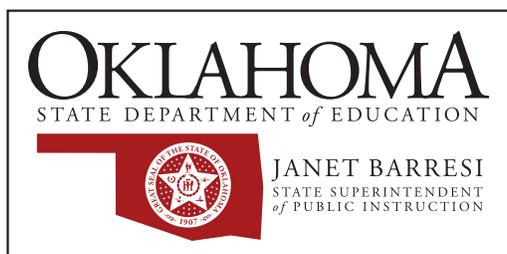


**OKLAHOMA SCHOOL TESTING PROGRAM
OKLAHOMA MODIFIED ALTERNATE
ASSESSMENT PROGRAM**

Test and Item Specifications

Reading
Grade 4



2011–2012 Edition

Oklahoma State Department of Education
Oklahoma City, Oklahoma

Revised
May 2010

OKLAHOMA MODIFIED ALTERNATE ASSESSMENT PROGRAM

TEST AND ITEM SPECIFICATIONS

Table of Contents

Purpose.....	1
General Considerations.....	2
Universal Test Design Considerations.....	3
Multiple-Choice Item Rules.....	5
Test Structure, Format, and Scoring.....	7
Test Alignment with <i>PASS</i>.....	7
Test Blueprint.....	8
Overview of Item Specifications.....	9
Depth of Knowledge Assessed by Test Items.....	10

Purpose

The purpose of the Grade 4 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 fourth-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*.

PASS Content Standards and Objectives
Vocabulary <ul style="list-style-type: none"> • Words in Context (1.1) • Affixes, Roots, and Derivatives (1.2) • Synonyms, Antonyms, and Homonyms/Homophones (1.3)
Comprehension/Critical Literacy <ul style="list-style-type: none"> • Literal Understanding (3.1) • Inferences and Interpretation (3.2) • Summary and Generalization (3.3) • Analysis and Evaluation (3.4)
Literature <ul style="list-style-type: none"> • Literary Elements (4.2) • Figurative Language and Sound Devices (4.3)
Research and Information <ul style="list-style-type: none"> • Accessing Information (5.1)

PEARSON

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General Considerations

Each fourth-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 fourth-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 four narrative literary selections of 200 to 600 words and two to four 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 fourth-grade reading.
2. Test items attempt to focus on content that is authentic and that fourth-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:

An antonym for shine in line 12 is

- A** dim.
- B** blaze.
- C** glitter.
- D** tumble.

Modified OMAAP PASS Sample Test Item:

To shine before my eyes.

What is an antonym for shine?

- (A)** dim
- (B)** blaze
- (C)** tumble

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 fourth-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

Content Assessment	Total Items	Total Operational Items*	Total Field Test Items
Reading Grade 4	51	43	8

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

Test Alignment with PASS

Criteria for Aligning the Test with the <i>PASS</i> Standards and Objectives	
1. Categorical Concurrence	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.
2. Depth of Knowledge Consistency	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.
3. Range of Knowledge Correspondence	The test is constructed so that at least 50% of the objectives for a <i>PASS</i> standard are assessed.
4. Balance of Representation	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.
5. Source of Challenge	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 4 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 ¹ Percentage of Items
Vocabulary (1.0)	9–11	21%–26%
Words in Context (1.1)	2–4	
Affixes, Roots, and Derivatives (1.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4	
Comprehension/Critical Literacy (3.0)	17–19	40%–44%
Literal Understanding (3.1)	3–5	
Inferences and Interpretation (3.2)	3–5	
Summary and Generalization (3.3)	3–5	
Analysis and Evaluation (3.4)	3–5	
Literature (4.0)	6–8	14%–19%
Literary Elements (4.2)	2–4	
Figurative Language/Sound Devices (4.3)	2–4	
Research and Information (5.0)	6–7	14%–16%
Accessing Information (5.1)	6–7	
Total Test	40–43²	100%

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

² 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 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 4 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 4****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: 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 a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.
2. Affixes, Roots, and Derivatives
 - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
 - b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).
3. Synonyms, Antonyms, and Homonyms/Homophones—Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.
4. *Using Resource Materials
 - a. Use a a thesaurus to determine related words and concepts.
 - b. Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.

***Standard 2: Fluency—The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read aloud 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 aloud 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. Increase reading speed through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.

Standard 3: Comprehension/Critical Literacy—The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding

- a. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, and establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
- b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
- c. Identify and explain the differences in fiction and nonfiction text.

2. Inferences and Interpretation

- a. Use prior knowledge and experience to make inferences and support them with information presented in text.
- b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
- c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).
- d. *Participate in creative responses to text (i.e., art, drama, and oral presentation).

3. Summary and Generalization

- a. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
- b. Support ideas, arguments, and generalizations by reference to evidence in the text.
- c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

4. Analysis and Evaluation

- a. Evaluate new information and hypotheses by testing them against known information and ideas.
- b. Compare and contrast information on the same topic after reading several passages or articles.
- c. Identify fact/opinion and cause and effect in various texts.

- d. Analyze and explain 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, rereading).
 - b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

Standard 4: 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. Identify the defining characteristics of a variety of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).
 - b. Read and construct meaning from 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. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
 - b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
 - c. Identify themes that occur across literary works.
 - d. Use knowledge of the situation, setting, a character’s traits, motivations, and feelings to determine the causes for that character’s actions.
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.
 - a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.
 - Simile: a comparison that uses *like* or *as*
 - Metaphor: an implied comparison
 - Hyperbole: an exaggeration for effect
 - Personification: a description that represents a thing as a person

4. *Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, theme).

Standard 5: 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. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
 - b. Identify key words to be used in searching for resources and information.
 - c. Cite information sources appropriately.
 - d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
 - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
 - f. Continue to 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.
2. *Interpreting Information—Analyze and evaluate information from a variety of sources.
 - a. Identify a research question and appropriate sources to answer that question.
 - b. Take notes to paraphrase or summarize information.
 - c. Locate, organize, and synthesize information from a variety of print, nonprint, and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesauruses, and technology/Internet).
 - d. Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.

*Reading Passages***Seashell Secrets**

delicate—easy to break or hurt

- 1 When you walk along the beach, you almost always find seashells. There are thousands of shells in the sea and on land. The waves from the ocean toss the shells up onto the shore. Some shells look pretty and are very delicate. Other seashells are beautiful and strong.

Shells Are Important

- 2 Shells protect the animals living inside them. *Mollusks* (mŏl uhks), soft-bodied animals like clams and snails, form shells. The animal's body makes a liquid. The liquid leaks from the animal's body. When the liquid becomes hard, it forms a shell. As the animal gets bigger, it creates more shell-making liquid. The shell grows as the animal grows.
- 3 The shells scattered on the beach were once the homes of mollusks. They provide safety and shelter. Both sea and land mollusks pull their bodies into their rugged shells when danger approaches.
- 4 The strong shells also keep mollusks moist when there is no water. Twice a day there is a low tide in the ocean. When the tide is low there is less water on the beach. Without water, the animal in the shell may die. However, the shell holds water that allows the mollusk to stay moist until high tide comes along to wash it back into the sea.

Part 2**Types of Shells**

- 5 Some mollusks have one-piece shells. A snail is an example of an animal living in a single shell. Other mollusks, like clams, mussels, and oysters, have two-part shells. Each half of the shell is exactly the same, and they fit together perfectly. The two parts are connected together at one point. The mollusk uses strong muscles to snap the pieces of its shell together. Sometimes the animals close the shell for

Continue reading "Seashell Secrets"

protection, and sometimes the animals move by opening and closing the shell.

- 6 Shells come in many colors. Some shells have stripes and spots, and others have fancy designs. The designs allow the animal to look like the area around it. If the animals are not seen, then they are protected.
- 7 Shells can be many different sizes and shapes. Some are no bigger than a grain of rice, and others are as big as a television set. Seashells are very useful homes for mollusks.

State Fair

- 1 Mr. and Mrs. Peck surprised their children with a trip to the Oklahoma State Fair. The twins, Rich and Bernie, were so excited. They jumped up and down in celebration with their younger sister, Ashley.
- 2 After a two-hour drive, Mr. Peck pulled into the parking lot. The boys excitedly turned to look at the tall whirling objects in the carnival. "Wow, look at them spin! I want to go there first," exclaimed Rich, and Bernie agreed. When they entered the fairgrounds, a man in a red shirt gave them flyers. The flyers had a list of events on one side and a map of the carnival on the other.

Part 2

- 3 The family stood still for a few minutes taking in all the sights, sounds, and smells. There were crowds everywhere. Some children were riding horses to prepare for their races. Others were brushing pigs, cows, and sheep to be entered in contests. Some ladies were taking homemade food into a building for a contest. Judges would be picking the best-tasting recipe. The winners would receive purple, blue, and red ribbons. The smell of hot, buttery popcorn and the soft, sweet smell of cotton candy made the family's mouths water.

Part 3

- 4 Ashley and her mother decided to watch the animals in the contests. Then they would look at the delicious pies and cakes. Ashley and her mom were afraid they would get lost, so they took a map. The boys wanted to go to the carnival, so Mr. Peck took them to the ticket booth. He gave them money to buy tickets for the rides. They decided to ride on the Tower Wheel first.
- 5 The family agreed to meet at the carnival ticket booth in one hour. There was so much to see and do! Yes, the state fair was a great place!

Unwrapping the Stars

- 1 When the sun starts sinking in the sky
 The clouds are oh so bright.
 They look just like an evening gown.
 I really like the sight.
- 5 All colors of the rainbow—
 Especially blue and pink—
 Each night I see a different sight.
 It really makes me think
 Those red and green and purple clouds
- 10 Are ribbons in the sky
 That unwrap all those bright, bright stars
 To shine before my eyes.

PASS Standard:

Standard 1: 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 a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.

Item Specifications:**Emphasis:**

- Increase vocabulary by identifying the meanings of words used 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 constructing the author'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 1.1 Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “Seashell Secrets,” Part 1

In paragraph 3, what does provide mean?

- A** supply
- B** accept
- C** help

PASS Standard:

Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

PASS Objective:

2. Affixes, Roots, and Derivatives
 - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
 - b. Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).

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.
- A simulated dictionary entry may be used.

Content Limits:

- The selection containing the vocabulary word must have affixes, roots, and/or stems 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 constructing the author's intended meaning; each item choice is context dependent.
- To provide context, questions may 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.

PASS Standard:

Standard 1: Vocabulary—The student will develop and expand knowledge of words and word meanings to increase vocabulary.

PASS Objective:

3. Synonyms, Antonyms, and Homonyms/Homophones—Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.

Item Specifications:**Emphasis:**

- Identify and clarify word meanings.
- Identify synonyms, antonyms, and homonyms.
- Define multiple meaning words.
- Apply knowledge of synonyms, antonyms, homonyms, and multiple meaning words to determine the meanings of words and phrases.

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 1.3 Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “Unwrapping the Stars”

To shine before my eyes.

What is an antonym for shine?

- Ⓐ dim
- Ⓑ blaze
- Ⓒ tumble

PASS Standard:

Standard 3: 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. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, and establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).
 - b. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.
 - c. Identify and explain the differences in fiction and nonfiction text.

Item Specifications:**Emphasis:**

- Establish a purpose for reading.
- Comprehend appropriately modified poetry, fiction, and nonfiction texts.
- Interpret appropriately modified fiction and nonfiction texts by predicting outcome/effects, estimating, explaining, restating, defining, identifying/naming, listing, and matching.
- Use knowledge about fiction and nonfiction characteristics as a tool to comprehend various types of texts.
- Identify fiction and nonfiction text.
- Use prereading strategies with assistance to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, and establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).

Stimulus Attributes:

- Test items may include a title, an excerpt from the selection, or a brief explanation of 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:

- Given a title or a brief explanation of the context of the selection, the student is asked to determine the purpose for reading the selection.
- Demonstrate a literal understanding of phrases, sentences, and/or wording from the selection.
- Items require students to identify the characteristics of fiction and nonfiction in the selection presented.

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.
- Distractors may reflect incorrect literal understanding of phrases, sentences, and/or wording found in the selection.
- Incorrect answer choices present information related to forms of literature other than the form used in the selection on which the questions focus.

Modified PASS 3.1b Sample Test Item:

Depth of Knowledge: 1

Correct Answer: B

From “Seashell Secrets,” Part 2

In paragraph 5, what kind of shell does a snail have?

- Ⓐ double
- Ⓑ single
- Ⓒ half

Modified PASS 3.1c Sample Test Item:

Depth of Knowledge: 1

Correct Answer: B

From “State Fair,” Part 2

This passage is an example of

- Ⓐ poetry.
- Ⓑ fiction.
- Ⓒ nonfiction.

PASS Standard:

Standard 3: 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. Use prior knowledge and experience to make inferences and support them with information presented in text.
 - b. Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.
 - c. Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).

Item Specifications:**Emphasis:**

- Use prior knowledge and experience to make inferences and support them with information presented in text.
- Make inferences based on experiences and evidence from text.
- Make inferences and draw conclusions about the elements of character development.
- Make interpretations and draw conclusions from fiction and nonfiction text.
- Make inferences and draw conclusions concerning characters' qualities and actions.

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 key concepts, make logical connections between concepts, and arrive at a plausible conclusion based on the evidence.
- Items require the student to use concepts of character development, make logical connections between characters and importance of characters' actions, motives, and appearances to plot and theme.

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 3.2b Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “Seashell Secrets,” Part 2

What does a clam do when it senses danger?

- A** It changes its shell color.
- B** It swims away quickly.
- C** It closes its shell tightly.

PASS Standard:

Standard 3: 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. Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.
 - b. Support ideas, arguments, and generalizations by reference to evidence in the text.
 - c. Represent text information in different ways such as in outline, timeline, or graphic organizer.

Item Specifications:**Emphasis:**

- Integrate and relate ideas from modified text.
- Identify and interpret key concepts, main ideas, and key actions in texts.
- Using modified text, summarize by recognizing main ideas, key concepts, and key actions.
- Represent text information in different ways such as in outline, timeline, or graphic organizer.

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, theme, or key concept/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 presented by the author.
- A variety of questions are used as appropriate for narrative, expository, and functional texts.
- Items assessing basic understanding of text ask students to put text together in various ways such as chronologically, by main character, plot, and setting.

Distractor Domain:

- Incorrect answer choices (distractors) 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 3.3a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “State Fair,” Part 3**Which is a summary of the entire story?**

- Ⓐ The Peck family has a great day at the state fair.
- Ⓑ Mr. Peck, Rich, and Bernie buy tickets for the carnival rides.
- Ⓒ After an hour at the fair, the Peck family agrees to meet at the ticket booth.

PASS Standard:

Standard 3: 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. Evaluate new information and hypotheses by testing them against known information and ideas.
 - b. Compare and contrast information on the same topic after reading several passages or articles.
 - c. Identify fact/opinion and cause and effect in various texts.
 - d. Analyze and explain the causes, motivations, sequences, and results of events from a text.

Item Specifications:**Emphasis:**

- Recognize details and how they affect the text.
- Identify fact/opinion from various types of text.
- Identify and use patterns, including compare/contrast, cause/effect, problem/solution, and sequential order, to comprehend various texts.
- Compare (find similarities) and contrast (find differences) information on the same topic after reading a passage or article.
- Recognize the causes, motivations, sequences, and results of events from a text.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.
- Several texts may be used for items.

Format:

- Items will ask students to distinguish fact from opinion or the cause of some final effect in various texts.
- Some items supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Items about the plot (problem/solution or goal/resolution) require the student to make inferences about the actions, motives, and appearances of characters.
- Items will focus on causes, motivations, and final results from events in a text.

Distractor Domain:

- Incorrect answer choices (distractors) present information that a student may have misread/misunderstood.
- Incorrect answers may be incorrect comparisons of the topic.
- Incorrect choices may be illogical comparisons, causes, problems, or sequences based on information stated or implied in text.
- Incorrect answer choices for fact/opinion items may be based on statements representing facts and opinions from the text.

Modified PASS 3.4c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “Seashell Secrets,” Part 1

Which sentence from the article is an opinion?

- Ⓐ Shells protect the animals living inside them.
- Ⓑ Some shells look pretty and are very delicate.
- Ⓒ There are thousands of shells in the sea and on land.

PASS Standard:

Standard 4: 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. Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.
 - b. Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).
 - c. Identify themes that occur across literary works.
 - d. Use knowledge of the situation, setting, a character’s traits, motivations, and feelings to determine the causes for that character’s actions.

Item Specifications:**Emphasis:**

- Use text structure as a tool for comprehension: plot, resolution.
- Identify the main events of the plot.
- Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).

Stimulus Attributes:

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

Content Limits:

- Narrative texts that can be mapped are used, including realistic fiction, adventure stories, mysteries, historical fiction, and tall tales.
- 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. goal: what the main character and/or author is trying to achieve
 - d. conflict: the central tension that drives the story
 - e. plot: a series of episodes in which a problem is developed and resolved
 - f. resolution: the dissolving of tension at the end of the story
- Narrative, expository, and functional texts are used.

Format:

- Items focus only on those elements and events that drive the story and are essential to the plot.
- Items may ask the student to make predictions based on the text.
- Items may supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Items that focus on the plot (problem/solution or goal/resolution) require the student to make inferences.
- Items assess key concepts, both stated and implied.

Distractor Domain:

- Incorrect answer choices (distractors) reflect a misunderstanding of explicit information in the passage and/or an irrelevant or unsubstantiated evaluation of explicit or implicit information in the passage.
- Incorrect answer choices may be illogical identifications of purpose.
- Incorrect answer choices may be illogical comparisons or contrasts based on information stated or implied in the texts.

Modified PASS 4.2a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “State Fair,” Part 1

Why do the boys want to go to the carnival before doing anything else?

- A** They are tired and want to relax.
- B** They see the rides from the parking lot.
- C** They are hungry and want to buy food.

Modified PASS 4.2b Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “State Fair,” Part 3

The author wrote this story

- A** to inform.
- B** to explain.
- C** to entertain.

PASS Standard:

Standard 4: 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.
 - a. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - b. Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.
 - Simile: a comparison that uses *like* or *as*
 - Metaphor: an implied comparison
 - Hyperbole: an exaggeration for effect
 - Personification: a description that represents a thing as a person

Item Specifications:**Emphasis:**

- Interpret appropriately modified narrative text and poetry.
- Identify figurative language used in appropriately modified poetry and narrative texts.
- Begin to recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
- Recognize figurative language, such as similes, metaphors, or personification.

Stimulus Attributes:

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

Content Limits:

- The text must contain sufficient information for the reader to identify it by its characteristics.
- Narrative and expository texts that include the use of figurative language (specifically simile, metaphor, and personification) are used.

Format:

- Items focus only on those terms that are from the literary selection and are true to the genre.
- Items may ask the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's craft by selecting the definition that best conveys the meaning of the target word or phrase based on the context.

Distractor Domain:

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection or may be characteristics of other genres.
- Incorrect choices are plausible but illogical interpretations of the figurative language based on context or literal interpretations of figurative language.

Modified PASS 4.3b Sample Test Item:

Depth of Knowledge: 1

Correct Answer: A

From “Unwrapping the Stars”

**The clouds are oh so bright.
They look just like an evening gown.**

These lines are an example of

- A** a simile.
- B** a metaphor.
- C** personification.

PASS Standard:

Standard 5: Research and Information—The student will conduct research and organize information.

PASS Objective:

1. Accessing Information—Select the best source for a given purpose.
 - a. Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
 - b. Identify key words to be used in searching for resources and information.
 - c. Cite information sources appropriately.
 - d. Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).
 - e. Locate information in reference texts by using organizational features, such as prefaces and appendixes.
 - f. Continue to 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.

Item Specifications:**Emphasis:**

- Use informational resources.
- Understand text features: format, italics, heading, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps.
- Continue to use test-taking strategies by answering different types of questions, such as open-ended, multiple-choice, true/false, and short answer.
- Identify the purpose for and access information from a variety of sources including dictionaries, encyclopedias, atlases, and almanacs.
- Understand the purpose of text formats to enhance meaning of text.
- Use text formats and organization as an aid in identifying headings, subheadings, bold print, and italics in nonfiction text.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Given an expository text, the student selects the type of information found in that source.
- Items require the student to identify a plausible source of the reading selection or an appropriate source of additional information on the respective topic.
- Sources used are familiar to fourth-grade students.
- Correct answers are appropriate for the type of information (e.g., trade books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, magazines, and newspapers).
- Correct answers also may be such sources as films or places to visit (e.g., historic sites and museums).
- Given the text feature, the student selects the reason for its use.
- Items require students to identify the text feature(s) found in the selection.
- Items require students to identify the appropriate text feature to be used for a specific need.

Distractor Domain:

- Incorrect answer choices (distractors) are sources familiar to fourth-grade students but not appropriate for the information sought.
- Text features may be identified for incorrect use.

Modified PASS 5.1a Sample Test Item:

Depth of Knowledge: 1

Correct Answer: C

From “State Fair,” Part 2

Which would help the Peck family plan their trip to the fair?

- A** a dictionary
- B** an almanac
- C** an atlas

Modified PASS 5.1d Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “Seashell Secrets,” Part 1

Why are the headings in bold print?

- A** They let the reader skip over paragraphs.
- B** They tell what the next paragraphs are about.
- C** They describe the main idea of the entire passage.