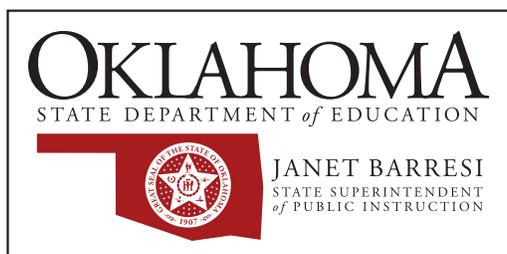


**OKLAHOMA SCHOOL TESTING PROGRAM  
OKLAHOMA MODIFIED ALTERNATE  
ASSESSMENT PROGRAM**

# **Test and Item Specifications**

Reading  
Grade 3



2011–2012 Edition

Oklahoma State Department of Education  
Oklahoma City, Oklahoma

Revised  
May 2010

# OKLAHOMA CORE CURRICULUM TESTS TEST AND ITEM SPECIFICATIONS

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### *Purpose*

The purpose of the Grade 3 Reading Test is to measure Oklahoma students' level of proficiency. On this test, students are required to respond to a variety of items linked to the third-grade reading content standards identified in the *Priority Academic Student Skills* (PASS). All Reading test forms will assess the identified standards and objectives listed below. The following standards and objectives are intended to summarize the knowledge as identified in PASS.

<b>PASS Content Standards and Objectives</b>
<b>Vocabulary</b> <ul style="list-style-type: none"><li>• Words in Context (2.1)</li><li>• Affixes (2.2)</li><li>• Synonyms, Antonyms, and Homonyms/Homophones (2.3)</li><li>• Using Resource Materials (2.4)</li></ul>
<b>Comprehension/Critical Literacy</b> <ul style="list-style-type: none"><li>• Literal Understanding (4.1)</li><li>• Inferences and Interpretation (4.2)</li><li>• Summary and Generalization (4.3)</li><li>• Analysis and Evaluation (4.4)</li></ul>
<b>Literature</b> <ul style="list-style-type: none"><li>• Literary Elements (5.2)</li><li>• Figurative Language/Sound Devices (5.3)</li></ul>
<b>Research and Information</b> <ul style="list-style-type: none"><li>• Accessing Information (6.1)</li></ul>

**PEARSON**

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### *General Considerations*

Each third-grade-level passage will contain identifiable key concepts with relevant supporting details. Each passage will be appropriate for determining the purpose for reading, analyzing character traits, compare/contrast, problem/solution, interpretation, application, analysis, synthesis, drawing conclusions, making an inference, being conducive for vocabulary analogies, and relevant reading tasks as defined by the *Priority Academic Student Skills (PASS)* for third-grade reading.

The passages will be well written, have a variety of sentence types and lengths, may include dialogue, reflect Oklahoma's cultural diversity, and possess sufficient structural integrity to allow them to be self-contained. Reading passages will reflect a balance of genres from narrative and expository texts.

All passages will be reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages will avoid subject matter that might prompt emotional distress. Permission to use selections from copyrighted material will be obtained as necessary.

The majority of the selections used for the reading test will include authentic literature; a minor portion may be selected from commissioned works. The reading test form will include two to three narrative literary selections of 200 to 600 words and two to three expository stories, one of which will be functional. Each passage will generate six to ten multiple-choice questions from various *PASS* standards, including vocabulary meaning, meanings of foreign words, and use of words—meaning resources in addition to context.

It is necessary to create test items that are reliable, fair, and targeted to the *PASS* standards listed on the following pages. There are some general considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all content standards and objectives listed in the Test Blueprint for third-grade reading.
2. Test items attempt to focus on content that is authentic and that third-grade students can relate to and understand.
3. Test items are worded precisely and clearly.
4. All items are reviewed to eliminate language that shows bias or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.
5. All answer choices in multiple-choice items (the key and all distractors) are similar in length and in syntax. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks or sounds different from the other answer choices. Distractors are created so that students reason their way to the correct answer rather than simply identify incorrect responses because of a distractor's obviously inappropriate nature. Distractors should always be plausible (but incorrect) in the context of the item stem. Correct responses are approximately equally distributed among A's, B's, and C's.

### *Universal Test Design Considerations*

Universal design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Modified Alternate Assessment Program, modifications have been made to some items that simplify and clarify instructions, and provide maximum readability, comprehensibility, and legibility. This includes such things as reduction of language load in content areas other than Reading, increased font size, fewer items per page, and boxed items to assist visual focus.

**Universal Modifications**

- Minimize the number of questions on the page (limit to 2 or 3).
- Use a larger font size.
- Provide only three answer options instead of four.
- Highlight the main points in the question or passage by underlining and using boldface.
- Allow for the same accommodations as in the standard assessment.
- Avoid questions that require students to select the better/best answer.
- Be consistent in wording of directions across grades and subjects.
- Minimize the use of pronouns and prepositional phrases.
- Avoid the use of multiple-meaning words and words that can function as more than part of speech.
- Enlarge art when possible.
- Simplify art when possible, (i.e. removing unnecessary labels, use less gray scale, use thicker lines when outlining, etc.).
- Box informational text in an item.
- Bullet information when possible (e.g. bullet detailed information or processes).
- Reduce reading load of stem, stimuli, and answer options when possible.
- Use Verdana font.
- Revise answer options to address parallelism and minimize outliers.

**Reading Passages and Items**

- Display passages in a one-column format.
- Break passages into smaller portions.
- Place the questions that pertain to the smaller portion underneath or on a page facing that section.
- Add a word bank as needed for grades 3-5.
- Use footnotes for grades 6–8 and English II.
- Put items in order of appearance in the passage.
- Delete extraneous information including irrelevant material and unnecessary words in items or graphics (e.g. remove “most likely”).
- Delete one part of a compound answer choice when possible.
- Change passive voice to active voice when appropriate.
- Eliminate answer choices that give students the option of making no changes to the item.
- Direct student attention to graphics.
- Simplify visual complexity of graphics.

Below is an example of an OCCT item followed by a modified version of the item. The modified version of the item was created using the modification list on pages 5 and 6.

**Non-Modified OCCT PASS Sample Test Item:**

**Based on the title, what could a student predict this passage would be about?**

- A** food
- B** prizes
- C** a little boy
- D** a local bakery

**Modified OMAAP PASS Sample Test Item:**

**After reading the title, what can a reader predict this passage is about?**

- (A)** children
- (B)** prizes
- (C)** food

***Multiple-Choice Item Rules***

- All items clearly indicate what is expected in a response and help students focus on their response.
- Each multiple-choice item has a stem (question, statement, or incomplete statement and/or graphic component) and three answer (or completion) options, only one of which is correct.
- Multiple-choice item stems present a complete problem so that students know what to do before looking at the answer choices; students should not need to read all answer choices before knowing what is expected.

In summary, reading-test items ask questions that address issues of importance in a text, and the questions are consequential, concise, focused, and fair.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed or modified items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

### ***Test Structure, Format, and Scoring***

The test will consist of 40 operational multiple-choice items, which will be written at a third-grade reading level and will include three responses from which to choose the correct answer and two distractors.

Each multiple-choice item is scored as correct or incorrect. The student's raw score is converted to a scaled score using the number-correct method

<b>Content Assessment</b>	<b>Total Items</b>	<b>Total Operational Items*</b>	<b>Total Field Test Items</b>
Reading Grade 3	51	43	8

\*Operational items may be dropped from total item counts due to student performance data.

### ***Test Alignment with PASS***

<b>Criteria for Aligning the Test with the <i>PASS</i> Standards and Objectives</b>	
<b>1. Categorical Concurrence</b>	The test is constructed so that there are at least six items measuring each <i>PASS</i> standard, with the content category consistent with the related standard. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.
<b>2. Depth of Knowledge Consistency</b>	The test is constructed using items from a variety of Depth of Knowledge levels that are consistent with the processes students need in order to demonstrate proficiency for each <i>PASS</i> objective.
<b>3. Range of Knowledge Correspondence</b>	The test is constructed so that at least 50% of the objectives for a <i>PASS</i> standard are assessed.
<b>4. Balance of Representation</b>	The test is constructed according to the Test Blueprint, which reflects the degree of representation given on the test to each <i>PASS</i> standard and objective in terms of the percent of total test items measuring each standard and the number of test items measuring each objective.
<b>5. Source of Challenge</b>	Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted <i>PASS</i> skill or concept being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

**Oklahoma School Testing Program  
Oklahoma Modified Alternate Assessment Program  
Grade 3 Reading  
Test Blueprint  
School Year 2010–2011**

The Test Blueprint reflects the degree to which each *PASS* standard and objective is represented on the test. The overall distribution of operational items in a test form is intended to look as follows:

<i>PASS</i> Standards & Objectives	Ideal Number of Items	Ideal <sup>1</sup> Percentage of Items
<b>Vocabulary (2.0)</b>	<b>9–11</b>	<b>21%–26%</b>
Words in Context (2.1)	2–4	
Affixes (2.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (2.3)	2–4	
Using Resource Materials (2.4)	1–3	
<b>Comprehension/Critical Literacy (4.0)</b>	<b>18–20</b>	<b>42%–47%</b>
Literal Understanding (4.1)	4–6	
Inferences and Interpretation (4.2)	4–6	
Summary and Generalization (4.3)	4–6	
Analysis and Evaluation (4.4)	2–4	
<b>Literature (5.0)</b>	<b>6–7</b>	<b>14%–16%</b>
Literary Elements (5.2)	6–7	
Figurative Language/Sound Devices (5.3)	6–7	
<b>Research and Information (6.0)</b>	<b>6–7</b>	<b>14%–16%</b>
Accessing Information (6.1)	6–7	
<b>Total Test</b>	<b>40–43<sup>2</sup></b>	<b>100%</b>

<sup>1</sup> Percentages are approximations and may result in a sum other than 100 due to rounding.

<sup>2</sup> The actual number of items scored for a student may be slightly lower pending a review of item statistics.

- Student performance on the multiple-choice test will be reported at the standard level. A minimum of 6 items is required to report a standard. While the actual numbers of items on the test may not match the blueprint exactly, each future test will move toward closer alignment with the ideal blueprint.

### *Overview of Item Specifications*

For each *PASS* standard, item specifications are organized under the following headings:

- *PASS* Standard and *PASS* Objective
- Item Specifications
  - a. Emphasis
  - b. Stimulus Attributes
  - c. Format
  - d. Content Limits
  - e. Distractor Domain
  - f. Sample Test Items

The headings “*PASS* Standard” and “*PASS* Objective” state the standard and objective being measured as found in the reading section of the *PASS* document.

The heading “Item Specifications” highlights important points about the item’s emphasis, stimulus attributes, format, content limits, and distractor domain. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single content standard as the primary concept.

All items will assess objectives using only depth-of-knowledge levels 1, 2, or 3. Descriptions of the depth-of-knowledge levels for Reading Grade 3 are as follows:

#### **Reading/Literature**

**Level 1** requires students to recall, observe, question, or represent facts or simple skills or abilities. Requires only surface understanding of text, often verbatim recall.

Examples:

- Support ideas by reference to details in text.
- Use dictionary to find meaning.
- Identify figurative language in passage.
- Identify correct spelling or meaning of words.

**Level 2** requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text. Involves ordering and classifying text, as well as identifying patterns, relationships, and main points.

Examples:

- Use context to identify unfamiliar words.
- Predict logical outcome.
- Identify and summarize main points.
- Apply knowledge of conventions of Standard American English.
- Compose accurate summaries.
- Make general inferences and predictions for a portion of a text.

**Level 3** requires students to go beyond the text. Requires students to explain, generalize, and connect ideas. Involves inferencing, prediction, elaboration, and summary. Requires students to support positions using prior knowledge and to manipulate themes across passages.

Examples:

- Determine effect of author’s purpose on text elements.
- Summarize information from multiple sources.
- Critically analyze literature.
- Compose focused, organized, coherent, purposeful prose.
- Make explanatory and descriptive inferences and interpretations across an entire passage.

### *Depth of Knowledge Assessed by Test Items*

The test will approximately reflect the following depth of knowledge distribution of items:

Depth of Knowledge	Percentage of Items
Level 1—Recall	20–25%
Level 2—Basic Reasoning	60–65%
Level 3—Complex and Extended Reasoning	10–15%

This is the ideal depth of knowledge distribution of items. There may be slight differences in the actual distribution of the upcoming testing session.

#### **Note about the Item Specifications and Sample Items:**

**With the exception of content limits, the item specifications give suggestions of what might be included and do not give an exhaustive list of what can be included.**

**These sample test items are not intended to be definitive in nature or construction, as the stimuli and test items may differ from one test form to another, as may their presentation.**

**PRIORITY ACADEMIC STUDENT SKILLS (PASS)****Grade 3****Reading**

Asterisks (\*) have been used to identify standards and objectives that are not assessed by the Oklahoma School Testing Program (OSTP) in the original *PASS* curriculum.

**Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.**

**\*Standard 1: Phonics/Decoding—The student will apply sound-symbol relationships to decode words.**

1. Phonetic Analysis—Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).
2. Structural Analysis—Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

**Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.**

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms/Homophones—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.
4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

**\*Standard 3: Fluency—The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Engage in repeated readings of the same text to increase fluency.
4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.
5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in texts with appropriate phrasing as a guide to understanding meaning.

**Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.**

1. Literal Understanding
  - a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
  - b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
  - c. Recall major points in a text and revise predictions about what is read.
  - d. Show understanding by asking questions and supporting answers with literal information from the text.
2. Inferences and Interpretation
  - a. Make inferences by connecting prior knowledge and experience with information from the text.
  - b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.
  - c. \*Participate in creative response to text (e.g., art, drama, and oral presentations).

3. Summary and Generalization
  - a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
  - b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
  - c. Produce summaries of fiction and nonfiction text, highlighting major points.
4. Analysis and Evaluation
  - a. Analyze characters including their traits, relationships, feelings, and changes in text.
  - b. Distinguish between fact and opinion in nonfiction text.
  - c. Analyze the causes, motivations, sequences, and results of events from a text.
5. \*Monitoring and Correction Strategies
  - a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense).
  - b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
  - c. Clarify meaning by rereading, questioning, and modifying predictions.

**Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.**

1. \*Literary Genres—Demonstrate knowledge of and appreciation for various forms (genres) of literature.
  - a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
  - b. Read, understand, and discuss a variety of genres.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
  - b. Recognize themes that occur across literary works.  
Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado.  
Discuss the theme of “everyone is unique” that occurs in both stories.

3. **Figurative Language and Sound Devices**—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, and alliteration).

**Standard 6: Research and Information**—The student will conduct research and organize information.

1. **Accessing Information**—The student will select the best source for a given purpose.
  - a. Alphabetize to the third letter.
  - b. Use guide words to locate words in dictionaries and topics in encyclopedias.
  - c. Access information from charts, maps, graphs, schedules, directions, and diagrams.
  - d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
  - e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
2. **\*Interpreting Information**—The student will analyze and evaluate information from a variety of sources.
  - a. Begin the research process by selecting a topic, formulating questions, and identifying key words.
  - b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
  - c. Compile information into summaries of information.
  - d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple-choice, true/false, and short answer.

*Reading Passages***Joshua's Circus Rabbit**

- 1 Joshua's teacher, Mr. Santos, was helping the class plan for Visitors' Night. "Let's make our room look like a circus. We can hang up pictures of clowns and tents. We can put other circus items around the room. Your visitors will feel like they are at a circus!"

**Part 2**

- 2 Mandy raised her hand and asked, "Can we make a circus train? I have a book that shows one filled with wild animals. We could make one from wagons and stuffed animals."
- 3 Everyone liked Mandy's idea. Joshua and two other children offered to bring their wagons to school. Mr. Santos asked others to bring in stuffed animals.
- 4 On the way home from school, Joshua thought and thought. He used to have stuffed elephants, monkeys, rabbits, bears, and tigers when he was younger. Last year, though, he had given them away. Now he had only one stuffed animal—a rabbit named "Pinky." It was special to Joshua because his grandmother had given it to him when he was a baby. But who had ever heard of a pink circus rabbit?

**Part 3**

- 5 Joshua went straight to his room when he got home. He picked up Pinky. He touched her button nose, furry ears, and cute tail. How could he make a pink rabbit look like a circus animal?
- 6 First, Joshua tried tying Pinky's ears back. She still looked like a rabbit. Then, he covered her with strips of black tape. She looked like a silly pink tiger. Next, Joshua made lion hair from yellow string. When he put it on Pinky, she looked like a rabbit with a mop on her head! Joshua gave up.
- 7 In the morning, he had to decide what to do. Should he take Pinky to school in his wagon? Finally, he put her in his wagon and pulled it to school. He found a surprise there! Mandy had brought her stuffed

**Continue reading "Joshua's Circus Rabbit"**

cat. One boy had brought a toy chicken and baby chicks. Another student had brought a stuffed dog. Of course, there were lots of tigers, lions, elephants, and monkeys, too.

8 "Let's make a circus pet wagon!" Joshua said.

9 Mr. Santos helped the class make a sign for the last wagon in the circus train. It said, "Circus Pets." Joshua placed the cat, chicken, chicks, and dog in their special wagon, right behind Pinky the rabbit.

## Tasty Treats in Ten Words or Less

- 1 “Whoa! Look out!” Mr. Corcoran called as Benny charged in the bakery door. “It’s lucky I saw you coming, young man. If I hadn’t, you would have knocked me down and this tray full of cookies would have gone with me!”

### Part 2

**motto**—a short saying about an idea

**decision**—act of making up your mind

**advertisement**—a notice that calls attention

- 2 “Sorry, Mr. Corcoran,” Benny gasped. “I was excited because I heard about your contest. I guess I hurried too much. You’ll still let me enter, won’t you?”
- 3 “I couldn’t leave you out, Ben,” Mr. Corcoran said kindly. “You’re one of my best customers. You know every goody this bakery sells. And I believe the chocolate-chip peanut-butter muffin is your favorite.” Mr. Corcoran sighed. “That big, new grocery store has its own bakery. We need a motto that helps people think about our bakery. Your nice words about us may be among the best. And we need them!”
- 4 “I’ll do my best, Mr. Corcoran,” said Benny. “The \$100 prize would buy the guitar I’ve been wanting. I wouldn’t be unhappy to win second prize either. Imagine a free muffin every week for a whole year!”
- 5 “Better not count your muffins or money just yet,” Mr. Corcoran laughed. “Remember, the decision won’t be up to me. The judges are leaders of the company. You know I will root for you, though. So, take this information sheet and get started!”
- 6 Benny took the sheet and bought one of his favorite muffins. As he sat at a table eating, he read the advertisement.

## Elephants and Their Trunks

- 1 Elephants are interesting animals with large ears, a long trunk, and short legs. They use their legs to stand and walk. Unlike lions and tigers, an elephant cannot use its legs to jump or run fast. But elephants do have something that most animals do not have—a trunk!
- 2 It is difficult for an elephant to bend down to reach food on the ground because of its short, fat legs. That is why an elephant has a trunk. It uses its trunk to reach food it needs. Without its trunk, an elephant would be helpless.

### *Part 2*

- 3 An elephant uses its trunk as a monkey might use its arms and hands. The elephant can scratch an itch, pick up a tiny peanut or piece of popcorn, and touch objects with its trunk. An elephant's trunk can even wrap around a tree and pull it out of the ground.
- 4 An elephant's trunk also helps it drink water. An elephant can drink as much as 50 gallons of water each day. It does this by sucking the water into its trunk. Then the elephant squirts the water into its mouth and down its throat. An elephant's trunk is very useful!

**PASS Standard:**

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

**PASS Objective:**

1. Words in Context—Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.

**Item Specifications:****Emphasis:**

- Increase vocabulary by determining word meanings in context.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the selection.

**Content Limits:**

- The selection containing the vocabulary (in the form of a word, phrase, or expression) must have sufficient context clues for the reader to determine its meaning.
- Poetry, narrative, expository, and functional texts are used.

**Format:**

- Items require the student to identify the meanings of key concept vocabulary crucial to accurately construct the writer's intended meaning.
- To provide context, some questions may direct the student to the appropriate part of the text, while other items may use a simulated dictionary entry.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible but inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

**Modified PASS 2.1 Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

**From “Elephants and Their Trunks,” Part 2****What does squirts mean in paragraph 4?**

- Ⓐ swallows
- Ⓑ sprays
- Ⓒ rinses

**PASS Standard:**

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

**PASS Objective:**

2. Affixes—Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.

**Item Specifications:****Emphasis:**

- Comprehend new words using knowledge of affixes, roots, and stems.

**Stimulus Attributes:**

- Test items may include words and phrases that contain affixes and root words.

**Content Limits:**

- The selection containing the vocabulary word must have affixes and roots for the reader to determine a word's meaning.
- Poetry, narrative, expository, and functional texts are used.

**Format:**

- Items require the student to identify the meaning of words and key concept vocabulary crucial to accurately construct the writer's intended meaning; each item choice is context dependent.
- To provide context, some questions direct the student to the appropriate part of the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible but inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

**Modified PASS 2.2 Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

**From “Elephants and Their Trunks,” Part 1****In paragraph 2, helpless means**

- Ⓐ without help.
- Ⓑ trying to help.
- Ⓒ full of help.

**PASS Standard:**

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

**PASS Objective:**

3. Synonyms, Antonyms, and Homonyms/Homophones—Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.

**Item Specifications:****Emphasis:**

- Identify and clarify word meanings.
- Identify synonyms, antonyms, and homonyms.
- Determine the meaning of multiple meaning words.

**Stimulus Attributes:**

Test items may include phrases, sentences, and/or wording from the selection.

**Content Limits:**

- The selection containing the vocabulary word must have sufficient context clues for the reader to determine its meaning.
- Poetry, narrative, expository, and functional texts are used.

**Format:**

- Items require the student to identify the meaning of key concept words using word analysis, context clues, definition, restatement, example, and comparison and contrast.
- Key concept words are context dependent.
- To provide context, some questions direct the student to the appropriate part of the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible but inaccurate meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

**Modified PASS 2.3 Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Joshua’s Circus Rabbit,” Part 2

**In paragraph 4, an antonym for special is**

- Ⓐ different.
- Ⓑ unusual.
- Ⓒ common.

**PASS Standard:**

Standard 2: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

**PASS Objective:**

4. Using Resource Materials—Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

**Item Specifications:****Emphasis:**

- With guidance, use reference materials (glossary, dictionary, or thesaurus) to identify and clarify word meanings. For testing purposes, guidance would mean utilizing boldface text, underlining text, etc.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the selection.
- Test items may include simulated dictionary and thesaurus entries.

**Content Limits:**

- The selection containing the vocabulary word must have sufficient context clues for the reader to determine its meaning while using simulated reference materials.
- Poetry, narrative, expository, and functional texts are used.

**Format:**

- Items require the student to identify the meaning of key concept words using word analysis, context clues, definition, restatement, example, and comparison and contrast.
- Key concept words are context dependent.
- To provide context, some questions direct the student to the appropriate part of the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible but incorrect meanings of the tested word or phrase.
- Distractors may be based on the use of a word or words that sound or look like the vocabulary word but do not have the same meaning.

**Modified PASS 2.4 Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

**From “Tasty Treats in Ten Words or Less,” Part 2****root** (rōōt) **v.**

1. To dig with a snout or nose.
2. To look for something.
3. To cheer for someone.

**Which meaning best fits the way root is used in paragraph 5?**

- A** 1
- B** 2
- C** 3

**PASS Standard:**

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

**PASS Objective:**

1. Literal Understanding
  - a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
  - b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
  - c. Recall major points in a text and revise predictions about what is read.
  - d. Show understanding by asking questions and supporting answers with literal information from the text.

**Item Specifications:****Emphasis:**

- Interpret appropriately modified poetry, fiction, and nonfiction texts by predicting outcome/ effects, explaining, generalizing, restating, defining, identifying, naming, listing, and matching.
- Read and comprehend poetry, fiction, and nonfiction in an appropriately modified text.
- Use prereading strategies with assistance to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
- Recall major points from an appropriately modified text.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the selection.

**Content Limits:**

- Use verbatim or close wording to that found in the reading selection.
- Poetry, narrative, expository, and functional texts are used.

**Format:**

- Items require students to demonstrate a literal understanding of phrases, sentences, and/or wording from the selection.

**Distractor Domain:**

- In items assessing the problems, decisions, or actions for which a piece of text might be used, incorrect answer choices reflect realistic yet inappropriate purposes for reading.

**Modified PASS 4.1a Sample Test Item:**

Depth of Knowledge: 1

Correct Answer: A

**From “Joshua’s Circus Rabbit,” Part 1****Joshua’s class is getting ready for**

- A Visitor’s Night.
- B Summer Vacation.
- C Open House.

**Modified PASS 4.1a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

**From “Tasty Treats in Ten Words or Less,” Part 1****After reading the title, what can a reader predict this passage is about?**

- A children
- B prizes
- C food

**PASS Standard:**

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

**PASS Objective:**

2. Inferences and Interpretation
  - a. Make inferences by connecting prior knowledge and experience with information from the text.
  - b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.

**Item Specifications:****Emphasis:**

- Make inferences based on experiences and evidence in appropriately modified text.
- Interpret text, including lessons or morals depicted in fairytales, fables, etc.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the selection.

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- Items require the student to use prior knowledge and experience to interpret text, draw conclusions, and make inferences.

**Distractor Domain:**

- Incorrect answer choices are illogical or unsubstantiated inferences or conclusions or explicit information from the text that does not answer the question.

**Modified PASS 4.2a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “Tasty Treats in Ten Words or Less,” Part 2

**In paragraph 4, how does Benny feel about entering the contest?**

- A** excited
- B** worried
- C** frightened

**PASS Standard:**

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

**PASS Objective:**

3. Summary and Generalization
  - a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.
  - b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).
  - c. Produce summaries of fiction and nonfiction text, highlighting major points.

**Item Specifications:****Emphasis:**

- Integrate and relate ideas by making generalizations about text.
- Using modified text, summarize by identifying main ideas and key actions.
- Using modified text, make generalizations about a text (e.g., theme of a story or main idea of an informational text).

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the selection.

**Content Limits:**

- Narrative, expository, and functional texts are used.
- The selection must contain a clear central purpose and a main idea (stated or implied).

**Format:**

- Items assessing key concept(s) or main idea ask the student to summarize or paraphrase the statement best representing the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are used as appropriate for narrative, expository, and functional texts.

**Distractor Domain:**

- Incorrect answer choices include details that are irrelevant to the key concept or main idea and/or related information that is not included in the text.

**Modified PASS 4.3a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

**From “Joshua’s Circus Rabbit,” Part 3****This story is about how**

- A** stuffed animals come to life.
- B** a class plans a fun event for visitors.
- C** circus wagons drive around the circus.

**PASS Standard:**

Standard 4: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

**PASS Objective:**

4. Analysis and Evaluation
  - a. Analyze characters including their traits, relationships, feelings, and changes in text.
  - b. Distinguish between fact and opinion in nonfiction text.
  - c. Analyze the causes, motivations, sequences, and results of events from a text.

**Item Specifications:****Emphasis:**

- Use story as a tool to comprehend characters.
- Describe characters including their traits, relationships, feelings, and changes in text.
- Identify fact and opinion statements in nonfiction text.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and wording from the selection.

**Content Limits:**

- Poetry, narrative, and nonfiction texts are used.
- The selection must contain sufficient information for the reader to identify and describe the characteristics of a variety of genres.

**Format:**

- Items require students to identify the traits of characters in stories.
- Items focus on characters' actions, relationships, and feelings.
- Items will ask students to identify fact from opinion in a nonfiction text.
- Items will ask students to identify the cause of some final effect in a narrative.

**Distractor Domain:**

- Incorrect answer choices present information that a student misreads/misunderstands from the text.
- Incorrect answer choices for fact/opinion items will be based on statements representing facts and opinions from text.

**Modified PASS 4.4b Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

**From “Elephants and Their Trunks,” Part 2****Which is an opinion from the article?**

- Ⓐ An elephant’s trunk can scratch an itch.
- Ⓑ An elephant’s trunk helps it drink water.
- Ⓒ An elephant’s trunk is very useful.

**PASS Standard:**

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

**PASS Objective:**

2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
  - b. Recognize themes that occur across literary works.

Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of “everyone is unique” that occurs in both stories.

**Item Specifications:****Emphasis:**

- Recognize plots, settings, and characters in regular or modified texts as a tool for comprehension.
- Demonstrate knowledge of literary elements.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from more than one selection.

**Content Limits:**

- Narrative text that can be mapped may be used, including contemporary realistic fiction, historical fiction, modern fantasy, and traditional stories such as fairy tales and fables
- The selection may contain one or more of the following elements:
  - a. Setting: the location(s) and time(s) of the story
  - b. Characters: the people, animals, or personified objects in the story
  - c. Plot: a series of episodes in which a problem is developed and resolved

**Format:**

- Items assess plots, settings, characters, and themes found in both selections.

**Distractor Domain:**

- Incorrect answer choices are illogical comparisons or contrasts based on information stated or implied in the selections.

**Modified PASS 5.2a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Tasty Treats in Ten Words or Less,” Part 2

**How are Mr. Corcoran and Benny alike?**

- Ⓐ Both want a guitar.
- Ⓑ Both want to be a judge.
- Ⓒ Both want Benny to enter the contest.

**PASS Standard:**

Standard 5: Literature—The student will read to construct meaning and respond to a wide variety of literary forms.

**PASS Objective:**

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

**Item Specifications:****Emphasis:**

- Interpret appropriately modified narrative text and poetry.
- Identify figurative language used in appropriately modified poetry and narrative texts.

**Stimulus Attributes:**

- Test items may include lines, stanzas, wording, and/or sentences from the selection.

**Content Limits:**

- The selection must contain sufficient information for the reader to identify it by its characteristics.
- The selection must contain sufficient information for the reader to interpret figurative language used in appropriately modified narrative texts and poetry.

**Format:**

- Items focus only on those words and rhythmic patterns that are from the literary selection and are true to the genre.
- Items focus on students' understanding of how figurative language and sound devices affect the meaning of a selection.

**Distractor Domain:**

- Incorrect answer choices may be illogical or unsubstantiated terminology that is not connected to the selection or may be characteristics of other genres.
- Incorrect answer choices may focus on literal interpretation rather than figurative meanings.

**PASS Standard:**

Standard 6: Research and Information—The student will conduct research and organize information.

**PASS Objective:**

1. Accessing Information—The student will select the best source for a given purpose.
  - a. Alphabetize to the third letter.
  - b. Use guide words to locate words in dictionaries and topics in encyclopedias.
  - c. Access information from charts, maps, graphs, schedules, directions, and diagrams.
  - d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
  - e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

**Item Specifications:****Emphasis:**

- Alphabetize to the first or second letter.
- Use informational resources.
- Understand the purpose of text formats to enhance the meaning of text.
- Access information from charts, graphs, maps, etc.

**Stimulus Attributes:**

- Test items may include wording, phrases, and/or sentences from the selection.
- Test items may include simulated charts, graphs, maps, glossary, dictionary entries, etc.

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- The student will alphabetize grade-level appropriate words to the first or second letter.
- The student will locate where a word or topic would fall between guidewords in a simulated dictionary or encyclopedia.
- The student will demonstrate the ability to use charts, graphs, title pages, glossaries, etc.
- The student will identify how text formats help the reader understand text.

**Distractor Domain:**

- Incorrect answer choices are incorrectly alphabetized word lists or incorrect locations using guide words.
- Incorrect answer choices come from the given text or stimulus, but do not address what is being asked.

**Modified PASS 6.1a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “Tasty Treats in Ten Words or Less,” Part 2

**Which list of words is written in alphabetical order?**

- Ⓐ favorite  
tree  
full
- Ⓑ motto  
muffin  
may
- Ⓒ win  
wanting  
would

**Modified PASS 6.1b Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Elephants and Their Trunks,” Part 1

**In an encyclopedia, Elephant is found between which two subjects?**

- Ⓐ Emu and Engine
- Ⓑ Engine and Eye
- Ⓒ Eagle and Emu

**Modified PASS 6.1d Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

**From “Elephants and Their Trunks,” Part 2**

**To find the pages in a science book with information about elephants, a reader would use the**

- Ⓐ** glossary.
- Ⓑ** cover.
- Ⓒ** index.