

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

Test and Item Specifications

Reading
Grade 6



2011–2012 Edition

Oklahoma State Department of Education
Oklahoma City, Oklahoma

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OKLAHOMA MODIFIED ALTERNATE ASSESSMENT PROGRAM

TEST AND ITEM SPECIFICATIONS

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Purpose

The purpose of the Grade 6 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 sixth-grade reading content standards identified in the *Priority Academic Student Skills (PASS)*. All Reading test forms will assess the identified standards and objectives listed below. The following standards and objectives are intended to summarize the knowledge as identified in *PASS*.

PASS Content Standards and Objectives
Vocabulary <ul style="list-style-type: none">• Words in Context (1.1)• Word Origins (1.2)
Comprehension/Critical Literacy <ul style="list-style-type: none">• Literal Understanding (3.1)• Inferences and Interpretation (3.2)• Summary and Generalization (3.3)• Analysis and Evaluation (3.4)
Literature <ul style="list-style-type: none">• Literary Genres (4.1)• Literary Elements (4.2)• Figurative Language and Sound Devices (4.3)
Research and Information <ul style="list-style-type: none">• Accessing Information (5.1)• Interpreting Information (5.2)



General Considerations

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

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

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

The majority of the selections used for the reading test will include authentic literature; a minor portion may be selected from commissioned works. The reading test form will include two to three authentic literary selections of 300 to 700 words, generating approximately one-half of the test points. There will be two to three expository selections, one of which will be functional, generating approximately one-half of the test points. Each passage will generate six to ten multiple-choice questions from various *PASS* standards, including vocabulary meaning and word origins. A minimum of 25 percent of the questions will be at application, analysis, and evaluation levels of critical thinking/problem solving. The remaining 75 percent will 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 sixth-grade reading.
2. Test items attempt to focus on content that is authentic and that sixth-grade students can relate to and understand.
3. Test items are worded precisely and clearly.
4. All items are reviewed to eliminate language that shows bias or is otherwise likely to disadvantage a particular group of students. That is, items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion; nor do items contain elements that are offensive to any such groups.
5. All answer choices in multiple-choice items (the key and all distractors) are similar in length and in syntax. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks or sounds different from the other answer choices. Distractors are created so that students reason their way to the correct answer rather than simply identify incorrect responses because of a distractor's obviously inappropriate nature. Distractors should

always be plausible (but incorrect) in the context of the item stem. Correct responses are approximately equally distributed among A's, B's, and C's.

Universal Test Design Considerations

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

Universal Modifications

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

Reading Passages and Items

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

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

Non-Modified OCCT PASS Sample Test Item:

Based on the details given, why did Nathan Stubblefield remain unknown despite his important contributions?

- A** His inventions were not nationally publicized.
- B** He was not interested in selling his inventions.
- C** The townspeople did not understand the value of his inventions.
- D** He did not file the legal paperwork to prove ownership of his inventions.

Modified OMAAP PASS Sample Test Item:

Why did Nathan Stubblefield remain unknown?

- A** His inventions were not nationally publicized.
- B** He was not interested in selling his inventions to the people.
- C** He did not file the paperwork to prove that he owned his inventions.

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 sixth-grade reading level and will include three responses from which to choose: the correct answer and two distractors.

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

Content Assessment	Total Items	Total Operational Items*	Total Field Test Items
Reading Grade 6	51	43	8

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

Test Alignment with PASS

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

Oklahoma School Testing Program
Oklahoma Modified Alternate Assessment Program
Grade 6 Reading
Test Blueprint
School Year 2010–2011

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

<i>PASS</i> Standards & Objectives	Ideal Number of Items	Ideal ¹ Percentage of Items
Vocabulary (1.0)	6–7	14%–16%
Words in Context (1.1)	4–5	
Word Origins (1.2)	2–3	
Comprehension/Critical Literacy (3.0)	15–17	35%–40%
Literal Understanding (3.1)	4–5	
Inferences and Interpretation (3.2)	3–4	
Summary and Generalization (3.3)	3–4	
Analysis and Evaluation (3.4)	3–4	
Literature (4.0)	10–12	23%–28%
Literary Genres (4.1)	3	
Literary Elements (4.2)	3–4	
Figurative Language/Sound Devices (4.3)	3–4	
Research and Information (5.0)	6–7	14%–16%
Accessing Information (5.1)	3–5	
Interpreting Information (5.2)	2–4	
Total Test	40–43²	100%

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

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

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

Overview of Item Specifications

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

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

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

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

All items will assess objectives using only depth-of-knowledge levels 1, 2, or 3. Descriptions of the depth-of-knowledge levels for Reading Grade 6 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 6****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 technical and specialized vocabulary and to understand the precise meaning of grade-level-appropriate words in fiction and nonfiction texts.
- b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

2. Word Origins

- a. Recognize the origins and meanings of foreign words frequently used in English.

Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).

- 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, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biology).

3. *Using Resource Materials and Aids

- a. Determine the meanings, pronunciation, and derivations of unknown words by using a glossary, dictionary, and/or thesaurus.
- b. Relate dictionary definitions to context of the reading in order to aid understanding.

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

1. Read regularly in independent-level texts (texts in which no more than approximately 1 in 10 words is difficult for the reader) fluently and accurately, and with appropriate timing, 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; a “typical” sixth grader reads approximately 120 words per minute).
3. Increase silent reading speed through daily independent reading.
4. Read silently for increased periods of time.

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

Read and understand grade-level-appropriate material. Describe and connect the essential ideas, arguments, and perspectives of the text by using the knowledge of text structure, organization, and purpose. At Grade 6, in addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information as well as expository (informational and technical) text.

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, establish purpose for reading).
 - b. Read and comprehend both fiction and nonfiction that is appropriately designed for sixth grade.
 - c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.

Example: Use a graphic organizer to compare an advertisement to the actual product label.

- d. Use the text’s structure or progression of ideas, such as cause and effect or chronology to locate or recall information.
2. Inferences and Interpretation
 - a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

- b. Make inferences or draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, other characters' responses to a character).
 - c. *Interpret and respond creatively to literature (e.g., art, drama, oral presentations, and Reader's Theater).
3. Summary and Generalization
- a. Summarize and paraphrase information including the main idea and significant supporting details of a reading selection.
 - b. Make generalizations based on information gleaned from text.
 - c. Support reasonable statements and conclusions by reference to relevant aspects of text and examples.
 - d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizer) to support and explain ideas.
4. Analysis and Evaluation
- a. Evaluate the believability of characters and the impact they have on the plot.
 - b. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict 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, connections, and react, speculate, interpret, and raise questions in analysis of texts.
 - e. Recognize and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).
 - f. Distinguish among stated 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, trying an alternate pronunciation, searching for clues, and asking questions).
 - b. Clarify meaning by questioning and rereading; confirm and revise predictions as needed when reading.
 - c. Adjust reading rate and determine appropriate strategies according to the purpose for reading, the difficulty of the text, and characteristics of the text.

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

Read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance a study of history and social science. Clarify ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

1. **Literary Genres**—The student will demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.
2. **Literary Elements**—The student will demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
 - b. Identify and explain internal and external conflict in the development of a story.
 - c. Determine the author’s purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated, and how it affects the text.
 - d. Connect, compare, and contrast ideas, themes, and issues across texts.
3. **Figurative Language and Sound Devices**—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
 - b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.
 - c. Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
 - d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
 - Imagery: the use of language to create vivid pictures in the reader’s mind.
 - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

4. *Literary Works—The student will read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare similar characters, settings, and themes from varied literary traditions.

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

1. Accessing Information—The student will select the best source for a given purpose.
 - a. Use library catalogs and computer databases to locate sources for research topics.
 - b. Access information from a variety of primary and secondary sources to gather information for research topics.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
 - e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.
2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
 - a. Record, organize, and display relevant information from multiple sources in systemic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Identify and credit the reference sources used to gain information.
 - c. Determine the appropriateness of an information source for a research topic.
 - d. Summarize information from multiple sources into a research paper.

*Reading Passages***A True Friend**

1 "You're going to do WHAT?" I asked my best friend, Julie, in alarm.

2 "I'm going to try out for the cheerleading squad," she said, eyes fixed on the ground, not meeting my shocked gaze. We had been best friends since second grade, and we did everything together. We had made many plans about what we would do this year, but now she was going off on her own. I was sure if she joined the cheerleading squad, she would become best friends with someone else, and I couldn't bear that.

3 "Why are you doing this? Do you really want to hang around with those girls instead of me?" I said, my voice filled with resentment.

4 "It's not about the girls," Julie said in defense. "It's about the sport. I want to be on the squad at the high school level because its cheerleaders win scholarships at state competitions, and I have a better chance if I'm on the squad here."

Part 2

5 I scowled and said, "Good luck then," and marched off, leaving Julie standing with a sad look on her face. I had no doubts she would make it—Julie was a superb gymnast who could do backflips across the entire gym without stopping. I didn't watch the tryouts, but I heard right away that Julie had made the squad.

6 The rest of that week I was miserable, and I avoided Julie in the hall, never once telling her congratulations. Unfortunately, we had several classes together, so I sat stiffly in my seat, watching Julie chat with the other cheerleaders. Occasionally, Julie glanced my way with big, sad eyes, and though I felt bad, I did not look at her.

7 I planned to watch the first game and ignore Julie. Instead, I was amazed by the enthusiasm and skill of Julie's cheering. Although the youngest member of the team, Julie energetically led cheer after cheer. I saw how her face lit up with joy. I was stunned as I realized

Continue reading "A True Friend"

that she loved the sport. Trying out for the team had nothing to do with me—maybe it was just something she wanted to do. A red stain crept across my face as I thought about how I had ignored her all week—just for following her heart. What type of friend did that? Now that I thought about it, Julie had tried to be friends, and I was the one who pushed her away. I had hurt my dearest friend out of fear of being hurt myself.

Part 3

- 8 I approached her shyly, but Julie smiled without hesitation, beckoning me over and making my shame deepen. “Hey, you were really great,” I began, then added quickly, “I’m so sorry I’ve been rude to you about your joining the squad.”
- 9 Julie smiled and replied, “A group of us are going for ice cream—why don’t you come along?”
- 10 Julie’s quick forgiveness made my eyes burn, but I smiled in return. As I walked toward the cheerleaders, I realized there was room in Julie’s life for all of us. We could save the competition for the game.

A Diary of Rainey T. Wells

June 12, 1892

- 1 I visited Nathan Stubblefield this morning. Although he's thirty years old, he is like a large child, always playing around with his inventions.
- 2 I wasn't surprised when Nathan came out, holding a black wooden box about the size of an egg crate. "Take this," Nate said. I took it. The box was heavy, though not hard to carry. Cloth was stretched over the round holes cut in front, and some wires and knobs stuck out here and there. Nathan twisted the knobs for a few moments before going back inside to retrieve another box similar to the one I was holding. He sat on the edge of the porch and started fiddling with the box.
- 3 "Walk up that hill to that fence post." He pointed to a hilltop, about two or three hundred yards away.
- 4 At the top of the hill, I rested the box on the fence post. Just as I did, the box hummed and crackled. "Hello, Rainey!" Nate's voice said behind me. I jumped a foot off the ground. Below, Nate sat on the porch, leaning over his box.
- 5 I started laughing. "That's a good trick, Nathan! How'd you do it, stretch wires under ground? You sure did a good job of hiding them."
- 6 "There are no wires," Nate's voice crackled from one of the cloth-covered holes in the box. I searched; there had to be wires.
- 7 "There's no such thing as a wireless telephone," I mumbled.
- 8 "There is now!" Nate's voice responded, loud and clear.
- 9 Back at his front porch, I handed Nathan his fantastic box. "When are you going to start selling these things? Because I sure want one! Everybody in town's going to want one."
- 10 Nathan shrugged and shook his head. "In a year or two, maybe, when I get all the problems worked out. Don't tell anybody until I get a chance to perfect it."

Continue reading "A Diary of Rainey T. Wells"

- 11 Most people in town think Nathan Stubblefield is a strange man, and a dreamer. Now, when people know what I know, they will change their minds pretty quickly!

Part 2

January 1, 1902

- 12 Nathan Stubblefield started out the year by demonstrating his wireless telephone to the town. He had half a dozen listening stations set up all over Murray City. They were boxes very much like the ones he showed me years ago. From a transmitter in his house, Nathan could send his voice all over town.
- 13 I was in the back room of Hanson's General Store, crowded with folks, all laughing and making jokes. "What's ol' Nate going to do this time, make it snow gumdrops?" asked Burt Hanson, chuckling. He bent over the box, examining it, tapping it with his fist.
- 14 Just then, the box crackled and hummed. "Happy New Year!" Nathan's deep voice filled the room, and Burt nearly tumbled over backward. The crowd fell silent and wide-eyed with disbelief as they listened.
- 15 After a short speech, Nathan's son played his harmonica and whistled a few tunes. When the show ended twenty minutes later, everybody in town rushed outside into the cold and cheered.

August 23, 1902

- 16 Nathan demonstrated his wireless creation from the deck of a steamboat on the Potomac River in Washington, D.C. People a mile away heard his voice as clearly as if he had been standing beside them. Surely, it's only a matter of time now before everybody knows about Nathan Stubblefield.
- 17 *Nathan Stubblefield failed to file the proper paperwork to prove his inventions were really his own. He died penniless and unknown in 1928. In 1930, the people of Murray, Kentucky, erected a monument to Nathan Stubblefield, with an inscription calling him "the inventor of radio."*

A Clear View

- 1 In a faraway village lived a young woman named Rosalinda who was known throughout the land for two things: her gowns and her beauty. First, she was famous for the beautiful gowns she could make. Royalty came from miles away with fabric dripping with gold and jewels just to have Rosalinda craft their dresses for balls and special events. Secondly, Rosalinda was known for being as beautiful as the gowns she created. Princes and kings from all over the world had asked for her hand in marriage, but she had always refused them, for she knew they only saw her surface beauty. None of them saw her true self.
- 2 One day, a man strolled into town looking for the dressmaker. He had a commission¹ for his sister's wedding dress; he wanted only the best. Armand had heard of the dressmaker's skill and beauty. He had also heard of her refusal to marry any of the young men who had proposed. Armand was captivated² by a woman so independent and introduced himself immediately. He noticed that her dresses were indeed amazing; every stitch was small and dainty but strong. However, he noted the dressmaker's unhappiness as she listened to his order.
- 3 "I am Armand," he told her. "I have an idea for a dress I want made which must be complete within two weeks. I can pay you well for the rush. And I think it will challenge your sewing skills."
- 4 Rosalinda was amused by his comment and replied, "My customers are happy with my dresses. Why do I need a challenge from you?"
- 5 Armand replied, "It is clear to me that you are a woman of great beauty, talent, and strength, but you have no one to challenge your skills with a needle and thread. It only makes sense that you should challenge yourself with more difficult tasks. It would be a shame to not develop your skill to its fullest."

Continue reading "A Clear View"

¹*commission*—an assigned task

²*captivate*—to attract and hold by charm, beauty, or excellence

Part 2

- 6 Rosalinda was amazed by the man’s insight, for no one had ever dared to speak so critically to her before. She realized it was true. Making dresses had become monotonous because sewing was so easy for her. She accepted Armand’s challenge and began to create the most spectacular wedding gown of all, with lace like cobwebs and satin like diamonds. She worked constantly, rarely stopping to brush her hair or to rest. She was determined to complete the dress on time. Dark half-moons circled under her eyes. At last, she finished the dress and stood back in satisfaction at what she saw. Simple, yet elegant, it was her masterpiece, and it brought back the joy she felt when she first created dresses.
- 7 By the time Armand arrived the next morning to pay for the dress, a crowd had gathered to see the wondrous gown. The villagers were shocked by Rosalinda’s haggard³ appearance. A man, who had proposed the year before, laughed and said, “See how she’s letting herself go? No one wants a wife who looks like that.”
- 8 Armand heard the comment. “You fool!” he responded to the man. “Do you not see that Rosalinda would be beautiful even if she never brushed her hair again? Her real beauty comes from within, that of a strong, smart person who was given a great talent. You see only the outside, but I see the strength within, where true beauty is found!”
- 9 Rosalinda knew at once that Armand was the man she wanted to marry. After the crowd left, she approached him and thanked him for his kind words.
- 10 He paused for a moment and then replied, “I have no sister, but now I have a wedding dress for the woman I want to marry.” He knelt down and pulled out a diamond ring. “Will you have me as your husband?” Rosalinda gazed at the plain gold ring, solid and strong in its simple beauty—just like herself. Armand happily placed it on her finger.

³*haggard*—looking worn and exhausted

The Legend of the Cherokee Rose Rock

- 1 Near Noble, Oklahoma, a seemingly perfect rose appears from the ground. Its dusty red petals are delicately arranged in full bloom. Charmed by its beauty, a passerby bends to pluck it. No vase will hold this rose. It has no stem, and its petals are as heavy as a rock. Indeed, this rose is a rock.
- 2 Actually, rose-shaped rocks can be found in several places around the world. These rock roses, however, are a light color. The rusty red rose rocks appear only in Oklahoma. From this fact has grown a legend as beautiful as the rocks themselves.
- 3 Oklahoma played an important role in Native American history. It marked the end of what is known as the "Trail of Tears." With the discovery of gold in Georgia, the Cherokee tribe lost their right to the land. They courageously walked 1,000 miles to what is now Oklahoma. Much of the journey took place in the winter, and many Cherokee did not survive.

Part 2

- 4 The Great Spirit of the Cherokee did not abandon his people. He cared for his people and thought of them with affection. He knew of their misfortune and wanted to honor the travelers. The memorial would be made from the tears shed along the way. The Great Spirit remembered a beautiful white rose in Georgia called the Cherokee rose. The memory of the flower would comfort his people. It would remind them never to be discouraged. The Great Spirit transformed the tears into a rust-colored, rose-shaped stone.
- 5 Since that time, rose rocks have had many admirers. In 1968, Oklahoma named the rose rock its official state rock. The legend and spirit of the Cherokee rose rock lives on.

Brilliant Reminder

1 Where once it was so brown and flat
 Comes explosion of color so bright
 It is as if a jumbo box of crayons
 Was left out to melt in sunlight.

5 Endless rows of brilliant tulips
 Decorating Earth with beauty
 Where before there was none.

 Proud messengers of spring's return
 Their thick green leaves reach out,
10 And not remotely in a whisper
 They announce it with a shout.

 Placed in the ground in autumn
 They wait in the dirt and the dust,
 Popping up when warmth arrives
15 To remind everyone to trust.

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 technical and specialized vocabulary and to understand the precise meaning of words in fiction and nonfiction text.
 - b. Use prior experience and context to analyze and explain the figurative use of words, similes (comparisons that use *like* or *as*: *The Snowplow Reared Up Like a Stallion*), metaphors (implied comparisons: *Peace is a Sunrise*), and multiple meaning words.

Item Specifications:**Emphasis:**

- Increase vocabulary by determining the meanings of words in context and through the knowledge of word parts and word relationships.
- Identify figurative language used in poetry and narrative texts.
- Use context to understand multiple meaning words.

Stimulus Attributes:

- Test items may include simulated dictionary, glossary, and thesaurus entries.
- 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 meaning intended by the author.
- 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.
- Distractors may focus on literal interpretation rather than figurative meaning.

Modified PASS 1.1b Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “A True Friend,” Part 2

**make v. 1. to build or produce
 2. to cause or become
 3. to achieve or attain**

What is the meaning of make as it is used in paragraph 5?

- Ⓐ** to build or produce
- Ⓑ** to cause or become
- Ⓒ** to achieve or attain

PASS Standard:

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

PASS Objective:

2. Word Origins
 - a. Recognize the origins and meanings of foreign words frequently used in English.
Example: Understand foreign words that are often used in English such as spaghetti (Italian) and rodeo (Spanish).
 - 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, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin to analyze the meaning of complex words (autograph, autobiography, biology).

Item Specifications:**Emphasis:**

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

Stimulus Attributes:

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

Content Limits:

- The selection containing the vocabulary word must have word origin, affixes, roots, and/or stems for the reader to determine a word's meaning.
- 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, some questions direct the student to the appropriate part of the text.

Distractor Domain:

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

Modified PASS 1.2c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “A Diary of Rainey T. Wells,” Part 1

What do “tele” and “phone” mean in the word telephone?

- Ⓐ speak and out
- Ⓑ through and air
- Ⓒ distant and sound

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
 - a. Use prereading strategies with assistance (to preview, activate prior knowledge, predict content of text, formulate questions that might be answered by the text, establish purpose for reading).

Item Specifications:**Emphasis:**

- Establish a purpose for reading by using prereading strategies.

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.

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 True Friend,” Part 1

What question would a student ask after reading the title of the story?

- A** Why do friends exist?
- B** Where are friends found?
- C** What makes a good friend?

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 sixth grade.

Item Specifications:**Emphasis:**

- Comprehend fiction and nonfiction 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 wording close 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:

- Incorrect answer choices (distractors) may include misunderstandings 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 “A Diary of Rainey T. Wells,” Part 2

Why did Nathan Stubblefield remain unknown?

- Ⓐ His inventions were not nationally publicized.
- Ⓑ He was not interested in selling his inventions to the people.
- Ⓒ He did not file the paperwork to prove that he owned his inventions.

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
 - c. Recognize main ideas presented in a particular segment of text; identify and assess evidence that supports those ideas.

Example: Use a graphic organizer to compare an advertisement to the actual product label.

Item Specifications:**Emphasis:**

- Integrate and relate ideas presented in text.
- Identify the main idea of a text by using supporting details.

Stimulus Attributes:

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

Content Limits:

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

Format:

- Items assessing key concept(s) or main idea ask the student to select the statement best representing the major ideas, issues, or problems raised/presented by the author.
- A variety of questions are asked as appropriate for narrative, expository, and functional texts.
- Students will identify 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 3.1c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “A True Friend,” Part 2

What is the main idea of paragraph 6?

- Ⓐ The narrator is unhappy with Julie.
- Ⓑ The narrator does not cheer with Julie.
- Ⓒ The narrator feels badly that she judged Julie.

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 locate or recall information.

Item Specifications:**Emphasis:**

- Use progression of ideas, such as compare/contrast, cause/effect, problem/solution, sequential order, and chronological order, to recall information from the text.

Stimulus Attributes:

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

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 recognize similarities and differences in point of view on a given topic or compare and contrast actions or motives of characters.
- 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: B

From “A True Friend,” Part 1

What upsets the narrator in paragraph 2?

- Ⓐ She does not make the cheerleading squad.
- Ⓑ Julie makes plans that do not include her.
- Ⓒ The cheerleaders are not nice to her.

PASS Standard:

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

PASS Objective:

2. Inferences and Interpretation
 - a. Draw inferences and conclusions about text and support them with textual evidence and prior knowledge.

Item Specifications:**Emphasis:**

- Make inferences and draw conclusions based on evidence from the text and prior knowledge.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.

Format:

- Items require the student to use key concepts, make logical connections between concepts, and arrive at a plausible conclusion based on the evidence.

Distractor Domain:

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

Modified PASS 3.2a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “A Diary of Rainey T. Wells,” Part 2

What can the reader conclude from the author’s details about Stubblefield?

- Ⓐ Some people do not earn money for their inventions.
- Ⓑ Young people do not accept new things.
- Ⓒ Creative people are not organized.

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
 - b. Make inferences or draw conclusions about characters' qualities and actions (i.e., 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 texts are used.

Format:

- Items require the student to use concepts of character development; make logical connections between characters; and recognize importance of character's actions, motives, and appearance to plot and theme.

Distractor Domain:

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

Modified PASS 3.2b Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “A True Friend,” Part 1

Which word describes the narrator in paragraph 3?

- Ⓐ confident
- Ⓑ relaxed
- Ⓒ jealous

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 including the main idea and significant supporting details of a reading selection.

Item Specifications:**Emphasis:**

- Summarize and paraphrase appropriately modified texts by identifying key concepts, main ideas, key actions, and supporting details.

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 (stated or implied) and supporting details.

Format:

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

Distractor Domain:

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

Modified PASS 3.3a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “A True Friend,” Part 3

Another title for this story could be

- Ⓐ “Divide and Conquer.”
- Ⓑ “Fears and Cheers.”
- Ⓒ “A Stunning Sport.”

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. Make generalizations based on information gleaned from text.

Item Specifications:**Emphasis:**

- Integrate and relate ideas by making generalizations about 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, theme, or key concept/main idea (stated or implied).

Format:

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

Distractor Domain:

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

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 reasonable statements and conclusions by reference to relevant aspects of text and examples.

Item Specifications:**Emphasis:**

- Integrate and relate ideas by making conclusions based on 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.
- The selection must contain a clear central idea or key concept (stated or implied).

Format:

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

Distractor Domain:

- Incorrect answer choices (distractors) include details or statements from the text(s) that do not represent relevant ideas, arguments, or issues based on implied information from the text(s).

Modified PASS 3.3c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “A Diary of Rainey T. Wells,” Part 2

Which sentence shows that Stubblefield was recognized for his brilliance?

- A** People a mile away heard his voice clearly.
- B** A monument was erected calling him the inventor of radio.
- C** He had half a dozen listening stations set up all over the 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:

3. Summary and Generalization
 - d. Clarify understanding of text information in different ways (e.g., timelines, outlines, graphic organizers) to support and explain ideas.

Item Specifications:**Emphasis:**

- Select and apply strategies to demonstrate comprehension including timelines, outlines, and graphic organizers.

Stimulus Attributes:

- Test items may include phrases; sentences; wording from the selection in timelines, outlines, and graphic organizers; and/or illustrations.

Content Limits:

- Narrative and expository texts are used.

Format:

- Items require the student to demonstrate an understanding of 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 or sentence, fact, idea, or characteristic that is most/least 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, bold-faced 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 be 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 “A True Friend,” Part 3**Below is a flow chart for “A True Friend.”**

The narrator learns that Julie plans to try out for cheerleading.



The narrator ignores Julie after she makes the team.



The narrator sees Julie cheering at the game.



Blank box for the missing step in the flow chart.



The narrator is invited to join Julie and her new friends.

Which statement goes in the blank box?

- Ⓐ The narrator hears that Julie made the team.
- Ⓑ The narrator is sorry for her behavior toward Julie.
- Ⓒ The narrator realizes Julie can be friends with her and others.

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. Evaluate the believability of characters and the impact they have on the plot.

Item Specifications:**Emphasis:**

- Use knowledge about people to analyze the traits of characters as a tool to comprehend various types of texts.

Stimulus Attributes:

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

Content Limits:

- Narrative texts are used.
- The selection must contain sufficient information for the reader to identify and analyze the traits of characters.

Format:

- Items require students to identify the traits of various characters as portrayed in the selection presented.

Distractor Domain:

- Incorrect answer choices (distractors) present information that a student may have misread/misunderstood.

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. Analyze the main problem or conflict of the plot; the effect of the qualities of the characters and explain how the conflict is resolved.

Item Specifications:**Emphasis:**

- Explain events from the plot and their effect on the appropriately modified text.
- Identify the conflict and how it is resolved.

Stimulus Attributes:

- Test items may include phrases, sentences, and/or 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.
- Items assess the identification of the main problem or conflict of the plot.
- Items assess the identification of the resolution of the conflict.

Distractor Domain:

- Incorrect answer choices 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 “A True Friend,” Part 3

Watching Julie cheer at the game is important because it lets the narrator

- Ⓐ view her favorite sport.
- Ⓑ see her own selfishness.
- Ⓒ look for new friends.

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 comprehension and contrasting the characters.

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
 - e. goal: what the main character and/or author is trying to achieve
 - f. conflict: the central tension that drives the story
 - g. plot: a series of episodes in which a problem is developed and resolved
 - h. resolution: the dissolving of tension at the end of the story

Format:

- Items focus on those elements and events that drive the story and are essential to the theme.
- Items may ask the student to make predictions about the characters in relation to the plot or theme based on the text.
- Items may supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Items that focus on the plot (problem/solution or goal/resolution) require the student to make inferences about the actions, motives, and appearances of characters.
- Items that focus on characters or their actions require the student to evaluate explicit or implicit information in the story.

Distractor Domain:

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

Modified PASS 3.4c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “A Clear View,” Part 2

The conflict of the plot is resolved when Rosalinda

- Ⓐ knows Armand sees her true beauty.
- Ⓑ finishes the dress for Armand’s sister.
- Ⓒ enjoys the challenge given by Armand.

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, connections, and react, speculate, interpret, and raise questions in analysis of texts.

Item Specifications:**Emphasis:**

- Make observations and connections using supporting details from appropriately modified text.
- Infer, interpret, and analyze details from 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:

- 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.
- Items assess 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: B

From “A Diary of Rainey T. Wells,” Part 2

The narrator says that everyone will soon know about Stubblefield because the narrator

- Ⓐ tells many people about Stubblefield’s new invention.
- Ⓑ believes Stubblefield’s invention will make him famous.
- Ⓒ thinks the new invention will be named after Stubblefield.

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 and evaluate structural patterns found in a literary work (e.g., cause/effect, problem/solution, sequential order).

Item Specifications:**Emphasis:**

- Identify structural patterns, including compare/contrast, cause/effect, problem/solution, and sequential order.

Stimulus Attributes:

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

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 recognize similarities and differences in point of view on a given topic or 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 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: B

From “A Clear View,” Part 2

What is the effect of Armand’s challenge?

- Ⓐ Armand’s sister receives a fabulous wedding gown.
- Ⓑ Rosalinda wants Armand to be her future husband.
- Ⓒ Rosalinda is seen as more attractive by the villagers.

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 stated facts, inferences supported by evidence, and opinions in text.

Item Specifications:**Emphasis:**

- Determine facts and opinions, and make inferences supported by evidence from 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 key concepts to distinguish facts, inferences, supported evidence, and opinions.

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.
- Distractors for fact/opinion items will be based on statements representing facts/opinions from text.

Modified PASS 3.4f Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “A True Friend,” Part 2

Which phrase is a fact?

- Ⓐ Hey, you were really great . . .
- Ⓑ I didn't watch the tryouts . . .
- Ⓒ The rest of that week I was miserable . . .

PASS Standard:

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

PASS Objective:

1. Literary Genres—The student will demonstrate knowledge of and an appreciation for various forms of literature.
 - a. Identify the characteristics of genres, including short story, novel, drama, poetry, and nonfiction.
 - b. Identify characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

Item Specifications:**Emphasis:**

- Identify characteristics of various literary forms and subgenres.

Stimulus Attributes:

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

Content Limits:

- The selection must contain sufficient information for the reader to identify and analyze the characteristics of a variety of genres.
- Selections may be short story, novel, drama, poetry, nonfiction, autobiography, biography, fable, folk tale, mystery, and myth.

Format:

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

Distractor Domain:

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

Modified PASS 4.1a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “A Clear View,” Part 2

This is a folk tale rather than a short story because

- Ⓐ an impossible task is achieved.
- Ⓑ there is a problem and a solution.
- Ⓒ someone is beautiful and talented.

PASS Standard:

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

PASS Objective:

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques.
 - a. Identify and explain elements of fiction, including plot, conflict, character, setting, and theme.
 - b. Identify and explain internal and external conflict in the development of a story.

Item Specifications:**Emphasis:**

- Use elements of fiction as a tool for comprehension, including setting, characters, plot, conflict, resolution, and theme.
- Identify internal and external conflict in the development of a story.

Stimulus Attributes:

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

Content Limits:

- Narrative texts that can be mapped are used, including realistic fiction, adventure stories, mysteries, historical fiction, and tall tales.
- The selection may contain one or more of the following elements:
 - a. setting: the location(s) and time(s) of the story
 - b. characters: the people, animals, or personified objects in the story
 - c. plot: a series of episodes in which a problem is developed and resolved
 - d. conflict: the central tension that drives the story
 - e. resolution: the dissolving of tension at the end of the story
 - f. theme: the central idea or message within a story

Format:

- Items focus only on those elements and events that drive the story and are essential to the theme.
- Items may ask the student to make predictions based on the text.
- Items may supply the student with an incomplete story map, story web, story frame, or character map and ask the student to complete it.
- Story map items that focus on the plot (conflict/resolution) require the student to make inferences.
- Items that focus on characters or their actions require the student to evaluate explicit or implicit information in the story.

Distractor Domain:

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

Modified PASS 4.2a Sample Test Item:

Depth of Knowledge: 3

Correct Answer: C

From “A Clear View,” Part 2

What is the theme of the story?

- Ⓐ Beauty fades over time.
- Ⓑ Treat others with kindness.
- Ⓒ True beauty comes from within.

Modified PASS 4.2b Sample Test Item:

Depth of Knowledge: 3

Correct Answer: C

From “A True Friend,” Part 3

Which phrase shows the theme of the story?

- Ⓐ . . . though I felt bad, I did not look at her.
- Ⓑ . . . Julie smiled without hesitation . . . making my shame deepen.
- Ⓒ . . . I realized there was room in Julie’s life for all of us.

PASS Standard:

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

PASS Objective:

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques.
 - c. Determine the author’s purpose (persuade, inform, entertain) and point of view, whether explicitly or implicitly stated, and how it affects the text.

Item Specifications:**Emphasis:**

- Identify author’s point of view (e.g., supports issue/problem, opposes issue/problem, or neutral/presents both sides).
- Identify author’s purpose (e.g., to persuade, describe, entertain, or inform).

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 point of view and purpose from information either stated or implied in the text.

Distractor Domain:

- In items assessing author’s point of view, incorrect answer choices (distractors) represent misinterpretation of the author’s point of view.
- 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: B

From “A True Friend,” Part 3

What is the author’s purpose for this story?

- Ⓐ to persuade
- Ⓑ to entertain
- Ⓒ to inform

PASS Standard:

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

PASS Objective:

2. Literary Elements—The student will demonstrate knowledge of literary elements and techniques.
 - d. Connect, compare, and contrast ideas, themes, and issues across texts.

Item Specifications:**Emphasis:**

- Use knowledge about similarities and differences of ideas and issues within a text as a tool in comprehension.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.
- The selection must contain sufficient information to identify connections (e.g., cause and effect) within a text.

Format:

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

Distractor Domain:

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

Modified PASS 4.2d Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “Brilliant Reminder”

How do tulips change in the spring?

- A They melt.
- B They wait.
- C They bloom.

PASS Standard:

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

PASS Objective:

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
 - a. Identify and explain figurative language, including symbolism, imagery, metaphor, personification, simile, and idioms.
 - b. Identify and explain sound devices, including alliteration, onomatopoeia, and rhyme.

Item Specifications:**Emphasis:**

- Construct meaning from figurative language and sound devices used in appropriately modified texts.
- Identify author’s technique (e.g., simile, metaphor, hyperbole, personification, idiom, symbolism, and imagery).

Stimulus Attributes:

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

Content Limits:

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

Format:

- Items require the student to show an understanding of the author’s technique by selecting the meaning that best conveys the meaning of the target word or phrase based on the context.

Distractor Domain:

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

Modified PASS 4.3a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “A True Friend,” Part 2

What does following her heart mean in paragraph 7?

- Ⓐ doing what she thinks is right
- Ⓑ doing what will make her popular
- Ⓒ doing what her friends want of her

PASS Standard:

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

PASS Objective:

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

Item Specifications:**Emphasis:**

- Recognize a poem’s characteristics, including rhyme, free verse, shape, and pattern (cinquain, diamante).

Stimulus Attributes:

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

Content Limits:

- The poem must contain sufficient information for the reader to identify and interpret 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.

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 4.3c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: A

From “Brilliant Reminder”

Every other line of the poem shows which characteristic of poetry?

- A** rhyme
- B** stanza
- C** verse

PASS Standard:

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

PASS Objective:

3. Figurative Language and Sound Devices—The student will identify figurative language and sound devices and will analyze how they affect the development of a literary work.
 - d. Identify and describe the function and effect of common literary devices, such as imagery and symbolism.
 - Imagery: the use of language to create vivid pictures in the reader’s mind.
 - Symbolism: the use of an object to represent something else; for example, a dove might symbolize peace.

Item Specifications:**Emphasis:**

- Construct meaning from figurative language in appropriately modified texts.
- Identify author’s use of common literary devices, such as imagery and symbolism.

Stimulus Attributes:

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

Content Limits:

- Narrative texts and poetry that include the use of figurative language (specifically imagery and symbolism) are used.

Format:

- Items require the student to show an understanding of the author’s technique by selecting the meaning that best conveys the meaning of the target word or phrase based on the context.

Distractor Domain:

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

PASS Standard:

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

PASS Objective:

1. Accessing Information—The student will select the best source for a given purpose.
 - a. Use library catalogs and computer databases to locate sources for research topics.
 - b. Access information from a variety of primary and secondary sources to gather information for research topics.

Item Specifications:**Emphasis:**

- Use informational resources to access information.

Stimulus Attributes:

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

Content Limits:

- Narrative, expository, and functional texts are used.
- Test items may include simulated research materials.

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 sixth-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 also 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 sixth-grade students but not appropriate for the information sought.

Modified PASS 5.1b Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From "A Diary of Rainey T. Wells," Part 2

Which resource would provide information about the development of radio technology?

- A** a brochure: "Repair Your Own Radio in Ten Easy Steps"
- B** a magazine article: "Radio Programs of the 1930s & 1940s"
- C** an encyclopedia article: "Inventors Who Prepared the Way for Radio"

PASS Standard:

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

PASS Objective:

1. Accessing Information—The student will select the best source for a given purpose.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material.
 - d. Note instances of persuasion, propaganda, faulty reasoning, or misleading information in text.
 - e. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.

Item Specifications:**Emphasis:**

- Understand text and technological features and organizational references and format.
- Identify use of persuasion, propaganda, and faulty reasoning or misleading information.
- Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate information about a topic.

Stimulus Attributes:

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

Content Limits:

- 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 identify the author's technique.

Distractor Domain:

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

Modified PASS 5.1c Sample Test Item:

Depth of Knowledge: 2

Correct Answer: C

From “A Diary of Rainey T. Wells,” Part 2

The author includes dates as subheadings to show the reader that Stubblefield

- Ⓐ worked on other inventions for 10 years.
- Ⓑ quit working on his invention for 10 years.
- Ⓒ publicly demonstrated his invention 10 years later.

PASS Standard:

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

PASS Objective:

2. Interpreting Information - The student will use information from a variety of sources.
 - a. Record, organize, and display relevant information from multiple sources in systematic ways (e.g., outlines, graphic organizers, or note cards).
 - b. Identify and credit the reference sources used to gain information.

Item Specifications:**Emphasis:**

- Use note cards, charts, outlines, and graphs.
- Identify reference sources.

Stimulus Attributes:

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

Content Limits:

- The selection must be substantive enough to allow for the type of study strategy called for in the item (note cards, charts, outlines, graphs).
- Narrative and expository 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 use a particular adjunct aid or text feature (e.g., headings, questions at end of selection, pictures, captions, illustrations, author's margin notes, bold-faced 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 are extraneous or irrelevant information from the text or implied by the text.

Modified PASS 5.2a Sample Test Item:

Depth of Knowledge: 2

Correct Answer: B

From “The Legend of the Cherokee Rose Rock,” Part 2

Which graphic would be helpful to the reader?

- Ⓐ a picture of a Native American Cherokee
- Ⓑ a drawing of a rose rock next to a real rose
- Ⓒ a map of the United States showing Oklahoma

PASS Standard:

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

PASS Objective:

2. Interpreting Information - The student will use information from a variety of sources.
 - c. Determine the appropriateness of an information source for a research topic.
 - d. Summarize information from multiple sources for a research topic.

Item Specifications:**Emphasis:**

- Make connections between sources.
- Identify appropriate sources to use given a research topic.

Stimulus Attributes:

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

Content Limits:

- The selections must contain sufficient information for the reader to make connections between the texts.
- Expository texts are used.

Format:

- Items require the student to analyze, synthesize, evaluate, and paraphrase information from multiple sources.
- Items require students to make a connection between texts.

Distractor Domain:

- Incorrect answer choices (distractors) are plausible but ineffective comparisons between texts and have incorrect information related to the sources in question.

Modified PASS 5.2d Sample Test Item:

Depth of Knowledge: 3

Correct Answer: B

From “Brilliant Reminder”

Read these sentences.

Tulips are flowers that come in strong shades of red, pink, yellow, purple, and more. Many people believe that tulips came from Holland. Actually, they got their start in Turkey.

Which idea is expressed in both the poem and the sentences above?

- A** Tulips came from Turkey, not Holland.
- B** Tulips come in many bright colors, much like crayons.
- C** Tulips are planted in the fall and bloom in the spring.