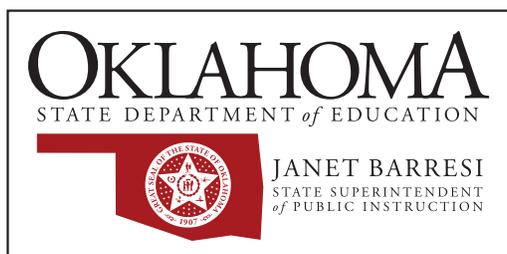


**OKLAHOMA SCHOOL TESTING PROGRAM  
OKLAHOMA MODIFIED ALTERNATE  
ASSESSMENT PROGRAM**

# **Test and Item Specifications**

Reading  
Grade 5



2011–2012 Edition

Oklahoma State Department of Education  
Oklahoma City, Oklahoma

Revised  
May 2010

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# OKLAHOMA MODIFIED ALTERNATE ASSESSMENT PROGRAM

## TEST AND ITEM SPECIFICATIONS

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## Purpose

The purpose of the Grade 5 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 fifth-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 (1.1)</li><li>• Affixes, Roots, and Stems (1.2)</li><li>• Synonyms, Antonyms, and Homonyms/Homophones (1.3)</li></ul>
<b>Comprehension/Critical Literacy</b> <ul style="list-style-type: none"><li>• Literal Understanding (3.1)</li><li>• Inferences and Interpretation (3.2)</li><li>• Summary and Generalization (3.3)</li><li>• Analysis and Evaluation (3.4)</li></ul>
<b>Literature</b> <ul style="list-style-type: none"><li>• Literary Genres (4.1)</li><li>• Literary Elements (4.2)</li><li>• Figurative Language and Sound Devices (4.3)</li></ul>
<b>Research and Information</b> <ul style="list-style-type: none"><li>• Accessing Information (5.1)</li><li>• Interpreting Information (5.2)</li></ul>

**PEARSON**

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### *General Considerations*

Each fifth-grade-level passage contains 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 fifth-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 are 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 include authentic literature; a minor portion may be selected from commissioned works. The reading test form will include two to three authentic literary selections of 300 to 700 words and two to three expository selections, 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. Questions will also include word meaning, literal, paraphrase, interpretive, and summative comprehension tasks.

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 fifth-grade reading.
2. Test items attempt to focus on content that is authentic and that fifth-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:**

**Which statement best describes the conflict that Diego faces?**

- A** He is in conflict with what the orchestra expects of him.
- B** He is in conflict with his grandfather and father.
- C** He must struggle with his own fears.
- D** He must struggle against nature.

**Modified OMAAP PASS Sample Test Item:**

**What is the problem that Diego faces?**

- A** He must struggle with his grandfather.
- B** He must struggle with his own fears.
- C** He must struggle with nature.

***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 fifth-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 5	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 5 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 (1.0)</b>	<b>9–11</b>	<b>21%–26%</b>
Words in Context (1.1)	2–4	
Affixes, Roots, and Stems (1.2)	2–4	
Synonyms, Antonyms, and Homonyms/Homophones (1.3)	2–4	
<b>Comprehension/Critical Literacy (3.0)</b>	<b>15–17</b>	<b>35%–40%</b>
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	
<b>Literature (4.0)</b>	<b>9–11</b>	<b>21%–26%</b>
Literary Genres (4.1)	2–4	
Literary Elements (4.2)	2–4	
Figurative Language/Sound Devices (4.3)	2–4	
<b>Research and Information (5.0)</b>	<b>6–7</b>	<b>14%–16%</b>
Accessing Information (5.1)	2–4	
Interpreting Information (5.2)	2–4	
<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 *Priority Academic Student Skills* 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 5 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 5****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
  - a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
  - b. Use prior experience and context to understand and explain the figurative use of words such as similes (comparisons that use *like* or *as*: *His feet were as big as boats*), and metaphors (implied comparisons: *The giant's steps were thunderous*).
2. Affixes, Roots, and Stems
  - a. Interpret new words by analyzing the meaning of prefixes and suffixes.
  - b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
  - c. Use word origins, including knowledge of less common roots (*graph* = *writing*, *terras* = *earth*) and word parts (*hemi* = *half*, *bio* = *life*) from Greek and Latin to analyze the meaning of complex words (*terrain*, *hemisphere*, *biography*).
3. Synonyms, Antonyms, and Homonyms/Homophones—Apply knowledge of fifth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words to determine the meaning of words and phrases.
4. \*Using Resource Materials and Aids
  - a. Use a thesaurus to determine related words and concepts.
  - b. Determine the meanings and pronunciations, pronunciation, and derivations 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 regularly in instructional-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader).
3. Read silently for increased periods of time.
4. Increase reading 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 the 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 by the text, and establish purpose for reading).
  - b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.
  - c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.
  - d. Use the text's structure or progression of ideas such as cause and effect or chronology to organize or recall information.
2. Inferences and Interpretation
  - a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
  - b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.
  - c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character's actions, motives, stereotypes, and appearance to plot and theme).
  - d. Make inferences or draw conclusions about characters' qualities and actions (e.g., based on knowledge of plot, setting, characters' motives, characters' appearances, stereotypes and other characters' responses to a character).
  - e. \*Participate in creative response to text (e.g., art, drama, and oral presentation).

### 3. Summary and Generalization

- a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.
- b. Make generalizations with information gleaned from text.
- c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.
- d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

### 4. Analysis and Evaluation

- a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.
- b. Identify the main problem or conflict of the plot and explain how it is resolved.
- c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
- d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.
- e. Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).
- f. Distinguish among facts/inferences supported by evidence and opinions in text.

### 5. \*Monitoring and Correction Strategies

- a. Monitor own reading and modify strategies as needed when understanding breaks down (e.g., rereading a portion aloud, using reference aids, searching for clues, and asking questions).
- b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.
- c. Monitor and adjust reading rate according to the purpose for reading and the difficulty of the text.

**Standard 4: Literature—The student will read to contrast 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, fables, myths, and legends).
  - b. Read and construct meaning from a variety of genres.
  - c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Develop knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).
  - b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.
  - c. Identify the author’s purpose (persuade, inform, or entertain).
  - d. Recognize and identify the writer’s perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.
3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and how they affect the development of a literary work.
  - a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).
  - b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.
    - 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
    - Idioms: an expression that does not mean what it literally says
  - c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace

Imagery: the use of language to create vivid pictures in the reader's mind

Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

- d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
4. \*Literary Works—Read and respond to historically and culturally significant works of literature.

Example: Compare and analyze literary works from various cultures.

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

- 1. Accessing Information—Select the best source for a given purpose.
  - a. Determine and use appropriate sources for accessing information including, dictionaries, thesauruses, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
  - b. Identify and credit the sources used to gain information.
  - c. Use text features to access information (e.g., format, italics, headings, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
  - d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
  - e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

- f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple-choice, true/false, short answer, inferential, evaluative, or open-ended.
- 2. Interpreting Information—Analyze and evaluate information from a variety of sources.
    - a. Follow multi-step directions to accomplish a task (e.g., video games, computer programs, recipes).
    - b. Select a topic, formulate questions, 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).
    - c. Develop notes that include important information on a selected topic.

- d. Summarize information from multiple sources into a written report or summary.
- e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

*Reading Passages***Carl's Problem**

- 1 Carl sat on the couch in the living room, his head in his hands, sighing in distress. "I didn't mean to do it," he kept repeating. "It was an accident."
- 2 His older sister, Emily, just home from school, came into the room carrying her backpack and a notebook. "Why the gloomy face and sighs?" she asked.
- 3 Carl groaned again, "What was I thinking?"
- 4 "What happened today?" she asked.
- 5 "I just won the school spelling bee," he said.
- 6 "You just won a spelling contest, and you are upset? You are the best soccer player in the school and you always get A's on everything. You should be proud of yourself. Why are you so discouraged?"
- 7 Carl rolled off the couch and said, "Tim is the best speller in school and probably the world, and I beat him!"
- 8 "Nobody wins all the time and just because Tim happens to be your best friend is no reason to carry on like a wet cat."
- 9 Carl paced around the room with his shoulders slumped. "But Tim is my best friend. The one thing he does better than anybody else is spell. I don't want him to feel bad."
- 10 "Aha!" Emily said, "The sun of truth is rising on the horizon. Tim feels like he doesn't have any talents and that's really sad, but it simply is not true. There must be something Tim can do really well besides spell!"

**Part 2**

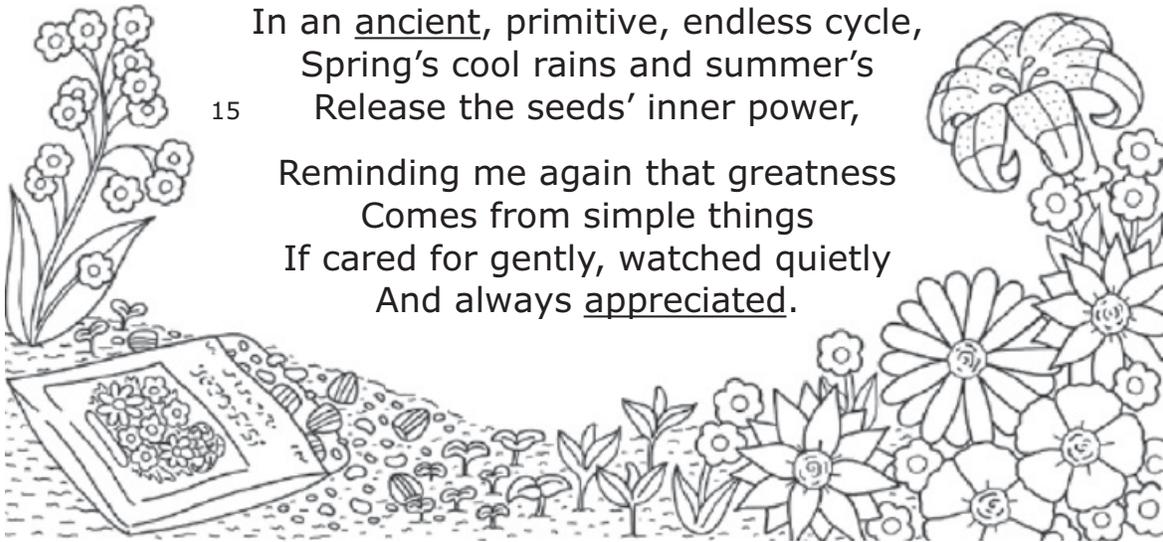
- 11 "Think about what he's good at doing," Emily suggested.
- 12 Carl thought for a moment and then said, "He's really good at imitating people."

**Continue reading "Carl's Problem"**

- 13 “Well, little brother, I think I have a remedy for your unhappiness,” Emily said, smiling. “Mr. Beck is having tryouts tomorrow for the school play. The main character has to imitate all the other characters in the play, so it’s perfect for Tim.”
- 14 “That is a fantastic idea, Emily. I know Tim will do a great job!”
- 15 The next day, Carl tried to persuade Tim to attend the play tryouts. Tim finally agreed, although he believed he would never get a part.
- 16 Emily was at the tryouts, to encourage Tim as well. “You do imitations of your friends all the time. Just be yourself and you will do great!”
- 17 The tryouts went as Emily had predicted. Many students wanted the part of the lead character, but Tim did superb imitations of the characters. It took only seconds for Mr. Beck to decide who would play the lead. “Tim,” he beamed, “you’re a natural born actor!”
- 18 Tim grinned from ear to ear and so did Carl.

## Simple Seeds

1      Tiny pieces of possible beauty  
         Spill out and fill my palm.  
Simple seeds whose looks deceive.  
Future vines, stems, and blooms  
5      Hidden inside a plain package.  
  
         Tenderly placed in a cradle of soil,  
         covered up, put into darkness  
         Until something deep inside,  
Something mysterious and marvelous,  
10 Draws them back up to the sun again.  
  
         Directing the sun from top to bottom,  
         Spreading water from bottom to top  
In an ancient, primitive, endless cycle,  
Spring's cool rains and summer's  
15 Release the seeds' inner power,  
  
         Reminding me again that greatness  
         Comes from simple things  
         If cared for gently, watched quietly  
         And always appreciated.



### The Nurse Who Taught the Doctors

- 1 It could happen in seconds. One minute a child would be running and playing. The next minute, the youngster would be in pain and not able to move. The disease, polio, had struck.
- 2 These moments usually occurred without warning. Many children were suddenly not able to walk and run. Doctors tried easing the pain by putting the children's legs in braces and casts. They also believed the supports would strengthen the muscles. Actually, as a simple country nurse proved, the opposite was true.
- 3 Elizabeth or "Sister" Kenny, as she became known, was from Australia. She was born on a farm in 1880. Until well into her 20s, she worked on the family farm. As a teenager, she had shown an interest in medicine. While treating her broken wrist, a doctor let Kenny borrow some medical books. He taught her about the body's muscles.
- 4 When Kenny was about 30 years old, she was offered a nursing job. The job meant working in the Australian bush. The bush was a very rough land, but Kenny did not mind. Bush settlements were far from hospitals and doctors. She knew the people living there needed her.
- 5 In 1911, Kenny was called to help a little girl. The girl was in great pain and could not move. Kenny had never seen this illness. She called upon her former doctor for help. He told her the girl had polio. He also said no one knew how to treat it. "Do your best" was his only suggestion.
- 6 Kenny's best idea was to dip wool strips in warm water. She wrapped these strips around the girl's legs. Amazingly, the moist heat eased her pain. Next, Kenny helped the girl exercise her legs. Before long, the girl was walking again without any help. Six other children in the area also got polio. Kenny handled them the same way. They also began to feel better and were able to walk again.

**Continue reading "The Nurse Who Taught the Doctors"**

**Part 2**

- 7 Many doctors did not believe in Kenny's methods because her handling of polio was so different from theirs. Many did not like that a simple nurse succeeded where they were failing. World War I interrupted Kenny's effort to win them over.
- 8 Kenny served bravely as a nurse during the war. She performed well and earned the rank of "Sister."
- 9 After the war, polio remained a problem. By the 1930s, it was breaking out around the world. In 1933, Sister Kenny opened a polio care center in Townsville, Queensland. Patients from around the world came to receive her care. Still, many doctors would not treat polio using her methods.
- 10 In 1940, some supporters suggested Sister Kenny travel to America. There some doctors finally listened. They helped her start the Sister Kenny Institute in Minneapolis, Minnesota. At the Institute, she showed doctors how to care for polio patients.
- 11 "Sister Kenny continued her work until she passed away in 1952. That same year, a new medicine was introduced. People who took this medicine no longer worried about getting polio. By then, doctors realized her exercises had other uses. Today, they ease many kinds of bone or muscle problems. Sister Kenny had introduced the new medical field of physical therapy to the world.

## A New Kind of Guard

**posture**—a position of the body

- 1 The coyote silently sneaks around the western sheep farm. He spots a delicious dinner waiting for him beyond the fence. No guard dogs have barked a warning. He slowly creeps a little closer, and just as he is about to jump across the fence, a strange noise fills the air. It sounds like a creaky door. Suddenly, something large hits the fence. The coyote retreats into the night, unsure of what he saw and heard.
- 2 The coyote's surprise is a new guard making its home in the West. This large, furry animal looks out of place protecting sheep, chickens, and cattle. The new animal keeping a close eye on the herds is the llama, a four-footed animal related to camels.
- 3 The llama was first used to help humans do chores more than 5,000 years ago in South America. When the Spanish brought horses and other animals to the area, llamas almost died out. They could be found only in the highest mountains. However, in recent years, there has been a growing interest in the animals. One reason is their use as guards on ranches.
- 4 For some reason, llamas show a fierce reaction to wolves and coyotes. When a llama spots one of these animals stalking a herd, it immediately changes its posture to let others know that danger is near. Next, it lets out a special and unusual cry of alarm. It sounds like a rusty hinge on an old door. Finally, the llama runs toward the hunter, trying to kick it away. Bravely, the llama places itself between the herd he is protecting and the threat. Nothing seems to frighten llamas. In fact, Dan Goodyear, the owner of a llama farm in Pennsylvania, says, "When their mind is set, they seem to be fearless. The llama is a natural guard."

**Continue reading "A New Kind of Guard"**



*Photograph of  
Llama on Farm by  
Tony Arruza/Corbis.  
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Corbis.*

### **Part 2**

- 5 Farmers are thrilled with their new guard llamas. They are very helpful in scaring away wild animals. Farmers are not losing as many animals as they once did. According to Sheila Fugina, president of Llama Association of North America, or LANA, these animals want to work. "Llamas like to have a job," she says.
- 6 In addition, llamas are valuable for their fur, which can be used to make clothing. In this way they are like the sheep they protect. Other people use llamas as pack animals to carry things. For others, these large, fluffy animals become family pets.
- 7 Llama farms are popping up all over the United States. There are several hundred farms across the country. LANA was founded in 1981 to help rescue llamas from places where they are not wanted. These animals are then placed in good homes such as western ranches. These farmers and ranchers value their new watchdogs—or watch llamas.

## Animal Families

**calves**—name for the young of certain mammals including the young of elephants

- 1 Animals often work together to get a job done. Taking care of the young is very important, but so is eating. How does a mother search for food and at the same time keep her babies safe?
- 2 Wild dogs live in large groups called packs. When the leaders of the pack need to hunt for food, the pups are left in the den. The other members of the pack stay behind and watch over the pups, acting as "aunts." It is their responsibility to keep the pups safe until the leaders of the pack return.
- 3 Lions live together as a family called prides. The mother will raise her young until it is old enough to be with the rest of the pride. When female lions hunt for food, they leave their cubs with other lionesses. These protective females babysit the cubs until the food is brought back from the hunt. Then they share the food with the cubs.
- 4 Elephants, however, travel together in herds and eat along the way. Most herds consist of females that keep a watchful eye on the calves. If a calf needs comforting, the nearest adult will take care of it. If it stumbles, one of the older elephants will help steady it.
- 5 Cooperation appears to be an important key to the success of family groups whether they are animals or humans.

## Flying Blossoms

- 1 Diego looked into the distance, unaware of the magnificent sunset, and sighed. In three weeks, he would perform at a symphony in Mexico City. As much as he loved the music he played, Diego feared performing a violin solo. What if he made a mistake? What if he forgot the notes? Was he really accomplished enough to play before people who are familiar with great musical artists?
- 2 "Why do I hear such a miserable sigh? Your heart must feel heavy, indeed," said Diego's grandfather.
- 3 "I am thinking about the symphony," Diego told him.
- 4 "And what are you thinking?" asked Grandfather.
- 5 "That I would prefer to stay home," Diego replied. "I have nothing special to offer."
- 6 Grandfather patted Diego's shoulder. "You are afraid to perform for so many people, aren't you?" he smiled. "You must confront that fear, because you have a great gift to contribute to the world."
- 7 "I just play my violin; how is that important or useful?"
- 8 "You bring beauty into the world. When the notes from your violin fly into the air, people smile with joy." Grandfather suddenly grinned. "Just the way you will smile when I show you some blossoms that fly in the air. They bring pleasure to people just as your music does."
- 9 "Flowers can't fly!" Diego protested.
- 10 Grandfather smiled, "It happens only in Mexico."
- 11 Diego asked many questions, but Grandfather would only say, "Wait and see."

### Part 2

- 12 One morning Diego's father packed an enormous basket of food and folded two blankets on top of the basket.

**Continue reading "Flying Blossoms"**

13 "Why are you packing so much food?" Diego asked.

14 "You are going to El Rosario with your grandfather."

15 Diego's heart beat faster. "Is El Rosario where I will see the flying blossoms?" he asked. However, his father and grandfather just looked at each other and smiled secretly.

16 Finally Diego and his grandfather began their journey. They walked five miles the first day and slept beside rocks that retained the sun's warmth. The next day, they traveled eight miles, and the third day, seven more. As evening fell, they came to a dense forest of fir trees.

17 "We will sleep under the trees tonight," said Grandfather. "Tomorrow you will see the flying blossoms."

### Part 3

18 In the morning, Diego woke suddenly. What was that noise?

19 Flapping! He heard wings flapping softly, stirring the air with a gentle breeze.

20 "Grandfather, wake up!" Diego cried.

21 Sunlight slipped through the fir trees and splashed light on the orange blossoms covering the tree limbs. The blossoms quivered.

22 Diego continued to stare as he held his breath. The blossoms fluttered and Diego exhaled in a sudden gasp of astonishment. Butterflies!

23 Hundreds of brilliantly orange monarch butterflies filled the trees and drifted in great clouds through the sky. They covered every tree limb, twig, and trunk with orange wings that waved like flower petals in the wind.

24 "They fly here from the north to rest during the winter," Grandfather told Diego. "It is a great distance but they would freeze in the cold northern air if they did not make the journey."

**Continue reading "Flying Blossoms"**

- 25 "What a magnificent sight!" Diego cried out. "Thank you for bringing me here and sharing nature's beauty."
- 26 Grandfather laughed. "You have smiled with joy," he reminded Diego. "You have a talent that will make others smile too. Don't you think you need to share it with others?"
- 27 Diego nodded. "I will remember the flying blossoms if I become nervous during my solo," he told Grandfather. "But right now, I would like to continue sharing in the joy of the flying blossoms. May we stay and watch a little longer?"

**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
  - a. Use knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
  - b. Use prior experience and context to understand and explain the figurative use of words and similes (comparisons that use like or as: *His feet were as big as boats*) and metaphors (implied comparisons: *The giant's steps were thunderous*).

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

- Increase vocabulary by determining the meanings of words 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.

**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 1.1a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “Simple Seeds”

**What does the word ancient mean in line 13?**

- A old
- B worn
- C tired

**Modified PASS 1.1b Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

From “Carl’s Problem,” Part 1

**In paragraph 10, what does the phrase The sun of truth is rising on the horizon mean?**

- A It is nearly daybreak outside.
- B The facts are being discovered.
- C Information will remain hard to get.

**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 Stems
  - a. Interpret new words by recognizing the meaning of prefixes and suffixes.
  - b. Apply knowledge of root words to determine the meaning of unknown words within a passage.
  - c. Use word origins, including knowledge of less common roots (*graph = writing, terras = earth*) and word parts (*hemi = half, bio = life*) from Greek and Latin to analyze the meaning of complex words (*terrain, hemisphere, biography*).

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

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

**Stimulus Attributes:**

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

**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 meaning intended by the author. Each item choice is context dependent.
- To provide context, items 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.

**Modified PASS 1.2a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “Carl’s Problem,” Part 1

**In which word is the prefix “mis” used in the same way as in misspell?**

- A mislead
- B mischief
- C mission

**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 synonyms, antonyms, homonyms, and multiple meaning words to determine the meaning of words and phrases.

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

- Identify and clarify word meanings.
- Identify synonyms, antonyms, and homonyms to determine meaning.
- Define multiple meaning words.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the selection.
- Simulated dictionary entries may be used.

**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, items 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.

**Modified PASS 1.3 Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Simple Seeds”

**Which word is a synonym for appreciated as it is used in line 19?**

- A satisfied
- B amused
- C valued

**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 by the text, and establish purpose for reading).

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

- Establish a purpose for reading.
- Preview and make predictions.
- Formulate questions that might be answered in appropriately modified text.

**Stimulus Attributes:**

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

**Content Limits:**

- 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 and make predictions about the text.

**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 3.1a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “A New Kind of Guard,” Part 1

**Based on its title, this article will be about**

- Ⓐ something that happened long ago.
- Ⓑ a problem that is difficult to solve.
- Ⓒ something different from the usual.

**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
  - b. Read and comprehend both fiction and nonfiction that is appropriately designed for fifth grade.

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

- Comprehend fiction and nonfiction in appropriately modified texts.
- Interpret fiction and nonfiction texts by predicting outcome/effects, explaining, generalizing, restating, defining, identifying/naming, listing, and matching.

**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.
- 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:**

- Distractors may reflect incorrect literal understanding of phrases, sentences, and/or wording found in the selection.

**Modified PASS 3.1b Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Carl’s Problem,” Part 1

**Why is Carl upset about winning the spelling bee?**

- A** He disappoints his teacher, Mr. Beck.
- B** He makes his sister, Emily, angry.
- C** He does not want Tim to feel bad.

Depth of Knowledge: 1

Correct Answer: C

From “The Nurse Who Taught the Doctors,” Part 1

**Kenny’s treatment of polio was different from other doctors’ because she**

- A** suggested that patients rest in bed.
- B** put braces on the children’s legs.
- C** used moist heat and exercise.

**PASS Standard:**

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

**PASS Objective:**

1. Literal Understanding
  - c. Recognize main ideas presented in a particular segment of text; identify evidence that supports those ideas.

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

- Recognize the main idea and key concepts from an appropriately modified text and identify supporting details.

**Stimulus Attributes:**

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

**Content Limits:**

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

**Format:**

- Items assessing key concept(s) or main idea ask the student to select 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, functional, or informational texts.
- Students will identify relevant supporting details versus irrelevant information.

**Distractor Domain:**

- Incorrect answer choices (distractors) are statements that do not represent key concepts from the text.
- Distractors may 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 3.1c Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “The Nurse Who Taught the Doctors,” Part 1

**Paragraph 6 is mainly about**

- Ⓐ a new way to treat polio.
- Ⓑ exercises to strengthen the legs.
- Ⓒ six children who also got polio.

**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
  - d. Use the text’s structure or progression of ideas such as cause and effect or chronology to organize or recall information.

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

- Recognize the progression of ideas in a text, such as compare/contrast, cause/effect, problem/solution, sequential order, and chronological order.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- Items assess key concepts, both stated and implied.
- Items that assess compare/contrast require the student to compare and contrast actions or motives.
- Items that assess cause/effect require the student to recognize what precipitated a given event or action; given a stated or implied cause, the student selects the effect; given a stated or implied effect, the student selects a cause.
- Items that assess problem/solution require the student to identify either a problem or an actual or plausible solution either explicitly stated in the text or that can logically be inferred from the text.
- Items that assess sequential and/or chronological order require the student to use author’s cues such as *last*, *then*, *after*, and *next* for sequencing events and actions.

**Distractor Domain:**

- Incorrect answer choices (distractors) are illogical comparisons, causes, problems, or sequences based on information stated or implied in the text.

**Modified PASS 3.1d Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “The Nurse Who Taught the Doctors,” Part 1

**Kenny first learned about medicine from**

- Ⓐ attending nursing school.
- Ⓑ her experiences during World War I.
- Ⓒ reading books given to her by a doctor.

**PASS Standard:**

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

**PASS Objective:**

2. Inferences and Interpretation
  - a. Apply prior knowledge and experience to make inferences and respond to new information presented in text.
  - b. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

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

- Draw conclusions from evidence in appropriately modified text.
- Make inferences based on experiences and evidence in appropriately modified text.

**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 (distractors) are illogical or unsubstantiated inferences or conclusions or explicit information from the text that does not answer the question.

**Modified PASS 3.2a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “A New Kind of Guard,” Part 2

**Based on paragraph 5, what will probably happen?**

- Ⓐ Farmers will begin using llamas as guards more often.
- Ⓑ The association for llamas will no longer need to rescue llamas.
- Ⓒ The wolf and coyote population in the West will begin to increase.

**PASS Standard:**

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

**PASS Objective:**

2. Inferences and Interpretation
  - c. Describe elements of character development in written works (e.g., differences between main and minor characters; changes that characters undergo; the importance of a character’s actions, motives, stereotypes, and appearance to plot and theme).
  - d. Make inferences or draw conclusions about characters’ qualities and actions (e.g., based on knowledge of plot, setting, characters’ motives, characters’ appearances, other characters’ responses to a character).

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

- Make inferences and draw conclusions about the elements of character development.

**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 make inferences or draw conclusions about characters’ qualities and actions.

**Distractor Domain:**

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

**Modified PASS 3.2d Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

From “Flying Blossoms,” Part 3

**What is the problem that Diego faces?**

- Ⓐ He must struggle with his grandfather.
- Ⓑ He must struggle with his own fears.
- Ⓒ He must struggle with nature.

**PASS Standard:**

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

**PASS Objective:**

3. Summary and Generalization
  - a. Summarize and paraphrase information from entire reading selection including the main idea and significant supporting details.

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

- Summarize portions of a selection.

**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 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 representing the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are used as appropriate for narrative, functional, and informational texts.

**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: C

From “Flying Blossoms,” Part 3

**Which is a summary of this passage?**

- Ⓐ Diego plays his violin in Mexico City.
- Ⓑ Diego stays at home, dreaming of his trip with his grandfather.
- Ⓒ Diego learns that both flying blossoms and his music will make people smile.

**PASS Standard:**

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

**PASS Objective:**

3. Summary and Generalization
  - b. Relate generalizations with information gleaned from text.

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

- Relate generalizations using information gathered from the text.
- Recognize lessons and morals within 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.
- The selection must contain a clear central purpose or key concept/main idea (stated or implied).

**Format:**

- Items assessing key concept(s) or main idea ask the student to make generalizations that represent the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are used as appropriate for narrative, functional, and informational texts.

**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 3.3b Sample Test Item:**

Depth of Knowledge: 3

Correct Answer: B

From “Flying Blossoms,” Part 3

**Which lesson does Diego learn in this passage?**

- Ⓐ Fear can be overcome with hard work.
- Ⓑ Sharing beauty with others is joyful.
- Ⓒ Walking to Mexico City takes time.

**PASS Standard:**

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

**PASS Objective:**

3. Summary and Generalization
  - c. Support ideas and arguments by reference to relevant aspects of text and issues across texts.

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

- Identify ideas that support important aspects of appropriately modified 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 idea or key concept/main idea (stated or implied).

**Format:**

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

**Distractor Domain:**

- Incorrect answer choices (distractors) are statements from the text(s) that do not represent relevant ideas, arguments, or issues based on implied information from the text(s).
- Distractors may include details that are irrelevant to the ideas, arguments, or issues and/or related information that is not included in the text(s).

**Modified PASS 3.3c Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Flying Blossoms,” Part 2

**Which sentence shows that Diego’s father was familiar with the flying blossoms?**

- Ⓐ One morning Diego’s father packed an enormous basket of food and folded two blankets on top of the basket.
- Ⓑ They walked five miles the first day and slept beside rocks that retained the sun’s warmth.
- Ⓒ However, his father and grandfather just looked at each other and smiled secretively.

**PASS Standard:**

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

**PASS Objective:**

3. Summary and Generalization
  - d. Organize text information in different ways (e.g., timeline, outline, graphic organizer) to support and explain ideas.

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

- Apply knowledge of reading strategies to organize text (timeline, outline, and graphic organizer).

**Stimulus Attributes:**

- Test items may include phrases, sentences, wording from the selection, timeline, graphic organizer, and/or illustration related to selection.

**Content Limits:**

- Narrative and expository texts are used.

**Format:**

- Items require the student to demonstrate an understanding of reading as a process and use strategies for constructing meaning dependent on the text type and purpose for reading.
- Given an incomplete outline, web, standard, or map, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word, sentence, fact, idea, or characteristic that is important to a summary of the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., heading, questions at end of selection, pictures, captions, illustrations, author's margin notes, boldface print, maps, graphs, etc.).

**Distractor Domain:**

- Incorrect answer choices (distractors) include, but are not limited to, plausible but ineffective strategies for a particular text.
- Distractors may reflect extraneous or irrelevant information from the text or implied by the text.

**Modified PASS 3.3d Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

From “Carl’s Problem,” Part 2

**The boxes show some things that happen in the story.****Which belongs in the empty box?**

- A Carl wins the spelling bee.
- B Carl feels bad for his friend.
- C Carl sits on the couch sighing.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - a. Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary form chosen by an author for a specific purpose.

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

- Use knowledge about genre characteristics as a tool to comprehend various types of appropriately modified texts.

**Stimulus Attributes:**

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

**Content Limits:**

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

**Format:**

- Items require students to identify the characteristics of certain literary forms as portrayed in the selection presented.

**Distractor Domain:**

- Incorrect answer choices (distractors) present information related to forms of literature other than the form utilized in the selection on which the questions focus.

**Modified PASS 3.4a Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Simple Seeds”

**“Simple Seeds” is a poem because**

- Ⓐ it is written in sentences.
- Ⓑ there is punctuation.
- Ⓒ the lines follow a pattern.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - b. Identify the main problem or conflict of the plot and explain how it is resolved.

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

- Identify the conflict and explain how it is resolved.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative texts are used.

**Format:**

- Given a piece of narrative text and a statement of the main problem or conflict of the plot, the student is asked to select the relevant detail(s) that support or define the problem.
- Students are given examples of items assessing the identification of the main problem or conflict of the plot.
- Students are given examples of items assessing the identification of the resolution of the conflict.

**Distractor Domain:**

- Incorrect answer choices (distractors) include details that are irrelevant to the main problem or conflict of the plot and/or related information that is not included in the text.

**Modified PASS 3.4b Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

From “Carl’s Problem,” Part 2

**How does Carl’s sister help solve his conflict?**

- Ⓐ She laughs at him.
- Ⓑ She gives him an idea.
- Ⓒ She enters him in a spelling bee.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - c. Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.

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

- Use story structure as a tool for comparing the actions and appearances of characters in a work of fiction.

**Stimulus Attributes:**

- Test items may include phrases, sentences, and wording from the 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
  - b. goal: what the main character and/or author is trying to achieve
  - c. conflict: the central tension that drives the story
  - d. plot: a series of episodes in which a problem is developed and resolved
  - e. resolution: the dissolving of tension at the end of the story

**Format:**

- Items focus only on those elements and events that drive the story.
- Items may ask the student to make predictions about the characters in relation to the plot based on the text.
- 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 that focus on the plot (problem/solution or goal/resolution) require the student to make inferences about the actions and appearances of characters.
- Items that focus on characters or their actions require the student to identify information in the story.

**Distractor Domain:**

- Incorrect answer choices (distractors) reflect a misunderstanding of explicit information in the story and/or an identification of irrelevant information in the selection.

**Modified PASS 3.4c Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

From “Flying Blossoms,” Part 1

**How is the grandfather’s attitude different from Diego’s?**

- Ⓐ He wants Diego to become a famous violinist.
- Ⓑ He recognizes the importance of Diego’s talent.
- Ⓒ He is worried about making the trip to Mexico City.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - d. Make observations and connections, react, speculate, interpret, and raise questions in analysis of texts.

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

- Use text to make observations and raise questions.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- Given a piece of text and a statement of the key concept(s) or main idea, the student is asked to select the relevant detail(s) that support or define the idea, issue, or problem.
- Students are given examples of items assessing the identification of relevant supporting details versus irrelevant information.

**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 3.4d Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “Flying Blossoms,” Part 3

**Why are the butterflies called “flying blossoms”?**

- Ⓐ They drift through the sky in great clouds.
- Ⓑ They are the same color as many of the trees.
- Ⓒ Their orange wings move like flower petals in the wind.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - e. Recognize structural patterns found in information text (e.g., cause and effect, problem/solution, sequential order).

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

- Identify the causes, motivations, sequences, and results from an appropriately modified text.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- Items assess key concepts, both stated and implied.
- Items that assess cause/effect require the student to recognize what precipitated a given event or action; given a stated or implied cause, the student selects the effect; given a stated or implied effect, the student selects a cause.
- Items that assess problem/solution require the student to identify either a problem or an actual or plausible solution either explicitly stated in the text or that can logically be inferred from the text.
- Items that assess sequential order require the student to use author's cues such as *last*, *then*, *after*, and *next* for sequencing events and actions.

**Distractor Domain:**

- Incorrect answer choices (distractors) are illogical comparisons, causes, problems, or sequences based on information stated or implied in the text.

**Modified PASS 3.4e Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “The Nurse Who Taught the Doctors,” Part 2

**The author organizes information in “The Nurse Who Taught the Doctors” by**

- Ⓐ explaining the cause and effect of polio.
- Ⓑ comparing two different medical treatments.
- Ⓒ describing events in the order they occurred.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - f. Distinguish among facts/inferences supported by evidence and opinions in text.

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

- Make/draw conclusions from facts and inferences supported by evidence and opinions.

**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 facts and inferences, and arrive at a plausible conclusion based on the evidence and opinion.

**Distractor Domain:**

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

**PASS Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

**PASS Objective:**

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, fables, myths, and legends).
  - b. Read and construct meaning from a variety of genres.
  - c. Demonstrate an understanding of similarities and differences within and among literary works of various genre and cultures (e.g., in terms of settings, character types, events, and role of natural phenomena).

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

- Identify characteristics of various literary forms.
- Comprehend text from various genres.

**Stimulus Attributes:**

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

**Content Limits:**

- Poetry, narrative, expository, and functional texts are used.

**Format:**

- Items require students to recognize the characteristics of certain literary forms as portrayed in the selection presented.
- Items require students to comprehend text from various genres.

**Distractor Domain:**

- Incorrect answer choices (distractors) include illogical or unsubstantiated information related to the text or forms of literature other than that of the selection being used.

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

Depth of Knowledge: 2

Correct Answer: A

From “The Nurse Who Taught the Doctors,” Part 2

**Why were doctors unwilling to accept Kenny’s methods?**

- Ⓐ Kenny was not trained as a doctor.
- Ⓑ Kenny did not treat many patients with polio.
- Ⓒ Kenny’s treatment did not work as well as the doctors’.

**PASS Standard:**

Standard 4: Literature—The student will read to contrast 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. Develop a knowledge of the literary elements of fiction (plot, problems, attempts to resolve conflicts, resolution, etc.) and the text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).

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

- Identify literary elements of fiction to comprehend text, including setting, characters, goal, plot, conflict, and resolution.
- Identify text structure of nonfiction (compare/contrast, cause/effect, sequence, main idea, and details).

**Stimulus Attributes:**

- Test items may include phrases, sentences, and/or wording from the 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 texts are used.

**Format:**

- Items focus only on those elements and events that drive the story.
- Items may ask the student to make predictions based on the text.
- Items may ask the student to complete an incomplete story map, story web, story frame, or character map.
- 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 story and/or an identification of irrelevant information in the selection.
- Distractors are illogical comparisons, causes, problems, or sequences based on information stated or implied in the text.

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

Depth of Knowledge: 2

Correct Answer: B

**From “Carl’s Problem,” Part 2**

**Which word describes how Carl feels at the end of the story?**

- Ⓐ puzzled
- Ⓑ pleased
- Ⓒ concerned

**PASS Standard:**

Standard 4: Literature—The student will read to contrast 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.
  - b. Compare/contrast genres, themes, ideas, and story elements across texts read, listened to, or viewed.

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

- Identify genres, ideas, and story elements.

**Stimulus Attributes:**

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

**Content Limits:**

- Poetry, narrative, expository, and functional texts are used.
- The selections must contain sufficient information to identify connections (e.g., cause and effect) within the text.

**Format:**

- Items assess key concepts, both stated and implied, found in the selection.

**Distractor Domain:**

- Incorrect answer choices (distractors) are illogical comparisons or contrasts based on information stated or implied in the selection.

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

Depth of Knowledge: 2

Correct Answer: C

From “Animal Families”

**Based on paragraphs 2 and 4, how are packs and herds alike?**

- Ⓐ They travel with their babies.
- Ⓑ They leave their babies behind.
- Ⓒ They work together to care for their babies.

**PASS Standard:**

Standard 4: Literature—The student will read to contrast 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.
  - c. Identify the author’s purpose (persuade, inform, or entertain).
  - d. Recognize and identify the writer’s perspective or point of view in a literary selection (e.g., first person, second person) and how it affects the text.

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

- Identify the author’s purpose: persuade, describe, entertain, and inform.
- Identify writer’s point of view in an appropriately modified text.

**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 form judgments about the author’s purpose from information provided in the text.

**Distractor Domain:**

- In items assessing the purpose of a piece of functional text, incorrect answer choices (distractors) reflect realistic yet incorrect purposes for the given text or a portion of it.
- In items assessing the author’s purpose, distractors reflect realistic yet inappropriate purposes based on the text.

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

Depth of Knowledge: 2

Correct Answer: A

From “Flying Blossoms,” Part 3

**What was the author’s purpose in writing this passage?**

- Ⓐ to entertain people with a story about family
- Ⓑ to persuade children not to catch butterflies
- Ⓒ to inform students about hiking

**PASS Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

**PASS Objective:**

3. Identify figurative language and sound devices in writing and how they affect the development of a literary work.
  - a. Identify and discuss certain words and rhythmic patterns that can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

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

- Recognize poetry and its characteristics, such as rhyme, no rhyme, rhythm, and alliteration.

**Stimulus Attributes:**

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

**Content Limits:**

- The selection must contain sufficient information for the reader to identify the poetry by its characteristics.

**Format:**

- Items focus on rhythmic patterns from the literary selection that are true to the genre.

**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.

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

Depth of Knowledge: 2

Correct Answer: C

From “Simple Seeds”

**Which words are an example of alliteration?**

- Ⓐ vines, stems, and blooms
- Ⓑ spring’s cool rains
- Ⓒ mysterious and marvelous

**PASS Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

**PASS Objective:**

3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and how they affect the development of a literary work.
  - b. Evaluate and identify figurative language, such as simile, metaphors, hyperbole, personification, and idioms.
    - Example: Simile—a comparison that uses *like* or *as*
    - Example: Metaphor—an implied comparison
    - Example: Hyperbole—an exaggeration for effect
    - Example: Personification—a description that represents a thing as a person
    - Example: Idioms—an expression that does not mean what it literally says
  - c. Identify the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

Imagery: the use of language to create vivid pictures in the reader’s mind.

Metaphor: an implied comparison in which a word or phrase is used in place of another, such as *He was drowning in money*.

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

- Identify figurative language.
- Identify the author’s technique, including use of simile, metaphor, personification, hyperbole, symbolism, idiom, and imagery.

**Stimulus Attributes:**

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

**Content Limits:**

- Poetry, narrative, and expository texts that include the use of figurative language (specifically simile, metaphor, and personification) are used.

**Format:**

- Items require the student to choose an example of figurative language (simile, metaphor, and personification).
- Items require the student to show an understanding of the author’s technique by selecting the meaning that conveys understanding of the target word or phrase based on the context.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible but illogical and inaccurate identifications of the figurative language based on context or literal identifications of figurative language.

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

Depth of Knowledge: 2

Correct Answer: B

**From “A New Kind of Guard,” Part 1**

**An example of a simile in this selection is**

- Ⓐ No guard dogs have barked a warning.
- Ⓑ It sounds like a rusty hinge on an old door.
- Ⓒ They could be found only in the highest mountains.

**PASS Standard:**

Standard 4: Literature—The student will read to contrast meaning and respond to a wide variety of literary forms.

**PASS Objective:**

3. Figurative Language and Sound Devices—Identify figurative language and sound devices in writing and how they affect the development of a literary work.
  - d. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

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

- Interpret poetry and recognize its characteristics, such as rhyme, no rhyme, shape, and pattern (cinquain, diamante).

**Stimulus Attributes:**

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

**Content Limits:**

- The selection must contain sufficient information for the reader to identify and interpret the poetry by its characteristics.

**Format:**

- Items focus on terms from the literary selection that are true to the genre.
- Items may ask the student to make connections between literal and figurative terminology.
- Items may ask students to identify poetic style.

**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.

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

Depth of Knowledge: 2

Correct Answer: C

From “Simple Seeds”

**This poem is an example of which type of poetry?**

- A** rhymed
- B** cinquain
- C** free verse

**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. Determine and use appropriate sources for accessing information including, dictionaries, thesauruses, library catalogs and databases, magazines, newspapers, technology/Internet, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.
  - b. Identify and credit the sources used to gain information.

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

- Use informational resources to access information.

**Stimulus Attributes:**

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

**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 fifth-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 may be such sources as films or places to visit (e.g., historic sites and museums).

**Distractor Domain:**

- Incorrect answer choices (distractors) are sources familiar to fifth-grade students but not appropriate for the information sought.

**Modified PASS 5.1a Sample Test Item:**

Depth of Knowledge: 1

Correct Answer: A

From “Simple Seeds”

**Where could someone look for information about planting a small garden?**

- A** an online site
- B** a dictionary
- C** an atlas

**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.
  - c. Use text features to access information (e.g., format, italics, headings, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps).
  - d. Use reference features of printed text, such as citations, endnotes, and bibliographies to locate relevant information about a topic.
  - e. Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.

Example: Locate specific information in a social studies textbook by using its organization, sections on different world regions, and textual features, such as headers, maps, and charts.

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

- Understand text features: format, italics, headings, subheadings, graphics, sequence, diagrams, illustrations, charts, and maps.
- Use reference features of printed text, such as citations, endnotes, and bibliographies to locate information about a topic.
- Use features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information.

**Stimulus Attributes:**

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

**Content Limits:**

- Poetry, narrative, expository, and functional texts are used.

**Format:**

- 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 use reference features to find relevant information about a topic.

**Distractor Domain:**

- Incorrect answer choices (distractors) are sources familiar to fifth-grade students but not appropriate for the information sought.

**Modified PASS 5.1e Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

**From “A New Kind of Guard,” Part 1****Why does the author include a picture of a llama?**

- Ⓐ to show why llamas are helpful
- Ⓑ to show what a llama looks like
- Ⓒ to show how llamas protect sheep

**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.
  - f. Recognize and apply test-taking strategies by answering different levels of questions, such as literal, as well as multiple-choice, true/false, short answer, inferential, evaluative, or open-ended.

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

- Identify appropriate test-taking strategies.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- Items require students to identify appropriate test-taking strategies.

**Distractor Domain:**

- Incorrect answer choices (distractors) are strategies familiar to fifth-grade students but not appropriate for the situation presented.

**Modified PASS 5.1f Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “The Nurse Who Taught the Doctors,” Part 2

**A good way to remember the important events in Kenny’s life would be**

- Ⓐ to make a timeline showing her achievements.
- Ⓑ to copy the first and last paragraphs in your notes.
- Ⓒ to write the meanings of new words in the article.

**PASS Standard:**

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

**PASS Objective:**

2. Interpreting Information - Analyze and evaluate information from a variety of sources.
  - a. Follow multi-step directions to accomplish a task (e.g., video games, computer programs, recipes).
  - b. Select a topic, formulate questions, 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).
  - c. Develop notes that include important information on a selected topic.
  - d. Summarize information from multiple sources into a written report or summary.
  - e. Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

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

- Use note cards, charts, outlines, and graphs.
- Follow multi-step directions.
- Demonstrate basic word-processing computer knowledge.
- Select a topic and interpret information from a variety of sources.
- Formulate questions related to a selected topic.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative, expository, and functional texts are used.

**Format:**

- Given an incomplete outline, web, standard, or map, the student selects relevant key-concept details to complete the summary.
- Items require the student to identify the word or sentence, fact, idea, or characteristic that is important to a summary of the selection.
- Items require the student to use a particular adjunct aid or text feature (e.g., headings, questions at end of selection, pictures, captions, illustrations, author's margin notes, boldface print, maps, graphs, etc.).
- Given multi-step directions of various types, the student will successfully accomplish the required task.

**Distractor Domain:**

- Incorrect answer choices (distractors) include plausible but ineffective strategies for a particular text.
- Distractors may reflect extraneous or irrelevant information from the text or implied by the text.

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

Depth of Knowledge: 2

Correct Answer: C

**From “The Nurse Who Taught the Doctors,” Part 2**

**What should be in notes about why Elizabeth Kenny was successful?**

- Ⓐ Kenny grew up on a farm in Australia.
- Ⓑ A new medicine was developed that prevented polio.
- Ⓒ She worked to educate doctors who did not believe in her.