS Standard	<b>6.RN.2.2:</b> Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	summary
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an accurate summary of a text.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 2</b>	<p>[Stimulus: Passage about why fish are good first pets]</p> <p>Which detail should be included in a summary of the passage?</p> <ul style="list-style-type: none"> <li><b>A. Fish are easy pets.</b></li> <li>B. Fish have gills.</li> <li>C. Fish live in water.</li> </ul>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.3.a.1:</b> Analyze in detail how a key <i>individual</i> is introduced, illustrated and elaborated in a text.
IAS Standard	<b>6.RN.2.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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, key individual
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicitly stated detail about a key individual in a text</p>
	<p><b>Tier 2</b></p> <p>The student will identify a detail about a key individual in a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify a detail that shows the development of a key individual.</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 Rosa Parks]</p> <p>According to the passage, why is Rosa Parks famous?</p> <p><b>A. Rosa Parks fought for Civil Rights.</b></p> <p>B. Rosa Parks was born in Alabama.</p> <p>C. Rosa Parks made the first bus.</p>

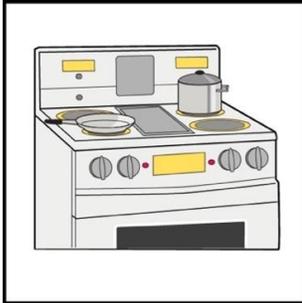
Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.3.a.2:</b> Analyze in detail how a key <i>event</i> is introduced, illustrated and elaborated in a text.
IAS Standard	<b>6.RN.2.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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, key event
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify the explicitly stated detail about the key event in a text.
	<b>Tier 2</b> The student will identify a detail about a key event in a text.
	<b>Tier 3</b> The student will identify a detail that shows the development of a key event in a text.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

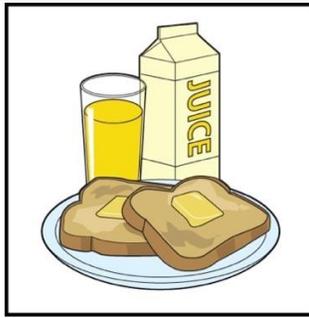
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
<b>Sample Item</b>	
<b>Tier 3</b>	<p>[Stimulus: Passage about Sally Ride]</p> <p>Which detail from the passage helps explain why Sally Ride became an astronaut?</p> <p><b>A. She was interested in space.</b></p> <p>B. She was born in Los Angeles.</p> <p>C. She was a good tennis player.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RN.2.3.a.3:</b> Analyze in detail how a key <i>idea</i> is introduced, illustrated and elaborated in a text.
IAS Standard	<b>6.RN.2.3:</b> Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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	key idea
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify an explicitly stated detail about the key idea in a text.
	<b>Tier 2</b> The student will identify a detail about the key idea in a text.
	<b>Tier 3</b> The student will identify a detail that shows the development of a key idea in a text.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>[Stimulus: Passage about farming in the early 1900s)</p> <p>Which sentence from the passage supports the idea that everyone helped with crops?</p> <p><b>A. “Even children planted seeds.”</b></p> <p>B. “At that time, people lived off of the land.”</p> <p>C. “Corn was an important crop at that time.”</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RN.3.2.a.1:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text.
IAS Standard	<b>6.RN.3.2:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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	structure
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a sentence contributes to the structure of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how a sentence contributes to the structure of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how a sentence contributes to the structure of a text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students 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>[Stimulus: Passage about making breakfast]</p> <p>Which sentence in the first paragraph gives the central idea?</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <span style="margin-right: 10px;">A.</span>  </div> <p style="text-align: center;"><b>“Anyone can help make breakfast.”</b></p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <span style="margin-right: 10px;">B.</span>  </div> <p style="text-align: center;"><b>“Sometimes the stove is needed.”</b></p> </div>



C.

“Toast and juice are delicious.”

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RN.3.2.a.2:</b> Analyze how a particular sentence, paragraph, chapter, or section contributes to the development of the ideas.
IAS Standard	<b>6.RN.3.2:</b> Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
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 use of “analyze” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	paragraph, sentence, develop
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a sentence in a text connects to a central idea.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how a sentence, paragraph, or section of text connects to a central idea.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how a sentence, paragraph or section of text connects to an idea in a 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>[Stimulus: Passage that explains why wind occurs on Earth]</p> <p>How does paragraph 3 connect to the central idea of the passage?</p> <p>A. It describes what atoms and molecules are.</p> <p><b>B. It explains what gases do when temperatures change.</b></p> <p>C. It tells what happens when water boils.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RN.3.3.a.1:</b> Determine an author’s perspective or purpose.
IAS Standard	<b>6.RN.3.3:</b> Determine an author’s perspective or purpose in a text and explain how it is conveyed 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> <p>Avoid the use of “perspective” as vocabulary.</p> <p>Passage must have a clear perspective or purpose.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	reason, purpose
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicit author’s purpose or an explicit author’s perspective about a topic.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify details that support an author’s purpose or perspective.</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 school uniforms]</p> <p>Which sentence from the passage tells that the author is against school uniforms?</p> <p><b>A. Uniforms cost too much money.</b></p> <p>B. Many schools have uniforms.</p> <p>C. Some people like uniforms.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RN.3.3.a.2:</b> Explain how an author’s perspective is conveyed.
IAS Standard	<b>6.RN.3.3:</b> Determine an author’s perspective or purpose in a text, and explain how it is conveyed 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> <p>Avoid using “convey” and “perspective” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	idea, detail
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given the author’s perspective, students will identify a detail that supports that perspective.</p>
	<p><b>Tier 2</b></p> <p>Given the author’s perspective, students will identify a detail that supports that perspective.</p>
	<p><b>Tier 3</b></p> <p>The students will identify details that support an author’s perspective.</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 pollution]</p> <p>Which detail from the passage supports the author's idea that pollution is harmful?</p> <p><b>A. Pollution causes smog and can make it hard for people to breathe.</b></p> <p>B. Some pollution can be seen and other pollution is invisible.</p> <p>C. There are many different kinds of pollution.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RN.4.1.a.1:</b> Trace the argument and specific claims in a text.
IAS Standard	<b>6.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
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 “claim” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	details, argument
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the author’s argument.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the author’s argument.</p> <p>The student will identify a claim that supports an argument.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the author’s argument.</p> <p>The student will identify a claim that supports an argument.</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: Passage about kids doing chores]</p> <p>What is the author's argument?</p> <p>A.  <b>Kids should do chores.</b></p> <p>B.  Chores are hard to do.</p> <p>C.  Only adults should do chores.</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6.RN.4.1.a.2:</b> Evaluate the claim or argument; determine if it is supported by evidence.
IAS Standard	<b>6.RN.4.1:</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
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 use of vocabulary “claim”.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	support, fact, true, argument
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Given the claim or argument, the student will identify a fact that supports the author’s claim or argument.</p>
	<p><b>Tier 2</b></p> <p>Given the claim or argument, the student will identify a fact that supports the author’s claim or argument.</p>
	<p><b>Tier 3</b></p> <p>The student will identify a sentence from a passage to support the author’s claim or argument.</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>[Stimulus: Passage about cardinals]</p> <p>Why does the author think male cardinals are beautiful?</p> <div style="display: flex; align-items: flex-start;"> <div style="margin-right: 10px;">A.</div> <div style="text-align: center;">  </div> </div> <p style="margin-left: 40px;"><b>Their feathers are bright red.</b></p> <div style="display: flex; align-items: flex-start; margin-top: 20px;"> <div style="margin-right: 10px;">B.</div> <div style="text-align: center;">  </div> </div> <p style="margin-left: 40px;"><b>They can sing many different songs.</b></p>



C.

They feed their babies in the nest.

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.2.1.a.1:</b> Use context to determine the meaning of words or phrases.
IAS Standard	<b>6.RV.2.1:</b> Use context to determine or clarify the meaning of words and phrases.
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) Multiple Select (MS)
Construct-Relevant Vocabulary	context
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the accurate meaning of a word supported by context.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the accurate meaning of a word supported by context.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the accurate meaning of a word or phrase supported by context.</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>

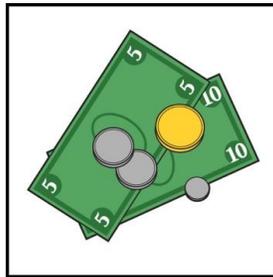
Sample Item

[Stimulus: Story about a girl eating at a restaurant with her grandpa]

Read the sentence from the story.

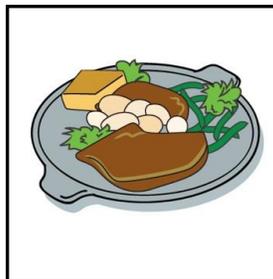
**The girl paid her bill at the restaurant.**

What is a “bill”?



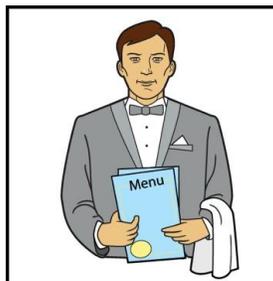
A.

how much money she needs to give the restaurant



B.

the name of what she ate at the restaurant



C.

the name of the person who helped her at the restaurant

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.2.2.a.1:</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
IAS Standard	<b>6.RV.2.2:</b> Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
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) Multiple Select (MS)
Construct-Relevant Vocabulary	relationship
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify the meaning of a word based on its relation to another word.</p>
	<p><b>Tier 2</b></p> <p>The student can identify the meaning of a word based on its relation to another word.</p>
	<p><b>Tier 3</b></p> <p>The student can identify the meaning of a word based on its relation to another 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>Read the sentence.</p> <p><b>My new dog is <u>gigantic</u>, but my other dog is very small.</b></p> <p>What does <u>gigantic</u> mean?</p> <p><b>A. big</b></p> <p>B. loud</p> <p>C. soft</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.2.3.a.1:</b> Distinguish among the connotations of words with similar denotations.
IAS Standard	<b>6.RV.2.3:</b> Distinguish among the connotations of words with similar denotations.
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) Multiple Select (MS)
Construct-Relevant Vocabulary	similar, connotations, denotations
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> N/A
	<b>Tier 2</b> Given a word, student can choose a word with a similar meaning.
	<b>Tier 3</b> The student will replace a given verb for a more descriptive verb.

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><b>Bob <u>moved</u> across the room.</b></p> <p>Which word could replace “moved” to describe Bob going quickly?</p> <p>A. <b>raced</b></p> <p>B. crawled</p> <p>C. walked</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.2.4.a.1:</b> Use common, grade-appropriate Greek or Latin roots and affixes and roots as clues to the meaning of a word.
IAS Standard	<b>6.RV.2.4:</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
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>Words need to be common.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	beginning, ending
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will, given an example, give the meaning of the prefix.</p>
	<p><b>Tier 2</b></p> <p>The student will use a common prefix as a clue to the meaning of a word.</p>
	<p><b>Tier 3</b></p> <p>The student will use a common prefix as a clue to 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

Read the sentences.

**A tri-fold has three folds. A triangle has three sides.**

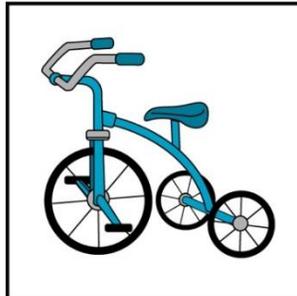
How many wheels does a tricycle have?

A.



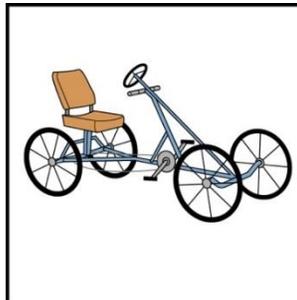
two

B.



three

C.



four

Tier 1

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in a work of literature including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.
IAS Standard	<b>6.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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>Figurative language should focus on idioms, similes, metaphors, personification, hyperbole (exaggeration).</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	figurative, connotation
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a word or the meaning of a simple figurative phrase supported by context.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the meaning of a word or identify the meaning of figurative language supported by context.</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 getting ice cream]</p> <p>Read the sentences from the story.</p> <p><b>I couldn't believe how much ice cream was in the cone. The ice cream was a <u>mile high</u>!</b></p> <p>What does "the ice cream was a <u>mile high</u>" mean?</p> <p>A. The ice cream tastes good.</p> <p><b>B. There was a lot of ice cream.</b></p> <p>C. The ice cream felt cold.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.3.1.a.2:</b> Analyze the impact of a specific word choice on meaning and tone.
IAS Standard	<b>6.RV.3.1:</b> Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
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	meaning, tone, impact
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how a word choice impacts meaning.</p>
	<p><b>Tier 2</b></p> <p>The student will identify how a word choice impacts meaning.</p>
	<p><b>Tier 3</b></p> <p>The student will identify how a word choice impacts meaning or tone.</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 Becky having a bad day]</p> <p>Read the sentence from the story.</p> <p><b>Becky <u>slammed</u> her door.</b></p> <p>What does <b><u>slammed</u></b> mean?</p> <p>A. closed quietly</p> <p><b>B. closed quickly</b></p> <p>C. closed slowly</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.3.2.a.1:</b> Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
IAS Standard	<b>6.RV.3.2:</b> Determine the meaning of words and phrases as they are used in a nonfiction text including figurative (i.e., metaphors, similes, and idioms) connotative, and technical meanings.
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>Figurative language should focus on idioms, similes, metaphors, personification, hyperbole (exaggeration).</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	figurative, connotative, technical
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the literal meaning of a word in a nonfiction text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the literal meaning or simple figurative meaning of a word in a nonfiction text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the literal meaning or figurative meaning of a word or phrase in a nonfiction 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>[Stimulus: Passage about the continents]</p> <p>What does "joined" mean?</p> <p><b>A. brought together</b></p> <p>B. held away</p> <p>C. made smaller</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6.RV.3.3.a.1:</b> Interpret figures of speech (e.g., personification) in context.
IAS Standard	<b>6.RV.3.3:</b> Interpret figures of speech (e.g., personification) 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>Figurative language should focus on idioms, similes, metaphors, personification, hyperbole (exaggeration).</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	figure of speech
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a common figurative phrase supported by context.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a figurative phrase supported by context.</p>
	<p><b>Tier 3</b></p> <p>The student will explain what an example of figurative language means.</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 Claire]</p> <p>Read the sentences from the story.</p> <p><b>The room <u>felt like an ice box!</u> Claire put her coat on to stay warm.</b></p> <p>What does <u>felt like an ice box</u> mean?</p> <p><b>A. The room was cold.</b></p> <p>B. The room was full of ice.</p> <p>C. The room was wet.</p>

Reporting Category	Speaking and Listening
Content Connector	<b>6.SL.3.1.a.1:</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally).
IAS Standard	<b>6.SL.3.1:</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
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	information
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will listen to an auditory stimulus and answer a factual question about what they heard.</p>
	<p><b>Tier 2</b></p> <p>The student will listen to an auditory stimulus and answer a factual question about what they heard.</p>
	<p><b>Tier 3</b></p> <p>The student will listen to an auditory stimulus and answer a factual question or make an inference about what they heard.</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: Information about volunteering at the zoo]</p> <p>According to the speaker, who can volunteer at the zoo?</p> <p><b>A. people older than 12</b></p> <p>B. people of any age</p> <p>C. people who have pets</p>

Reporting Category	Speaking and Listening
Content Connector	<b>6.SL.3.1.a.2:</b> Explain how information gained via media and formats contributes to the understanding of a topic, text, or issue under study.
IAS Standard	<b>6.SL.3.1:</b> Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	media
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will listen to an auditory stimulus and answer a factual question about what they heard.</p>
	<p><b>Tier 2</b></p> <p>The student will listen to an auditory stimulus and answer a factual question about what they heard.</p>
	<p><b>Tier 3</b></p> <p>The student will listen to an auditory stimulus and answer a factual question or make an inference about what they heard.</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>Listen to the speaker.</p> <p>[Audio: Information about the convenience of online shopping]</p> <p>According to the speaker, what is one reason to shop online?</p> <p><b>A. You can save time.</b></p> <p>B. You can buy more things.</p> <p>C. You can use your computer.</p>

Reporting Category	Speaking and Listening
Content Connector	<b>6.SL.3.2.a.1:</b> Summarize the points a speaker makes.
IAS Standard	<b>6.SL.3.2:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Content Limits	<p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities or ideas.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Table Match (TM)
Construct-Relevant Vocabulary	summarize, speaker
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student selects the central idea of an auditory stimulus.</p>
	<p><b>Tier 2</b></p> <p>The student selects an appropriate summary after listening to an auditory stimulus.</p>
	<p><b>Tier 3</b></p> <p>The student selects an appropriate summary after listening to an auditory stimulus.</p>

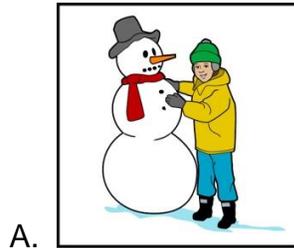
Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations:	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment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

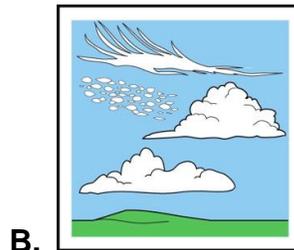
Listen to the speaker.

[Audio: Information about the most common types of clouds]

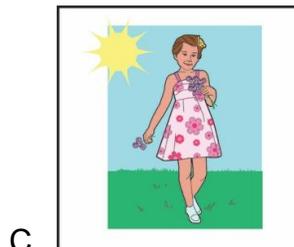
What is the speaker's message?



It is fun to play outside when it snows.



There are several kinds of clouds.



Summer is the best season.

Tier 1

Reporting Category	Speaking and Listening
Content Connector	<b>6.SL.3.2.a.2:</b> Distinguish claims or arguments from those that are supported by evidence from those that are not.
IAS Standard	<b>6.SL.3.2:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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>Avoid use of “claim” or “argument” as vocabulary.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	fact, evidence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a fact from an auditory stimulus.</p>
	<p><b>Tier 2</b></p> <p>Student can select evidence that supports the claim of an auditory stimulus.</p>
	<p><b>Tier 3</b></p> <p>Student can select evidence that supports the claim of an auditory stimulus.</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 2	<p>Listen to the speaker.</p> <p>[Audio: Opinion about why rainy weather is the best weather]</p> <p>Which sentence supports the speaker's opinion that rainy days are relaxing?</p> <p><b>A. You can sit inside and read a book.</b></p> <p>B. I think rainy days are the best.</p> <p>C. Some people think other weather is better.</p>

Reporting Category	Speaking and Listening
Content Connector	<b>6.SL.3.2.a.3:</b> Distinguish claims presented orally or in writing that are supported by reasons and evidence from claims that are not.
IAS Standard	<b>6.SL.3.2:</b> Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
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, evidence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>Student can identify a claim in an auditory stimulus.</p>
	<p><b>Tier 2</b></p> <p>Student can select a reason or evidence that supports the claim in an auditory stimulus.</p>
	<p><b>Tier 3</b></p> <p>Student can select reasons or evidence that support the claim in an auditory stimulus.</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

Listen to the audio.

[Audio: Brief explanation of good dental hygiene]

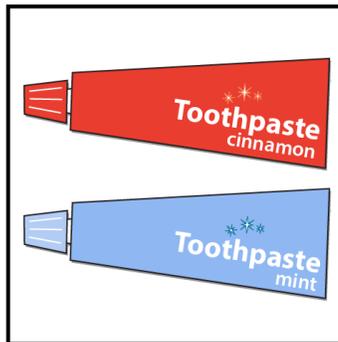
What is the speaker's claim?

Tier 1



A.

**Everyone should get their teeth cleaned twice a year.**



B.

Toothpaste comes in lots of different flavors.



C.

Dr. Denner is the best dentist in town.

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.1:</b> Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect in an argument.
IAS Standard	<p><b>6.W.3.1:</b> Write arguments in a variety of forms that Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</p> <ul style="list-style-type: none"> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Table Match (TM) Multiple Choice (MC)
Construct-Relevant Vocabulary	cause and effect, argument, same, different
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> Given a brief paragraph with details related to a claim, students will select a sentence introducing the claim.</p>
	<p><b>Tier 2</b> Given a brief paragraph with details related to a claim, students will select a sentence introducing the claim.</p>
	<p><b>Tier 3</b> Given a brief paragraph with details related to a claim, students will select a sentence introducing the 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 2	<p>Read the paragraph.</p> <p>_____. <b>Pizza can be healthy if you choose the right toppings. Plus, it tastes delicious!</b></p> <p>Which sentence is the <b>best</b> way to begin this paragraph?</p> <p>A. <b>Pizza is the best food ever.</b></p> <p>B. Pizza costs a lot of money.</p> <p>C. We never eat pizza.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.2:</b> Use an organizational structure to group related ideas that support the argument.
IAS Standard	<p><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Use common organizational structures such as chronological, cause and effect, problem and solution.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	organization, support, argument
Cognitive Complexity	4

Evidence Statements	<p><b>Tier 1</b> The student will identify a related idea that goes with a brief paragraph.</p>
	<p><b>Tier 2</b> The student will select a statement that completes an organizational structure.</p>
	<p><b>Tier 3</b> The student will select the statement that supports an idea in an organizational structure.</p>
<p>Accessibility and Accommodation Considerations</p>	
Stimulus Graphic Limitations	<p>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.</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. Graphics that do not contribute to the student's understanding should not be included.</p>
<p>Sample Item</p>	
<p><b>Tier 2</b></p>	<p>A student is writing about recycling. Here is a part of the outline:</p> <p><b>Reasons We Should Recycle</b></p> <p><b>1. Help the Environment</b>  <b>2. Save Money</b>  <b>3. _____</b></p> <p>What belongs in the blank for #3?</p> <p style="padding-left: 40px;">A. How Recycling Works</p> <p style="padding-left: 40px;">B. Problems with Recycling</p> <p style="padding-left: 40px;"><b>C. Waste Fewer Resources</b></p>

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.3:</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text in an argument.
IAS Standard	<p>6.W.3.1: Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	matches, support, reasons, evidence, claim
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will select the supporting phrase or sentence that matches the claim.</p>
	<p><b>Tier 2</b></p> <p>The student will select the supporting phrase or sentence that matches the claim.</p>
	<p><b>Tier 3</b></p> <p>The student will select the supporting phrase or sentence that matches the 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 3	<p>Read the claim.</p> <p><b>Pizza is the healthiest fast food choice.</b></p> <p>Which sentence supports the claim?</p> <p><b>A. Pizza has ingredients from all of the food groups.</b></p> <p>B. Pizza is everyone's favorite fast food.</p> <p>C. Pizza can have extra cheese and pepperoni.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.4:</b> Establish and maintain a consistent style and tone appropriate to purpose and audience in an argument.
IAS Standard	<p><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	style, tone, purpose, audience
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will identify the intended purpose or audience of a sentence or brief paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that best fits a given purpose.</p>
	<p><b>Tier 3</b> The student will select the sentence that best fits into a brief paragraph with a clear purpose or audience.</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

Read the sentence.

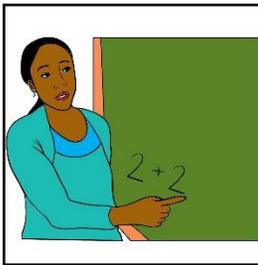
**We should get an extra recess at school every day.**

Who is the audience?



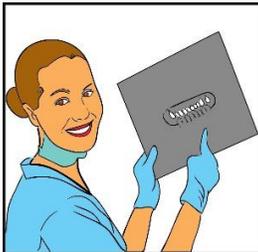
A.

farmers



B.

teachers



C.

dentists

Tier 1

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.5:</b> Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons in an argument.
IAS Standard	<p><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	first, next, last, finally, then, transition
Cognitive Complexity	3

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will select the correct transitional word (first, next, last).</p>
	<p><b>Tier 2</b> The student will select the correct transition word (first, next, last, then, finally).</p>
	<p><b>Tier 3</b> The student will select the transition word/phrase that best fits in the 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	
Tier 2	<p>Read the paragraph.</p> <p><b>First, I put my towel and swimsuit in my backpack. Then, I joined my dad, mom, and sister in the car. Next, my mom drove us to the beach. We had a fun day swimming and playing in the sand. _____, it was time to go home.</b></p> <p>Which transition word should go in the blank space?</p> <p>A. First</p> <p>B. Next</p> <p><b>C. Finally</b></p>

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.6:</b> Provide a concluding statement or paragraph that follows from the argument presented.
IAS Standard	<p><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	last, ending, conclusion
Cognitive Complexity	4

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will select the sentence that completes the paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that completes the paragraph.</p>
	<p><b>Tier 3</b> The student will select the sentence that completes the 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	
<b>Tier 3</b>	<p>Read the paragraph.</p> <p><b>Always wash your hands before you eat. Washing hands kills germs that we don't want on our food. If we keep these germs off of our food and out of our bodies, we can stay healthy. _____.</b></p> <p>Which sentence <b>best</b> concludes the paragraph?</p> <p><b>A. This is why washing hands is important.</b></p> <p>B. My favorite thing to eat is apples and cheese.</p> <p>C. One summer, I got sick for two whole weeks.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.1.a.7:</b> Write arguments in a variety of forms.
IAS Standard	<p><b>6.W.3.1:</b> Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.</li> <li>● Use an organizational structure to group related ideas that support the argument.</li> <li>● Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>● Establish and maintain a consistent style and tone appropriate to purpose and audience.</li> <li>● Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.</li> <li>● Provide a concluding statement or section that follows from the argument presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	argument
Cognitive Complexity	5

Evidence Statements	
Evidence Statements	<p><b>Tier 1</b> The student will identify an argumentative statement.</p>
	<p><b>Tier 2</b> The student will identify an argumentative statement.</p>
	<p><b>Tier 3</b> The student will select an appropriate/correct argument to match the given support.</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 in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
<b>Tier 2</b>	<p>Which sentence is an argument in favor of eating vegetables?</p> <p>A. Apples are good for you.</p> <p>B. Gardens are fun to grow.</p> <p><b>C. Vegetables are delicious.</b></p>

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.1:</b> Introduce a topic in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	topic sentence
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify which sentence should begin a brief paragraph.
	<b>Tier 2</b> The student will identify which sentence should begin a brief paragraph.
	<b>Tier 3</b> Given a topic, the student will select the correct topic sentence.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations:	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 2</b>	<p>Read the paragraph.</p> <p>_____ . <b>First, get two pieces of bread. Then, use a butter knife to spread one piece of bread with peanut butter. After that, use a spoon to put a spoonful of jelly on the other piece of bread.</b></p> <p>What sentence belongs at the beginning of this paragraph?</p> <p>A. There are lots of different jelly flavors.</p> <p><b>B. I will show you how to make a peanut butter and jelly sandwich.</b></p> <p>C. It can be fun to make your own bread at home.</p>

Updated 10/2020

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.2:</b> Organize ideas, concepts, and information, using strategies such as definition and classification in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	organize
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify a related idea that goes with a brief paragraph.
	<b>Tier 2</b> The student will identify a related idea that goes with a brief paragraph.
	<b>Tier 3</b> The student will identify a related idea that goes with a brief paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 2</b>	<p>A student is writing about different kinds of transportation.</p> <p>[Stimulus: Brief paragraph about different kinds of transportation]</p> <p>Which information belongs in the paragraph?</p> <ul style="list-style-type: none"><li><b>A. types of cars</b></li><li>B. ways to exercise</li><li>C. places to visit</li></ul>

Reporting Category	Writing
Content Connector	<p><b>6.W.3.2.a.3:</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts in an informative composition.</p>
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	facts, definitions, details, quotations
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will select the fact that goes with the given topic.</p>
	<p><b>Tier 2</b> The student will select the sentence that fits into the paragraph. (Missing sentence located in the body.)</p>
	<p><b>Tier 3</b> The student will select the sentence that fits into the paragraph. (Missing sentence may be located in the intro, body, or conclusion.)</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>

Sample Item	
<b>Tier 3</b>	<p>Read the paragraph.</p> <p><b>The school book fair is a fun event. It happens every year. There are so many new books to read every year!</b></p> <p>Which sentence fits into the paragraph?</p> <ul style="list-style-type: none"><li><b>A. I look forward to this event each year.</b></li><li>B. Reading is a fun way to spend the weekend.</li><li>C. My sister reads every night before bed.</li></ul>

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.4:</b> Use appropriate transitions to clarify the relationships among ideas and concepts in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	first, next, last, finally, then, transition
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will select the correct transition word (first, next, last).
	<b>Tier 2</b> The student will select the correct transition word (first, next, last, then, finally).
	<b>Tier 3</b> The student will select the transition word/phrase that best fits in the paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 1</b>	<p>Read the paragraph.</p> <p><b>First, take your books and homework out of your backpack. _____, put away your backpack. Last, get ready to listen to instructions from your teacher.</b></p> <p>Which word belongs in the blank?</p> <p>A. First</p> <p><b>B. Next</b></p> <p>C. Last</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.5:</b> Establish and maintain a style appropriate to purpose and audience in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	style, tone, purpose, audience
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify the intended purpose or audience of a sentence or brief paragraph.</p>
	<p><b>Tier 2</b> The student will select the sentence that best fits a given purpose.</p>
	<p><b>Tier 3</b> The student will select the sentence that best fits into a brief paragraph with a clear purpose or audience.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>A student is writing a paragraph about a new park.</p> <p>Which is the best sentence to use at the beginning?</p> <p>A. Hey guys, I really want to tell you something.</p> <p><b>B. Our town has some fun places to play.</b></p> <p>C. The twisty slide is the coolest thing ever, dude!</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.6:</b> Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	wordiness, clear
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will replace a generic adjective with a specific adjective with similar meaning.</p>
	<p><b>Tier 2</b></p> <p>The student will replace a generic or wordy phrase with a more clear/concise choice.</p>
	<p><b>Tier 3</b></p> <p>Given sentences, the student will select the sentence that is most concise/clear.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>

Sample Item	
<b>Tier 3</b>	<p>Read the sentence.</p> <p><b>The ball was thrown by the boy who, that morning, had put on a red jacket.</b></p> <p>Which revision makes the sentence clearer?</p> <p><b>A. The boy wearing a red jacket threw the ball.</b></p> <p>B. The boy threw a ball with the red jacket.</p> <p>C. The boy who was throwing a ball was wearing a red jacket.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.7:</b> Include text features and multimedia when useful to aid comprehension in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	text feature
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will determine which text feature is the best to show the information presented.</p>
	<p><b>Tier 2</b> The student will determine which text feature is the best to show the information presented.</p>
	<p><b>Tier 3</b> The student will determine which text feature is the best to show the information presented.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>

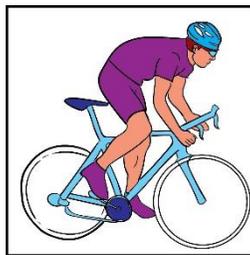
Sample Item

A student is writing about how to build a bike.

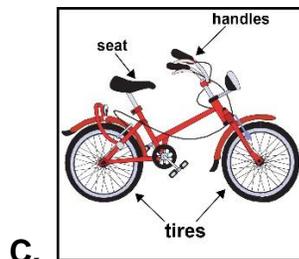
What would help a student show the parts of the bike?



a picture of a student wearing a bike helmet



a picture of a person in a bike race



a picture of a bike with the parts labeled

Tier 1

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.8:</b> Provide a concluding statement or paragraph that follows from the information or explanation presented in an informative composition.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>

Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	last, ending, concluding
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will select the sentence that completes the paragraph.
	<b>Tier 2</b> The student will select the sentence that completes the paragraph.
	<b>Tier 3</b> The student will select the sentence that completes the paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students in order to understand or process information. Graphics that do not contribute to the student's understanding should not be included.

Sample Item	
<b>Tier 2</b>	<p>Read the paragraph.</p> <p><b>Trees are very important to the Earth’s climate. They clean our air and give homes to many animals.</b></p> <p>Which sentence should conclude this paragraph?</p> <p><b>A. Trees help keep our planet healthy.</b></p> <p>B. Oceans are different from lakes.</p> <p>C. Animals can also live in deserts or oceans.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.2.a.9:</b> Write informative compositions on a variety of topics.
IAS Standard	<p><b>6.W.3.2:</b> Write informative compositions on a variety of topics that –</p> <ul style="list-style-type: none"> <li>● Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.</li> <li>● Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.</li> <li>● Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>● Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>● Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.</li> <li>● Establish and maintain a style appropriate to purpose and audience.</li> <li>● Provide a concluding statement or section that follows from the information or explanation presented.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	topic
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify an informative statement.</p>
	<p><b>Tier 2</b> The student will identify an informative statement appropriate for a brief paragraph.</p>
	<p><b>Tier 3</b> The student will identify an informative statement appropriate for a brief paragraph.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 3</b>	<p>Which sentence belongs in an informational paragraph about living on a farm?</p> <p>A. Sometimes we get a lot of snow.</p> <p><b>B. The horses sleep in the barn.</b></p> <p>C. Cookouts with friends are fun.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.3.a.1:</b> Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters) in a narrative composition.
IAS Standard	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Topics should be clear and obvious.</p>

Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	setting, characters, problem, solution
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> Given a topic, the student will select an appropriate sentence introducing setting or characters. (Where or Who)</p>
	<p><b>Tier 2</b> Given a topic, the student will select an appropriate sentence introducing setting, characters, or a problem. (Where, Who, or What)</p>
	<p><b>Tier 3</b> Given a topic, the student will select an appropriate sentence introducing setting, characters, events that would take place, a problem, or a solution.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Which sentence introduces a story about the first day of school?</p> <p>A. <b>Today I will start sixth grade!</b></p> <p>B. First, make a list of what you need.</p> <p>C. It is important to drink water.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.3.a.2:</b> Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events from one timeframe to another in a narrative composition.
IAS Standard	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p>

Construct-Relevant Vocabulary	events, in order
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify the appropriate sequence of events in a short paragraph.</p>
	<p><b>Tier 2</b> The student will identify the appropriate sequence of events in a short paragraph.</p>
	<p><b>Tier 3</b> The student will identify the appropriate sequence of events in a short paragraph.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Read the sentences about what a student does after school.</p> <p><b>First, I eat a snack. Next, _____.</b></p> <p>What words belong in the blank?</p> <p><b>A. I start my homework.</b></p> <p>B. I wake up in the morning.</p> <p>C. I wash my hands before the snack.</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.3.a.3:</b> Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters in a narrative composition.
IAS Standard	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)

Construct-Relevant Vocabulary	description, event, dialogue, character
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> Given a picture of a common event, the student will choose an appropriate description.</p>
	<p><b>Tier 2</b> Given a character (e.g., train conductor, police officer, teacher, etc.), the student will select an appropriate description.</p>
	<p><b>Tier 3</b> Given a scenario, the student will identify appropriate development of a character or event.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>

Sample Item	
<b>Tier 3</b>	<p>Read this sentence from a story.</p> <p><b>And then I tripped on the sidewalk and my ice cream fell on the ground!</b></p> <p>Which description fits into this part of the story?</p> <p>A. My favorite ice cream is mint chocolate chip.</p> <p>B. We each ordered an ice cream cone.</p> <p><b>C. The ice cream melted into a puddle on the hot sidewalk.</b></p>

Reporting Category	Writing
Content Connector	<b>6.W.3.3.a.4:</b> Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events in a narrative composition.
IAS Standard	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Do not use “sensory” in the item. List the senses.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	descriptive

Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will identify appropriate descriptive or sensory language.</p>
	<p><b>Tier 2</b> The student will identify appropriate descriptive or sensory language.</p>
	<p><b>Tier 3</b> Given a sentence with imprecise language, the student will choose a more precise word.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 3</b>	<p>Read the sentence.</p> <p><b>From across the park I could hear her <u>say</u>, “I don’t want to go home!”</b></p> <p>Which word is more descriptive than <b><u>say</u></b>?</p> <p><b>A. yell</b></p> <p>B. whisper</p> <p>C. ask</p>

Reporting Category	Writing
Content Connector	<b>6.W.3.3.a.5:</b> Provide an ending that follows from the narrated experiences or events in a narrative composition.
IAS Standard	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Scenarios should be simple and common.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p>

Construct-Relevant Vocabulary	ending, events
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will select the sentence that completes a paragraph.
	<b>Tier 2</b> The student will select the sentence that completes a paragraph.
	<b>Tier 3</b> The student will select the sentence that completes a paragraph.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Auditory and Visual Considerations	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

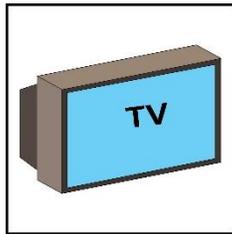
Read the paragraph.

**The teacher told me that my presentation was very good. The whole class clapped when I was finished.**

Which sentence should finish this paragraph?

Tier 1

A.



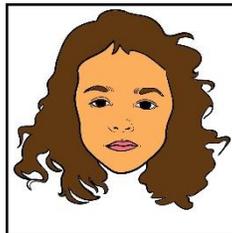
I went home and watched TV.

B.



I felt so proud of my hard work.

C.



My best friend, Kayli, has curly hair.

Reporting Category	Writing
Content Connector	<b>6.W.3.3.a.6:</b> Write narrative compositions in a variety of forms.
IAS Standard	<p><b>6.W.3.3:</b> Write narrative compositions in a variety of forms that –</p> <ul style="list-style-type: none"> <li>● Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).</li> <li>● Organize an event sequence (e.g. conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one timeframe or setting to another.</li> <li>● Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>● Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> <li>● Provide an ending that follows from the narrated experiences or events.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p> <p>Use “story” instead of “narrative.”</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p>

Construct-Relevant Vocabulary	story
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> The student will determine an appropriate beginning for a narrative.</p>
	<p><b>Tier 2</b> The student will determine an appropriate beginning or ending for a narrative.</p>
	<p><b>Tier 3</b> The student will determine a possible resolution for a problem within a narrative.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<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>
<b>Sample Item</b>	
<b>Tier 2</b>	<p>Which sentence would be a beginning for a story about a fun visit to the zoo?</p> <p>A. The zoo will be closed next Monday.</p> <p>B. Animals should not be kept captive at the zoo!</p> <p><b>C. Yesterday, my friend and I went to the zoo to see pandas.</b></p>

Reporting Category	Writing
Content Connector	<b>6.W.6.1a.a.1:</b> Accurately use a variety of pronouns, including subject, object, possessive, and reflexive.
IAS Standard	<b>6.W.6.1a:</b> Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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	pronoun
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Given a sentence, the student will select the correct pronoun. (Subject pronoun only)
	<b>Tier 2</b> Given a sentence, the student will select the correct pronoun. (Subject or object pronouns)
	<b>Tier 3</b> Given a sentence, the student will select the correct pronoun. (Subject, object, possessive, or reflexive pronouns)

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><b>After playing outside in the mud and the rain, Kevin and his dog were both very dirty. Kevin washed his dog and then he washed _____.</b></p> <p>Which pronoun belongs in the blank?</p> <p>A. him</p> <p><b>B. himself</b></p> <p>C. themselves</p>

Reporting Category	Writing
Content Connector	<b>6.W.6.1a.a.2:</b> Recognize and correct vague pronouns.
IAS Standard	<b>6.W.6.1a:</b> Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
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	pronoun
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> Given a sentence with a vague pronoun, the student will identify a sentence that corrects the error.
	<b>Tier 2</b> Given a sentence with a vague pronoun, the student will identify a sentence that corrects the error.
	<b>Tier 3</b> Given a sentence with a vague pronoun, the student will identify a sentence that corrects the error.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible

	for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	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.
<b>Sample Item</b>	
<b>Tier 3</b>	<p>Read the sentence.</p> <p><b>It is helpful to make a list.</b></p> <p>We are not sure what "it" is in the sentence. Which sentence fixes this problem?</p> <p><b>A. Making a list is helpful.</b></p> <p>B. It is helpful when we make a list.</p> <p>C. It helps to make a list.</p>

Reporting Category	Writing
Content Connector	<b>6.W.6.1e.a.1:</b> Write simple, compound, complex, and compound-complex sentences.
IAS Standard	<b>6.W.6.1e:</b> Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
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	compound, simple, complex
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify a simple sentence.
	<b>Tier 2</b> The student will identify a simple sentence.
	<b>Tier 3</b> The student will identify a compound or complex sentence.
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review

Visual and Auditory Considerations	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 2	Which group of words makes a sentence?  A. Because I didn't want to clean my room.  <b>B. She went to school early on Monday.</b>  C. Kelly, the other student in the back.

Reporting Category	Writing
Content Connector	<b>6.W.6.1e.a.2:</b> Recognize sentence fragments and run-ons.
IAS Standard	<b>6.W.6.1e:</b> Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
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	fragment, run-on
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<b>Tier 1</b> The student will identify the group of words that make a sentence (distractors are sentence fragments without either punctuation or capitalization).
	<b>Tier 2</b> The student will identify a complete sentence (distractors are sentence fragments).
	<b>Tier 3</b> The student will identify a complete sentence (distractors are run-on sentences and fragments).

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. 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. went to the store.</p> <p>B. <b>Bob went to the store.</b></p> <p>C. To the store</p>

Updated 10/2020

Reporting Category	Writing
Content Connector	<b>6.W.6.2b.a.1:</b> Use commas, parentheses, and/or dashes in writing to set off nonrestrictive/ parenthetical elements.
IAS Standard	<p><b>6.W.6.2b:</b> Punctuation –</p> <ul style="list-style-type: none"> <li>Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	comma, parentheses
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will choose the sentence that has commas used correctly.</p>
	<p><b>Tier 2</b></p> <p>The student will select the sentence that uses parentheses correctly.</p>
	<p><b>Tier 3</b></p> <p>The student will select the sentence that uses both commas and parentheses 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>Which sentence correctly uses parentheses?</p> <p>A. <b>Please use things to keep you safe (a helmet and elbow pads).</b></p> <p>B. Riding bikes with friends is (fun).</p> <p>C. Stop at the stop sign and (look for) traffic.</p>

Reporting Category	Writing
Content Connector	<b>6.W.6.2b.a.2:</b> Use semicolons to connect main clauses and colons to introduce a list or quotation.
IAS Standard	<p><b>6.W.6.2b:</b> Punctuation –</p> <ul style="list-style-type: none"> <li>• Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</li> <li>• Using semicolons to connect main clauses and colons to introduce a list or quotation.</li> </ul>
Content Limits	<p>Items are not passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Any necessary stimulus should be written with clear language following the rules for “plain language.”</p> <p>Any necessary stimulus should be focused on functional/real life pertinent activities.</p> <p>Any necessary stimulus text complexity should increase as the tiers increase.</p> <p>Tier 1 distractors should demonstrate a clearly incorrect understanding of the skill assessed.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	semicolon, colon
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b> N/A</p>
	<p><b>Tier 2</b> The student will identify a sentence that uses a semicolon appropriately.</p>
	<p><b>Tier 3</b> The student will identify a sentence that uses a semicolon appropriately.</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 correctly uses a semicolon?</p> <p>A. Pluto is no longer; called a planet</p> <p>B. When water is; heated the water boils.</p> <p><b>C. It can be very hot on the moon; it can also be very cold.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LH.2.1.a.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
IAS Standard	<b>6-8.LH.2.1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.
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
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student can identify a piece of evidence from a secondary source that supports a given fact or statement.</p>
	<p><b>Tier 2</b></p> <p>The student can identify a piece of evidence from a secondary source that supports a given fact or statement.</p>
	<p><b>Tier 3</b></p> <p>The student can identify a piece of evidence from a secondary source that supports a given fact or statement.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
Tier 3	<p>[Stimulus: Passage about George Washington]</p> <p>Read the sentence from the passage.</p> <p><b>George Washington was an important founder of our country.</b></p> <p>Which sentence from the passage supports this idea?</p> <p>A. "He was the first president of the United States."</p> <p>B. "He was born on a farm in Virginia."</p> <p>C. "He was a good dancer and enjoyed music."</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
IAS Standard	<b>6-8.LH.2.2:</b> Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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	central idea, summary
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the central idea of the text.</p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the central idea of the text.</p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the central idea of the text.</p> <p>The student will identify an accurate summary of a text.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic. Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations	Graphics will be provided in formats that are accessible to students 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>[Stimulus: Passage about Rosa Parks' bravery]</p> <p>What is the central idea of the passage?</p> <div style="text-align: center;">  <p>A.</p> <p><b>Rosa Parks was brave.</b></p> </div> <div style="text-align: center;">  <p>B.</p> <p><b>Rosa Parks went to work every day.</b></p> </div>



C.

Rosa Parks grew up on a farm.

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LH.3.1.a.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
IAS Standard	<b>6-8.LH.3.1:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
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) Multiple Select (MS)
Construct-Relevant Vocabulary	meaning
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a word supported by clear context in a history/social studies text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a word supported by clear context in a history/social studies text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the meaning of a word (including domain-specific words) supported by context in a history/social studies 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 1	<p>[Stimulus: Passage about Native American contributions to society]</p> <p>According to the passage, what is “agriculture”?</p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <div style="margin-right: 10px;">A.</div>  </div> <p style="margin-left: 40px;"><b>farming</b></p> <div style="display: flex; align-items: center; margin-bottom: 20px;"> <div style="margin-right: 10px;">B.</div>  </div> <p style="margin-left: 40px;">medicine</p>

	<p data-bbox="630 464 667 499">C.</p>  <p data-bbox="706 527 841 569">language</p>
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Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.3.2.a.1:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
IAS Standard	<b>6-8.LH.3.2:</b> Describe how a text presents information (e.g., sequentially, comparatively, causally).
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 use of “chronological” as vocabulary.</p> <p>Passages will need to have a clearly identifiable organizational structure appropriate to the type of text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	sequence, compare and contrast, cause and effect, problem and solution
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how information is presented sequentially.</p>
	<p><b>Tier 2</b></p> <p>The student will determine how a text presents information.</p>
	<p><b>Tier 3</b></p> <p>The student will determine how a text presents 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	
<b>Tier 3</b>	<p>How does the author present information about Greek and Roman culture in the passage?</p> <p>A. problem and solution</p> <p>B. cause and effect</p> <p>C. comparison and contrast</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.3.3.a.1:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
IAS Standard	<b>6-8.LH.3.3:</b> Identify aspects of a text that reveal an author’s perspective or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
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 the use of “perspective” as vocabulary.</p> <p>Passage must have a clear perspective or purpose.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an author’s explicit purpose or an author’s explicit perspective about a topic.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose or an author’s perspective about a topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify details that support an author’s purpose or perspective.</p>

Accessibility and Accommodation Considerations	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>
Linguistic Complexity	To be determined after IDOE review
Visual and Auditory Considerations:	<p>Graphics will be provided in formats that are accessible to students in order to understand or process information.</p> <p>Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
<b>Tier 3</b>	<p>[Stimulus: Passage about why the Supreme Court is important]</p> <p>Which sentence from the passage best supports the author's purpose?</p> <p>A. "The Supreme Court is made of up nine people."</p> <p>B. "The United States has three branches of government."</p> <p><b>C. "The Supreme Court helps our country be great."</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.4.1.a.1:</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
IAS Standard	<b>6-8.LH.4.1:</b> Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
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>Visual information clearly labeled within print and digital text.</p> <p>Use charts, graphs, photographs, or map (not videos).</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	visual
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will select the best chart, graph, picture, or map for a given purpose.</p>
	<p><b>Tier 2</b></p> <p>The student will select the best chart, graph, picture, or map present the information given.</p>
	<p><b>Tier 3</b></p> <p>The student will select best chart, graph, picture, or map to present the information given.</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. Graphics that do not contribute to the student's understanding should not be included.</p>
Sample Item	
Tier 3	<p>[Stimulus: Passage about important community services]</p> <p>Which graphic would <b>BEST</b> give information about important places in a town?</p> <p>A. a chart of how gas prices have changed over the years</p> <p>B. a picture of someone ordering food at a restaurant</p> <p><b>C. a map of where the hospital, police office, and post office are located</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LH.4.2.a.1:</b> Distinguish among fact, opinion, and reasoned judgment in a text.
IAS Standard	<b>6-8.LH.4.2:</b> Distinguish among fact, opinion, and reasoned judgment 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>Avoid the term “reasoned judgment.”</p> <p>Use obvious, well-known facts.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	fact, opinion
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a statement that is a fact.</p>
	<p><b>Tier 2</b></p> <p>The student will identify a statement that is either a fact or opinion.</p>
	<p><b>Tier 3</b></p> <p>The student will identify statements that are facts, opinions, or reasoned judgments.</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 school leaders]</p> <p>Which sentence from the passage is an opinion?</p> <p>A. Each class has a teacher.</p> <p><b>B. The principal is the most important person in the school.</b></p> <p>C. Janitors help keep the school clean.</p>

Reporting Category	Writing
Content Connector	<b>6-8.LH.5.1.a.1:</b> Write arguments focused on discipline-specific content.
IAS Standard	<b>6-8.LH.5.1:</b> Write arguments focused on discipline-specific content.
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	argument
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an argumentative statement related to discipline-specific content.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an argumentative statement related to discipline-specific content.</p>
	<p><b>Tier 3</b></p> <p>The student will select an appropriate/correct argument to match the given support related to discipline-specific content.</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>Brenna is writing about voting.</p> <p>She writes this sentence:</p> <p><b>People worked hard to make sure we have the right to vote.</b></p> <p>Which argument does this sentence support?</p> <p>A. Everyone should vote.</p> <p>B. Voting takes too much time.</p> <p>C. Your vote is worthless.</p>

Reporting Category	Writing
Content Connector	<b>6-8.LH.5.2.a.1:</b> Write informative texts, including analyses of historical events.
IAS Standard	<b>6-8.LH.5.2:</b> Write informative texts, including analyses of historical 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	informative
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will determine what is an informative statement.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an informative statement appropriate for a brief paragraph about a historical event.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an informative statement appropriate for a brief paragraph about a historical 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
Auditory and Visual 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 would fit into an informative paragraph about the first Indianapolis 500 race?</p> <p>A. Race cars are cool.</p> <p><b>B. The first Indianapolis 500 race was in 1911.</b></p> <p>C. Indiana has an interesting history.</p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LST.2.1.a:</b> Cite specific textual evidence to support analysis of science and technical texts.
IAS Standard	<b>6-8.LST.2.1:</b> Cite specific textual evidence to support analysis of science and technical texts.
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, evidence, support
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will select a detail to support an explicit idea from the text.</p>
	<p><b>Tier 2</b></p> <p>The student will select a detail to support an idea from the text.</p>
	<p><b>Tier 3</b></p> <p>Given an idea from the text, the student will identify supporting details.</p>
<b>Accessibility and Accommodation Considerations</b>	
Stimulus Graphic Limitations	<p>Stimulus graphics will be limited to clear photos, illustrations, diagrams, tables, and charts that directly relate to the passage topic.</p> <p>Information contained within stimulus graphics is ineligible for assessment unless specifically prescribed by Content Connector and/or evidence statements.</p>

Linguistic Complexity	To be determined after IDOE review
Auditory and Visual 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>
<b>Sample Item</b>	
<b>Tier 3</b>	<p>[Stimulus: Passage about polar bears]</p> <p>Read this sentence from the passage.</p> <p><b>Polar bears are good at living in cold places.</b></p> <p>Which detail supports this idea?</p> <p>A. Polar bears eat seals.</p> <p>B. Polar bears can weigh up to 1500 pounds.</p> <p><b>C. Polar bears have black skin to help them stay warm.</b></p>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LST.2.2.a:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
IAS Standard	<b>6-8.LST.2.2:</b> Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p>
Recommended Response Mechanisms	Multiple Choice (MC) Multiple Select (MS)
Construct-Relevant Vocabulary	central idea, summary
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the central idea of the text.</p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the central idea of the text.</p> <p>The student will identify a detail to include in a summary of a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the central idea of the text.</p> <p>The student will identify an accurate summary of a 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 3	<p>[Stimulus: Passage about self-driving cars]</p> <p>What is the central idea of the passage?</p> <ul style="list-style-type: none"> <li>A. Self-driving cars automatically follow traffic laws.</li> <li><b>B. Self-driving cars will make travel safer in the future.</b></li> <li>C. Self-driving cars are less expensive than regular cars.</li> </ul>

Reporting Category	Key Ideas & Textual Support/Vocabulary
Content Connector	<b>6-8.LST.3.1.a:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
IAS Standard	<b>6-8.LST.3.1:</b> Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
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) Multiple Select (MS)
Construct-Relevant Vocabulary	meaning
Cognitive Complexity	3
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the meaning of a word supported by clear context in a science/technical text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the meaning of a word supported by clear context in a science/technical text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the meaning of a word (including domain-specific words) supported by context in a science/technical 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>[Stimulus: Passage about pollution]</p> <p>What is "pollution"?</p> <p><b>A. something that hurts the environment</b></p> <p>B. something that helps things grow</p> <p>C. something that makes us healthy</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.3.2.a:</b> Describe the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
IAS Standard	<b>6-8.LST.3.2:</b> Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
Content Limits	<p>Items must be passage based.</p> <p>Tier 1 and 2 items should avoid the word “best” in the stem.</p> <p>Tier 1 items should contain picture support in answer choices when possible to aid comprehension.</p> <p>Tier 2 items can contain picture support in answer choices.</p> <p>Tier 3 items should not contain picture support.</p> <p>Tier 1 distractors should demonstrate clearly incorrect understanding of events or details in the passage.</p> <p>Tier 2 distractors should be possible misunderstanding of events or details in the passage or unrelated details or events in the passage.</p> <p>Avoid use of “chronological” as vocabulary.</p> <p>Passages will need to have a clearly identifiable organizational structure appropriate to the type of text.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	beginning, middle, end, in order
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify how information is presented sequentially.</p>
	<p><b>Tier 2</b></p> <p>The student will determine how a text presents information.</p>
	<p><b>Tier 3</b></p> <p>The student will determine how a text presents 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: Passage about how to do a science experiment with paper and glue]</p> <p>Why does the author write "Next, get some paper"?</p> <p><b>A. to tell what order to do things</b></p> <p>B. to explain that the author likes paper</p> <p>C. to describe how paper is different from glue</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.3.3.a:</b> Describe the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.
IAS Standard	<b>6-8.LST.3.3:</b> Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment 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>Avoid use of “conveys” as vocabulary.</p> <p>Passage must have a clear purpose.</p>
Recommended Response Mechanisms	Multiple Choice (MC)
Construct-Relevant Vocabulary	purpose, explanation
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an explicit author’s purpose.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an author’s purpose.</p>
	<p><b>Tier 3</b></p> <p>The student will choose a sentence that conveys the purpose of a 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>[Stimulus: Passage about building a birdhouse]</p> <p>What is the author's purpose of this passage?</p> <p><b>A. to explain how to build something</b></p> <p>B. to explain how to draw something</p> <p>C. to explain how to cook something</p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.4.1.a:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
IAS Standard	<b>6-8.LST.4.1:</b> Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., <i>in a flowchart, diagram, model, graph, or table</i> ).
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	flowchart, diagram, model, graph, table
Cognitive Complexity	4
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify the appropriate visual element (e.g., basic diagram/model) based on a simple piece of information (e.g., title) from a text.</p>
	<p><b>Tier 2</b></p> <p>The student will identify the appropriate visual element based on a text.</p>
	<p><b>Tier 3</b></p> <p>The student will identify the appropriate visual element based on a 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>[Stimulus: Passage about recycling]</p> <p>Which chart from the passage gives information about things we can recycle?</p> <p>A. the map called "Where to Recycle"</p> <p>B. the graph called "The Cost of Recycling"</p> <p><b>C. the chart called "What to Recycle"</b></p>

Reporting Category	Structural Elements and Organization/Connection of Ideas/Media Literacy
Content Connector	<b>6-8.LST.4.2.a:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
IAS Standard	<b>6-8.LST.4.2:</b> Distinguish among facts, reasoned judgment based on research findings, and speculation 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>Avoid the use of “speculation” and “reasoned judgement” as vocabulary.</p>
Recommended Response Mechanisms	<p>Multiple Choice (MC)</p> <p>Multiple Select (MS)</p> <p>Table Match (TM)</p>
Construct-Relevant Vocabulary	opinion, fact
Cognitive Complexity	2
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify a statement that is fact.</p>
	<p><b>Tier 2</b></p> <p>The student will distinguish between fact and judgement or speculation.</p>
	<p><b>Tier 3</b></p> <p>The student will distinguish between fact and judgement or speculation.</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 growing a bean plant]</p> <p>Which sentence from the passage is a fact?</p> <p><b>A. The plant will need to be watered.</b></p> <p>B. The plant will grow very tall.</p> <p>C. Everyone will love eating the beans.</p>

Reporting Category	Writing
Content Connector	<b>6-8.LST.5.1.a:</b> Write arguments focused on discipline-specific content.
IAS Standard	<b>6-8.LST.5.1:</b> Write arguments focused on discipline-specific content.
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	argument
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will identify an argumentative statement related to discipline-specific content.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an argumentative statement related to discipline-specific content.</p>
	<p><b>Tier 3</b></p> <p>The student will select an appropriate/correct argument to match the given support related to discipline-specific content.</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 why pandas should not be kept in zoos.]</p> <p>Read the sentence form the passage.</p> <p><b>Pandas need more space than a zoo can provide.</b></p> <p>Which argument does this sentence support?</p> <p>A. Pandas are very interesting animals.</p> <p><b>B. Pandas belong in their natural habitat.</b></p> <p>C. Pandas eat too much bamboo.</p>

Reporting Category	Writing
Content Connector	<b>6-8.LST.5.2.a:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
IAS Standard	<b>6-8.LST.5.2:</b> Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.
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	informative, process
Cognitive Complexity	5
<b>Evidence Statements</b>	
Evidence Statements	<p><b>Tier 1</b></p> <p>The student will determine what is an informative statement.</p>
	<p><b>Tier 2</b></p> <p>The student will identify an informative statement appropriate for a brief paragraph about a scientific topic.</p>
	<p><b>Tier 3</b></p> <p>The student will identify an informative statement appropriate for a brief paragraph about a scientific 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>Which sentence will fit into a paragraph about phases of the moon?</p> <p>A. <b>The moon orbits around the Earth</b></p> <p>B. There eight planets in our solar system.</p> <p>C. The Sun is a star, not a planet.</p>