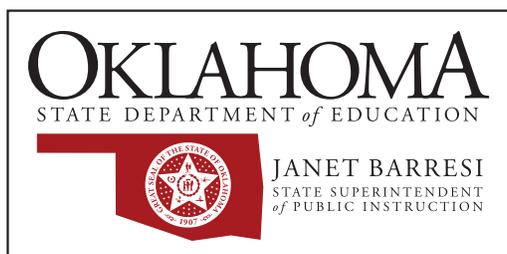


**OKLAHOMA SCHOOL TESTING PROGRAM  
OKLAHOMA MODIFIED ALTERNATE  
ASSESSMENT PROGRAM**

# **Test and Item Specifications**

Reading  
Grade 7



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 7 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 seventh-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>
<p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Words in Context (1.1)</li> <li>• Word Origins (1.2)</li> <li>• Idioms and Comparisons (1.3)</li> </ul>
<p><b>Comprehension/Critical Literacy</b></p> <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>
<p><b>Literature</b></p> <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>
<p><b>Research and Information</b></p> <ul style="list-style-type: none"> <li>• Accessing Information (5.1)</li> <li>• Interpreting Information (5.2)</li> </ul>



### *General Considerations*

Each seventh-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, be conducive for vocabulary analogies, and relevant reading tasks as defined by the *Priority Academic Student Skills (PASS)* for seventh-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 500 to 900 words, generating approximately one-half of the test points, and two to three expository selections, one of which will be task-oriented, 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, meanings of foreign words, and use of words—meaning resources in addition to context. 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, interpretative, 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 standards and objectives listed in the Test Blueprint for seventh-grade reading.
2. Test items attempt to focus on content that is authentic and that seventh-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:**

**In paragraph 1, what does asset mean?**

- A** ally
- B** benefit
- C** counsel
- D** example

**Modified OMAAP PASS Sample Test Item:**

**Read this sentence.**

**Perhaps no one at the time realized what a great asset this boy would be to the United States of America.**

**Asset means**

- (A)** ally.
- (B)** benefit.
- (C)** counsel.

***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 seventh-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 7	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 7 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>6–8</b>	<b>14%–19%</b>
Words in Context (1.1)	2–3	
Word Origins (1.2)	1–2	
Idioms and Comparisons (1.3)	2–3	
<b>Comprehension/Critical Literacy (3.0)</b>	<b>15–17</b>	<b>35%–40%</b>
Literal Understanding (3.1)	3–4	
Inferences and Interpretation (3.2)	4–6	
Summary and Generalization (3.3)	4–6	
Analysis and Evaluation (3.4)	3–4	
<b>Literature (4.0)</b>	<b>9–11</b>	<b>21%–26%</b>
Literary Genres (4.1)	3–4	
Literary Elements (4.2)	3–4	
Figurative Language/Sound Devices (4.3)	2–3	
<b>Research and Information (5.0)</b>	<b>6–7</b>	<b>14%–16%</b>
Accessing Information (5.1)	3–5	
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 *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 7 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 7****Reading**

Asterisks (\*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

**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 expand vocabulary through word study, literature, and class discussion.**

Use a 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.

1. Words in Context— Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.
2. Word Origins
  - a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

Example: Understand and use in speaking and writing foreign words that are often used in English such as *lasagna* (Italian), *sauerkraut* (German), and *déjà vu* (French).
  - b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

Example: Analyze the roots, prefixes, and suffixes of subject-area words such as *telescope*, *geography*, and *quadrant*.
3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as *the apple of his eye* or *beat around the bush*.
  - b. Analogies: comparisons of the similar aspects of two different things
  - c. Metaphors: implies comparisons, such as *The street light was my security guard*.
  - d. Similes: comparisons that use *like* or *as*, such as *A gentle summer breeze feels like a soft cotton sheet*.

**\*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 materials (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate time, change in voice, and expression.
2. Read regularly in instructional–level materials that are challenging but manageable (text in which no more than approximately 1 in 10 words is difficult for the reader; a “typical” seventh grader reads 135 words per minute).
3. Increase silent reading speed and comprehension through daily independent reading.
4. Use punctuation as a cue for pausing and characterization while reading.

**Standard 3: Comprehension—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 a knowledge of text structure, organization, and purpose. At Grade 7, in addition to regular classroom reading, 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) texts.

1. Literal Understanding
  - a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.
    - Determine the purpose for reading, such as to be informed, entertained, or persuaded.
    - Preview the material and use prior knowledge to make connections between text and personal experience.
  - b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
  - c. Show understanding by asking questions and supporting answers with literal information from text.
2. Inference and Interpretation
  - a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
  - b. Make inferences supported by a character’s thoughts, words, and actions or the narrator’s description.

3. Summary and Generalization
  - a. Summarize the main idea and how it is supported with specific details.
  - b. Recall major points in the text and make and revise predictions.
  - c. Recognize the importance and relevance of details on the development of the plot.
  - d. Support reasonable statements by reference to relevant aspects of text and examples.
4. Analysis and Evaluation
  - a. Compare and contrast points of view, such as first person, third person, limited, and omniscient, and explain their effect on the overall theme of a literary work.
  - b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.
  - c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
  - d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.
  - e. Distinguish between stated fact, reasoned judgment, and opinion in text.
5. \*Monitoring and Correction Strategies
  - a. Monitor the understanding of text and use correcting strategies, such as rereading a portion, using reference aids, or searching for content when needed.
  - b. Make, confirm, and revise predictions when reading.
  - c. Adjust reading rate and determine appropriate strategies to match the purpose, difficulty, and characteristics of the text.

**Standard 4: Literature—The student will read, 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 the ideas and connect them to other literary works. Participate productively in self-directed work teams to create observable products.

1. Literary Genres—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**—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.
  - b. Identify and explain techniques of direct and indirect characterization in fiction.
  - c. Describe how the author’s perspective, argument, or point of view affects the text.
  - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).
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 the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.
  - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.
  - c. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).
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**—Select the best source for a given purpose.
  - a. Use library catalogs and computer databases to locate sources for research topics.
  - b. Access a variety of primary and secondary sources to locate information relevant to research questions.
  - c. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
  - d. Use organizational strategies as an aid to comprehend increasingly difficult content material.
  - e. Note instances of persuasion, propaganda, and faulty reasoning in text.

- f. 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 systematic ways (e.g., outlines, graphic organizers, or note cards).
    - b. Interpret and use graphic sources of information, such as graphs, maps, timelines, or tables, to address research questions.
    - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
    - d. Determine the appropriateness of an information source for a research topic.
    - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

*Reading Passages***Camping in the Cold**

- 1 The wind blows cold  
And carries on it the scent of snow,  
Crisp, clear, crackling.
- Perfect weather for a cozy fire
- 5 And a good book and salty popcorn.  
Yet here I am,  
Camping in this barren forest  
With my parents,  
Who do not tolerate<sup>1</sup> bad attitudes.
- 10 So though my cheeks are chapped red  
And my nose continuously snuffles,  
I hike through the woods like a pro.  
My feet push through piles of leaves.  
Crunch, crunch, crunch.
- 15 We echo through the woods  
Eerily quiet except for the wind howling past us,  
As even the squirrels know it is time to be  
Inside somewhere warm.
- My parents laugh and bare their teeth to the wind.
- 20 They thrive on adventure and challenges;  
I thrive on cold soda and cake.  
But here I am, burning hot dogs over a blazing fire.
- Darkness falls like a curtain  
Over the tall trees towering above us,
- 25 And then it is time for sleep.

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<sup>1</sup>tolerate—to put up with

**Continue reading "Camping in the Cold"**

**Part 2**

I lie still with eyes wide, staring into the darkness  
And the night sounds of the forest  
Come alive, like a small child creeping downstairs  
For a forbidden glass of milk after bedtime.

30 The trees' bare branches beat together like bones  
Clacking in the wind,  
A steady drumbeat.

The rustling of 'possums and raccoons  
Drifts by now and then  
35 And owls hoot softly, in the distance and now nearby,  
Their cries making my skin suddenly shiver.

I listen in wonder, never having noticed  
The symphony of sounds to be discovered in the woods  
When people are not talking or walking,  
40 When we have time to just wait and be still.

But my eyes are getting heavy  
As warmth steals through my body  
Tired from its hiking  
I am cozy and I am safe, with my parents nearby.

45 I could be at home with a book  
But instead I am here, sleeping among the wild things,  
Breathing in the aroma<sup>2</sup> of pine and mold,  
Part of nature in its barren beauty.

Tomorrow we will fish and rock climb;  
50 Tomorrow I will watch for sparrows and woodlarks;  
Tomorrow my smile will be a real one

I drift off to sleep to the lullaby of the woods,  
An unusual but powerful tune.

---

<sup>2</sup>aroma—scent

## Theodore's Love of Nature

- 1 A child was born on October 27, 1858, in New York City. Perhaps no one at that time realized what a great asset this boy would be to the United States of America. Although the boy struggled with a respiratory condition, he would grow to possess a great deal of physical strength. He also would help to preserve those things that were important to him and important to future generations. This boy's name was Theodore Roosevelt, and he would become the twenty-sixth President of the United States of America.
- 2 Theodore's parents encouraged their children to be interested in and curious about the world around them. However, Theodore had been born with asthma, an illness that limited his childhood activities. Because his asthma kept him indoors most of the time, Theodore read from any book that he could obtain.
- 3 Theodore, however, did not view his situation as a problem. Even though he enjoyed the time he was able to spend outside and developed a love of nature, he found a way to bring his love of nature inside by reading about the outside world. He enjoyed being studious and thought that he probably would study nature as an adult. Dividing the time he had being outside and inside allowed him to keep a detailed notebook of his observations of different insects and animals and encouraged him to turn a room in his home into a museum that was called "The Roosevelt Museum of Natural History." Here, Theodore would study and display various specimens of live animals.

### Part 2

- 4 One summer as Theodore's family was vacationing outside of the busy city, Theodore learned different birdcalls. He would call out to a bird, and it would fly to him. One day, 75 swallows that were migrating through the area flew right into the Roosevelt country house.

**Continue reading "Theodore's Love of Nature"**

- 5 Although Theodore's mind was quite active, his asthma concerned his father, who wanted his son to lead an active life. One day, Theodore's father talked privately to his son. He told young Theodore that he needed to build his body to match his mind. After that, Theodore worked hard at making his body strong. He lifted weights and watched as his body slowly became stronger.
- 6 As Theodore matured into a man, he combined his love of nature with his desire to keep his body physically strong. He proved to himself how strong he had become when he climbed Mount Marcy, the highest peak in the Adirondack mountain range. Later in life, he completed another amazing physical feat when he discovered where a river called the River of Doubt in Brazil originated. Because of this discovery, the Brazilians renamed the river Rio Teodoro, after Theodore.

### Part 3

- 7 As president of the United States, Theodore was led by his love of nature to contribute greatly to conservation efforts. One of his contributions included increasing the national forests by 40 million acres. He also created five national parks and several national monuments and bird shelters.
- 8 Theodore Roosevelt lived to be 60 years old. He lived a full and happy life by challenging himself and by being true to the causes that he knew were important for future generations.

### Just Like Practice

- 1 Connie watched as Coach Sanders helped Julia limp off the soccer field. "It's my ankle," her friend grimaced when Connie rushed over to ask how she was. "I guess it's up to you, Connie," she panted. Connie's stomach dropped; her heart began pounding like the hooves of stampeding horses.
- 2 "Me?" she asked, hesitantly. She glanced at her friend's swollen ankle, hoping for a miracle. She looked out at the field where her teammates and members of the other team were getting ready to resume play. Connie had already played her usual few minutes in the first half. Like always, she had spent the time hoping the ball would not come her way.
- 3 "Connie," Julia said, "You can do it, just like you do in practice."
- 4 "Let's go, Connie," Coach Sanders said. "You're the best scorer we have left." Then he shouted to the rest of the team. "We need only one goal to tie. Don't quit now; there's still enough time!"
- 5 Connie's knees felt like rubber as she ran out onto the field. "Don't mess up. Don't mess up," she repeated to herself over and over.
- 6 "Just like practice, Connie," Coach Sanders reminded her one more time. If only that were true, Connie thought. In practice, Connie was a terrific player. In fact, some people thought she was better than Julia, the team's star player. Connie could guide the ball smoothly through defenders, make sharp, accurate passes, and score from either side of the goal. Coach Sanders had often commented on the way she could control the soccer ball with her feet.

### Part 2

- 7 That was practice, though; games were a totally different story. Something happened to Connie during the games. Her legs felt rubbery, her breath came in gasps, and her heart fluttered in her chest. Whenever she got near the ball, things seemed to go wrong, and Connie soon started dreading the games. Coach Sanders insisted

**Continue reading "Just Like Practice"**

on putting her into the game each week for a few minutes, but he usually did so only when the team was comfortably ahead. Now her team, the Wolverines, was playing for the city championship against the Hornets. If they won, they would advance to the state playoffs. Why did Julia have to get hurt now? Connie wondered anxiously.

- 8 The Wolverines were behind 2 to 1, and the Hornets had the ball. The Wolverines prepared to play tough defense. There were only a few minutes remaining. Suddenly, Tonesha, one of Connie's teammates, intercepted a pass and streaked down the middle of the field towards the Hornet's goal. Without thinking, Connie knew what to do. She raced down the right side just like in practice. Tonesha saw her and kicked the ball. It was a perfect pass, but as it got closer, Connie started having her old doubts. "Don't mess up!" her mind screamed as she received the pass. "Please go in!" she whispered as she kicked the ball hard. For a second it looked good, but then sailed right, missing the goal by several feet.
- 9 Connie hung her head. "Choked again," she muttered. Her teammates said, "good try" or "that's okay," but their eyes seemed to say something different. Same old Connie. Connie had no time to sulk, though, because the game was not over.
- 10 The Hornets had the ball again. Connie was guarding the Hornet player with the ball. She could hear the noise of the crowd building. She knew it was almost over. This was her chance. She waited until she thought the Hornet player was about to pass the ball. Then she darted in, stole the pass, and raced downfield ahead of everyone. With the crowd and her teammates screaming behind her, Connie was determined to score. She waited until the last second, and when the Hornet goalie moved to the right, Connie kicked the ball into the left corner of the goal. She had tied the game! As the ball settled into the net, the referee blew his whistle; time had expired. The teams would now have to break the tie to determine who went to the next play-off level. Connie could hardly wait!

### The Stick Game

- 1 A pile of special sticks lay outside the meeting house on a small island in New Zealand. They appeared to be ordinary three-foot-long sticks. However, these were unique, made from the branches of the Pohutakawa tree. The bark was worn off in the middle of each stick.
- 2 After quickly completing a few household chores, the Maori children dashed out of their simple New Zealand homes. The day was hot and dry. They were dressed lightly, not bothering with shoes. Soon a small group of children gathered in the courtyard, and the special sticks were no longer idle.
- 3 Twelve-year-old Ulana was the first to pick up the sticks. She grasped her two favorite sticks in the middle and held them up and down, like posts. She was a lioness exhibiting the confidence of a Maori leader. Other children followed, all choosing their own pairs of sticks. They knelt in a crooked circle outside the meetinghouse and began to chant.
- 4 As they chanted, Ulana thumped her sticks on the ground, banged them together, and then threw them, upright, to the child on her right. The game continued in this way, with children banging and throwing sticks to the rhythm of the chant. When a stick was dropped, the child left the circle.
- 5 The older women were cooking meals over open fires as the men passed by with strings of fish. The adults watched the children's game approvingly. Children were supposed to be cheerful and carefree, and playing Ti Rakau was considered an important learning activity.
- 6 The stick game, or Ti Rakau, is an important traditional activity for the Maori people. They believe it teaches the children improved coordination and accuracy. The game helps them become skilled at tasks, such as hunting and building, and teaches them teamwork. Sometimes only two people play, tossing the sticks back and forth, while at other times as many as forty people participate. To be recognized as a successful Ti Rakau player is a great honor.

**Continue reading "The Stick Game"**

**Part 2**

- 7 Ulana usually won because her hands were quick and agile, like the movements of a dolphin. She rarely missed a toss in her direction. Because of this success, people in the village felt that Ulana would eventually become an important leader in the village.
- 8 With a voice of a canary, Ulana sang the chant loud and clear. She watched the other children as the sticks moved from one to the other. Soon, the sticks were passed to a young boy, Kimo, who dropped the sticks and left the circle.
- 9 Ulana knew Kimo would drop the sticks; he usually did. He was not as skilled as the other children, and he was often the first child to leave the game. Still Kimo was always eager to play again when a new game started. He had heart.
- 10 Ulana knew this and believed Kimo would one day prove to the others that he could win. He was her younger brother's friend, and as they played, she had observed that Kimo was kind, thoughtful, and intelligent. Now as the game ended, she was once again the last one holding the sticks but she felt little joy. "When the same person wins all the time," she thought, "victory has less meaning."
- 11 She looked around at the other children and said, "Let's play again." Everyone eagerly reformed a crooked circle.
- 12 Ulana started the chant and passed the sticks. The children eagerly joined in the game. Kimo sat to her right and even though he always lost, he was thrilled to be playing. Ulana carefully tossed the sticks to him.
- 13 One by one the other children dropped out. Ulana continued to pass the sticks with the greatest of care. Soon only Ulana and Kimo were left. They tossed the sticks for several turns. Then, unexpectedly, Ulana dropped her sticks and Kimo won.

**Continue reading "The Stick Game"**

- 14 Her younger brother spun around. "I saw you drop that stick," he whispered harshly. "Everyone knows you could have won. Why did you do that? Why did you let Kimo win?"
- 15 Ulana looked at the children jumping and cheering. A broad smile spread across Kimo's face. "That is why," she nodded. And this time, there was joy in victory.

## The Mysterious Barite Rose

*Scientists Hope to Discover How Oklahoma's Special Rock Flowers Formed*

- 1 Roses are such beautiful flowers. It's really too bad that their blossoms can't be cast in stone. Or perhaps they can. At least that's how some people once explained the unusual rose-shaped rocks found in Oklahoma.
- 2 Although fairly rare, rose rocks can be found in several places around the world. No matter where they are from, rose rocks look amazingly like a rose in full bloom. What makes those found in Oklahoma special, however, is their color. While most rose rocks appear light gray or grayish blue, the ones in Oklahoma range from dusty red to crimson. This is because of the red soil color in central Oklahoma where these rocks are most common.
- 3 Very little else, except what they are made of, is really known about the rose rocks. Scientists know that they are a combination of barium and sulfate, known as barite. This also makes the rose rocks different from those found in other places. The others are, instead, made of something called selenite, which gives them their lighter color.
- 4 Although their composition is known, many things about red rose rocks still stump scientists. One thing they are still not sure of is how they were formed. Another is why they are singular to Oklahoma.

### Part 2

- 5 Some once believed that these rocks were petrified roses. That means that they were actually roses that had turned to rock. Discovering the materials contained in the rocks, however, proved that this idea was wrong.
- 6 Many scientists now believe rose rocks began forming about 250 million years ago. At that time, it is thought that an ocean covered the state. The ocean water was rich in barite, and as the water passed through the layer of red Garber sandstone on the ocean floor, barite crystals were formed. The crystals probably combined with the sandstone to form harder blades of rock. According to scientists, the petal-like blades clumped together into rose-shaped rocks.

**Continue reading "The Mysterious Barite Rose"**

- 7 This theory, of course, suggests that new rose rocks are no longer forming. Other scientists disagree, believing that rose rocks are still being formed. Even if the latter are correct, one thing is clear: collectors are grabbing them faster than new ones can form. Certainly, it is hard to ignore the beautiful half-inch- to four-inch-wide near-perfect single roses. Especially appealing to serious collectors are the more extraordinary rose rock clusters. Some examples are several feet tall and may weigh as much as one thousand pounds.
- 8 Today, Oklahoma's rose rocks are becoming increasingly hard to find. Perhaps new veins remain to be discovered. While no one knows for sure, scientists still hope so. After all, those remaining in nature hold the key to the rose rock formation mystery.

## City Birds

- 1 It swoops. It soars. It dives. It plunges toward the ground at speeds up to 200 miles per hour. It snatches its dinner in its claws before returning to its nest. Although this may sound like something you would see on a television documentary about the lives of birds in the wild, it could not be more different. This scene took place in one of the busiest places of the world, the Big Apple, better known as New York City.
- 2 What is a falcon doing in a huge city like this? Did it somehow get lost on its way home? Believe it or not, there are a growing number of peregrine falcons that actually call New York City their home.
- 3 Forty years ago, scientists realized that something was wrong in the world of peregrine falcons. Their numbers were dropping. The species was in trouble. Thanks to some quick research, they discovered that the problem was a certain chemical being used all over the country to get rid of some weeds and bugs. Because the falcons would occasionally eat some of those same bugs, they got an unwanted dose of the chemical, too. In turn, that ingredient made the shells of the falcons' eggs so thin that they would shatter when the mother bird tried to sit on them. Scientists worked hard, and soon that chemical was banned throughout the United States. By this time, however, the birds were already on the endangered list.
- 4 To help the birds survive, experts began hacking them, which means teaching the young birds to fly without the examples and lessons from older birds. Instead of figuring out what to do from their parents, these falcons are taught by patient, dedicated humans.

### Part 2

- 5 Once they were taught the skills they needed to survive, over one thousand birds were released across the eastern United States, including New York City. To scientists' delight, the falcons adapted quickly to life in the big city. The reasons are quite understandable, too.

**Continue reading "City Birds"**

- 6 First of all, falcons want to make sure their nests are safe from any creatures looking for a snack. There are very few hungry owls around the tops of these buildings. Second, in nature, falcons live near mountains and valleys. The skyscrapers and streets of New York City are a close imitation. Perhaps best of all, the city is full of pigeons, and that just happens to be one of the falcons' favorite meals.
- 7 Although they do not realize it, the peregrine falcons of New York City have unseen helpers. Wildlife biologists from the city's New York Department of Environmental Protection check on the nest sites on a regular basis. During mating season, they set up nesting boxes that are quite comfortable and very safe for the mother bird. These special boxes protect the fragile eggs from sun, wind, and rain. Then, during the birds' breeding season, the biologists visit the nest sites every day. They collect information on how many eggs have been laid and how the falcon family is doing.
- 8 The safety that New York City provides to these birds makes it a wonderful place for them to live. No longer endangered, these magnificent creatures are free again to swoop, soar, dive, and plunge among the mountains of glass and steel and the valleys of asphalt that they call home.

## The First Lady of the World

- 1 Anna Eleanor Roosevelt, the wife of President Franklin D. Roosevelt, became the First Lady of the United States in 1932. The country was going through a difficult time. Many people did not have jobs, and there was not enough food to eat. Unlike most presidents' wives before her, Eleanor was not afraid to say what she thought. She wanted all people to be treated fairly. She cared about civil rights for women, children, and the poor. Traveling throughout the country gave her a chance to encourage the people she met.
- 2 Where did this energetic, enthusiastic woman come from? Eleanor was born in New York City and was raised by a very strict grandmother who sent her to school in England. As a child, she was solemn and shy and made to feel unattractive. She did not enjoy many of the activities popular at her age. Instead, she did volunteer work helping the poor. Gradually, she overcame her low self-esteem. She met and married a handsome young man named Franklin. They had six children during their first fourteen years of marriage. Eleanor worked at a canteen during the war serving soup and snacks to soldiers. In 1920, she joined the League of Women Voters. This group encouraged women to become involved in government. In 1927, Eleanor worked as the vice principal and teacher in a New York school. She also wrote articles for newspapers and magazines.
- 3 Franklin Roosevelt was interested in politics. He became a state senator. Later he was assistant secretary of the Navy. Suddenly, Franklin was struck with polio, a crippling illness. He was concerned that his career in politics was over. However, Eleanor became her husband's helper and assistant. Since he could no longer walk, she became his legs. In 1928, Franklin was elected governor of New York. She often took his place on official visits. When he ran for president, she went on the campaign trail , shaking hands with voters. This was something no other wife had done.

**Continue reading "The First Lady of the World"**

**Part 2**

- 4 When Franklin was elected president in 1932, the country was going through a difficult time. Many people did not have jobs, and food was scarce.
- 5 Eleanor vowed to be "useful." She worked in 23 urban areas and visited workers in mines and factories. She traveled throughout the country. She became her husband's ears to understand what was happening. She held weekly press conferences and invited women reporters. Including women was another "first" for the First Lady. During World War II, she visited troops in the United States and other countries. Eleanor continued working for equal rights. Her husband was finally persuaded to appoint a woman as Secretary of Labor.
- 6 When she was no longer the official First Lady, Eleanor continued to work for her country. She became one of the delegates to the new United Nations. She served as a leader of the UN Commission on Human Rights. She served on many committees designed to gain equal rights in all countries. Her life was devoted to helping others throughout the world. Eleanor was a woman of courage and intelligence, daring to do what no one had done before. She was the best First Lady in the history of our country.

**PASS Standard:**

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

**PASS Objective:**

1. Words in Context—Verify the meaning of a word in its context, even when its meaning is not directly stated, through the use of definitions, restatement, example, comparison, or contrast.

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

- Identify and clarify word meaning.
- Define technical and specialized terms and words with multiple meanings.
- Use process strategies including prediction, context, syntax, and structural analysis.

**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 clues for the reader to determine its meaning when using a variety of strategies.
- Narrative, expository, and functional texts are used.

**Format:**

- Items require the student to identify the meaning of specific technical and specialized terms using word analysis strategies, including context clues, definition, restatement, example, and comparison/contrast.
- To provide context, questions may direct the student to the appropriate part of the text.

**Distractor Domain:**

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

**Modified PASS 1.1 Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: B

From “Theodore’s Love of Nature,” Part 1

**Read this sentence.****Perhaps no one at that time realized what a great asset this boy would be to the United States of America.****Asset means**

- (A)** ally.
- (B)** benefit.
- (C)** counsel.

**PASS Standard:**

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

**PASS Objective:**

## 2. Word Origins

- a. Identify the origins and meanings of foreign words frequently used in English and use these words accurately in speaking and writing.

Example: Understand and use in speaking and writing foreign words that are often used in English such as *lasagna* (Italian), *sauerkraut* (German), and *déjà vu* (French).

- b. Use knowledge of Greek and Latin word parts and roots to determine the meaning of subject area vocabulary.

Example: Analyze the roots, prefixes, and suffixes of subject–area words such as *telescope*, *geography*, and *quadrant*.

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

- Recognize word origins, word parts, and roots.

**Stimulus Attributes:**

- Test items may include simulated dictionary entries, 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.
- Narrative and expository texts are used.

**Format:**

- Items require students to recognize use of familiar or frequently used foreign words or word parts to assess word origins.
- Items require the student to identify the origin or meaning of the word from context clues and constructed meaning.

**Distractor Domain:**

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

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

Depth of Knowledge: 2

Correct Answer: B

From “Theodore’s Love of Nature,” Part 1

**He enjoyed being studious and thought that he probably would study nature as an adult.**

**This sentence from paragraph 3 describes Roosevelt as studious, which means that he**

- (A)** liked studying indoors.
- (B)** was devoted to studying.
- (C)** thought studying was boring.

**PASS Standard:**

Standard 1: Vocabulary—The student will expand vocabulary through word study, literature, and class discussion.

**PASS Objective:**

3. Idioms and Comparisons—Identify and explain idioms and comparisons, such as analogies, metaphors, and similes, to infer the literal and figurative meanings of phrases.
  - a. Idioms: expressions that cannot be understood just by knowing the meanings of the words in the expression, such as the apple of his eye or beat around the bush.
  - b. Analogies: comparisons of the similar aspects of two different things
  - c. Metaphors: implies comparisons, such as *The street light was my security guard.*
  - d. Similes: comparisons that use like or as, such as *A gentle summer breeze feels like a soft cotton sheet.*

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

- Construct meaning from idioms and comparisons.
- Understand author’s technique (e.g., idioms, analogies, metaphors, and similes).

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative and expository texts containing figurative language are used.

**Format:**

- Items require the student to show an understanding of the author’s technique by selecting the option that best conveys the intended meaning of the target word or phrase based on the context; the question directs the student to the appropriate part of the text.

**Distractor Domain:**

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

**Modified PASS 1.3b Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: A

From “Camping in the Cold,” Part 1

**Complete the analogy.****Forest is to hiking****as****pool is to \_\_\_\_\_.**

- (A)** swimming
- (B)** camping
- (C)** summer

**PASS Standard:**

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

**PASS Objective:**

1. Literal Understanding
  - a. Apply prereading strategies when reading both fiction and nonfiction that is appropriately designed for grade level.
    - Determine the purpose for reading such as to be informed, entertained, or persuaded.
    - Preview the material and use prior knowledge to make connections between text and personal experience.

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

- Determine the purpose for reading appropriately modified text.
- Use preview material and prior knowledge to make connections with appropriately modified text.

**Stimulus Attributes:**

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

**Content Limits:**

- The reading selection must allow the reader to determine the purpose of the reading passage in order to determine the selection's meaning.
- The stimulus must permit the reader to use prereading strategies to select the best response; the stimulus should contain a graphic similar to a book cover or book jacket, a short teaser or "book blurb," and a title.
- Narrative, expository, and functional texts are used.

**Format:**

- Items require students to determine the purpose of the selection in order to understand the overall meaning of the passage.
- Items require students to use graphic stimuli as well as brief summaries or commentaries to predict the likely content of the text.
- Students may be required to recognize specific knowledge or information needed to understand the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible, yet unrelated to the true purpose of the selection.
- Distractors are illogical conclusions that could be drawn from the preview material.

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

Depth of Knowledge: 2

Correct Answer: B

**From “Camping in the Cold,” Part 2****The purpose of the poem “Camping in the Cold” is**

- Ⓐ to teach how to camp safely.
- Ⓑ to entertain with a camp story.
- Ⓒ to advertise a winter campground.

**PASS Standard:**

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

**PASS Objective:**

1. Literal Understanding
  - b. Recognize transition words to guide understanding of the text (e.g., as a result, first of all, furthermore).
  - c. Show understanding by asking questions and supporting answers with literal information from text.

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

- Comprehend fiction and nonfiction in appropriately modified texts.
- Explain (restate) material from the passage.

**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 and expository 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 reflect incorrect literal understanding of phrases, sentences, and/or wording found in the selection.

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

Depth of Knowledge: 1

Correct Answer: A

From “The Mysterious Barite Rose,” Part 1

**Which word in paragraph 4 connects opposite ideas?**

- A** although
- B** many
- C** stump

**PASS Standard:**

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

**PASS Objective:**

2. Inference and Interpretation
  - a. Make inferences and draw conclusions with evidence drawn from the text and/or student experiences.
  - b. Make inferences supported by a character’s thoughts, words, actions, or the narrator’s description.

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

- Make inferences and draw conclusions.

**Content Limits:**

- Narrative and expository texts are used.
- The selection must contain sufficient clues of a significant idea that is not directly stated that allow for an inference or a conclusion to be made.

**Stimulus Attributes:**

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

**Format:**

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

**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 “Theodore’s Love of Nature,” Part 3

**What can a student conclude from the information given in “Theodore’s Love of Nature”?**

- Ⓐ Roosevelt’s interests turned into a dedicated cause that lasted a lifetime.
- Ⓑ Roosevelt’s achievements were greater than any other president’s before him.
- Ⓒ Roosevelt’s contributions would have been greater had he studied nature as an adult.

**PASS Standard:**

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

**PASS Objective:**

3. Summary and Generalization
  - a. Summarize the main idea and how it is supported with specific details.
  - b. Recall major points in the text and make and revise predictions.

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

- Determine the main idea of appropriately modified selections.
- Distinguish relevant versus irrelevant information.
- Identify supporting details.

**Stimulus Attributes:**

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

**Content Limits:**

- The selection must contain a clear main idea/key concept (stated or implied).
- The selection must contain a main idea/key concept that is supported by details.
- Narrative and expository texts are used.

**Format:**

- Items require students to determine the main idea using information from the selection that is clearly supported by the significant details included in the selection.
- Given a selection 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.

**Distractor Domain:**

- Incorrect answer choices (distractors) paraphrase from text that does not represent key concepts or paraphrase based on implied information that does not represent key concepts or minor details from the text.
- Distractors for items in which the correct answer is a relevant supporting detail include details that are irrelevant to the key concept or main idea and/or information that is related to the key concept but not included in the text.
- Distractors for items in which the correct answer requires the identification of irrelevant information include details that are relevant to the given key concept.

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

Depth of Knowledge: 2

Correct Answer: A

From “Camping in the Cold,” Part 2

**“Camping in the Cold” is about someone who**

- A** learns to enjoy the forest.
- B** likes to eat unhealthy foods.
- C** chooses to spend time reading.

**PASS Standard:**

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

**PASS Objective:**

3. Summary and Generalization
  - c. Recognize the importance and relevance of details on the development of the plot.
  - d. Support reasonable statements by reference to relevant aspects of text and examples.

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

- Paraphrase information from the appropriately modified text.
- Summarize information from the appropriately modified text.
- Organize information from the appropriately modified text.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative and informational texts are used.
- The selection must be substantive enough to allow for the type of summary called for in the item.

**Format:**

- Given an incomplete outline, web, cluster, concept map, or graphic organizer, the student selects relevant key concept details to complete the summary.
- Items require the student to identify the word or sentence, facts, ideas, or characteristics that are the most or least important to a summary of the selection.

**Distractor Domain:**

- Incorrect answer choices (distractors) include extraneous or irrelevant information from the text, irrelevant information implicit in the text, or focus on minor details.

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

Depth of Knowledge: 2

Correct Answer: A

**From “Theodore’s Love of Nature,” Part 3****This passage shows that Roosevelt**

- A** cared deeply about the environment.
- B** remained in poor health his entire life.
- C** was not allowed to go on family vacations.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - a. Compare and contrast points of view, such as first person, third person, limited, and omniscient, and explain their effect on the overall theme of a literary work.

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

- Identify points of view.

**Stimulus Attributes:**

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

**Content Limits:**

- The reading selection is at grade level and has age-appropriate content.
- The reading selection must have the literary elements that students are expected to identify.
- Narrative text that contains clear literary elements (plot, subplot, climax, and conflicts) is used.

**Format:**

- Items focus on use of story structures and literary elements.

**Distractor Domain:**

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question or may show confusion of the plot.

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

Depth of Knowledge: 3

Correct Answer: A

From “Camping in the Cold,” Part 2

**Why is first person point of view important to this poem?**

- Ⓐ The narrator’s emotions are more clearly shown.
- Ⓑ The narrator’s descriptions of nature are left unclear.
- Ⓒ The narrator has an unexplained conflict with the parents.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - b. Evaluate events that advance the plot of a literary work and how those events relate to past, present, or future actions.

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

- Identify relationships (e.g., problem/solution and/or events relating to actions).

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative and expository texts are used.
- The selection must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

**Format:**

- Items assess key concepts, both stated and implied.
- 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.

**Distractor Domain:**

- Incorrect answer choices (distractors) are logical problems or solutions based on literal information or information implied in the text.

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

Depth of Knowledge: 2

Correct Answer: C

From “Just Like Practice,” Part 1

**Which detail introduces the conflict of the passage?**

- Ⓐ If Connie’s team wins, they will be city champions.
- Ⓑ Connie’s coach often compliments her on her soccer skills.
- Ⓒ The star player on Connie’s team is injured and must leave the field.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - c. Analyze character traits, conflicts, motivations, points of view, and changes that occur within the story and discuss the importance to the plot or theme.
  - d. Evaluate the accuracy or appropriateness of the evidence used by the author to support claims and assertions.

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

- Recognize relationships, including character traits, conflicts, motivations, and points of view.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative and expository texts are used.
- The selection must contain sufficient information for the reader to interpret and analyze relationships among elements such as characters, settings, or events.

**Format:**

- Items that assess sequential order require the student to use author's cues for sequencing events and actions.
- 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.

**Distractor Domain:**

- Incorrect answer choices (distractors) are logical causes or sequences based on literal information or information implied in the text.

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

Depth of Knowledge: 2

Correct Answer: C

From “The Stick Game,” Part 2

**Ulana can be described as**

- A** shy.
- B** bossy.
- C** unselfish.

**PASS Standard:**

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

**PASS Objective:**

4. Analysis and Evaluation
  - e. Distinguish between stated fact, reasoned judgment, and opinion in text.

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

- Distinguish fact, reasoned judgment, and opinion as related to the text.

**Stimulus Attributes:**

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

**Content Limits:**

- The selection must contain sufficient clues for the reader to distinguish between fact, reasoned judgment, or opinion.
- Narrative and expository texts are used.

**Format:**

- Items clearly state the requirement that students use evidence from the text to determine if a statement is a fact, reasoned judgment, or an opinion.

**Distractor Domain:**

- Incorrect answer choices (distractors) are plausible yet illogical or unsubstantiated facts, reasoned judgments, or opinions that are not supported by the text nor answer the question.

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

Depth of Knowledge: 2

Correct Answer: C

From “The Mysterious Barite Rose,” Part 2

**Which detail from the passage is an opinion?**

- Ⓐ They may weigh as much as one thousand pounds.
- Ⓑ Water passed through sandstone lying on the ocean floor.
- Ⓒ It is hard to ignore the beautiful, near-perfect single roses.

**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—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.

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

- Identify characteristics of various literary forms.

**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 include short story, novel, drama, lyric poetry, nonfiction, historical fiction, or informational texts.

**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: C

**From “Camping in the Cold,” Part 1**

**The reader can tell that “Camping in the Cold” is a poem because it**

- A** is short.
- B** tells a story.
- C** uses stanzas.

**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—Demonstrate a knowledge of and an appreciation for various forms of literature.
  - b. Analyze characteristics of subgenres, including autobiography, biography, fable, folk tale, mystery, and myth.

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

- Identify characteristics of various literary forms.

**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 are subgenres, including 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 4.1b Sample Test Item:**

Depth of Knowledge: 1

Correct Answer: C

From “Theodore’s Love of Nature,” Part 3

**“Theodore’s Love of Nature” is a**

- A** myth.
- B** fable.
- C** biography.

**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—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - a. Analyze and explain elements of fiction, including plot, conflict, resolution, character, setting, theme, and point of view.

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

- Plot
- Conflict
- Resolution
- Character (Analysis of Traits)
- Setting
- Theme
- Point of View
- Construct meaning

**Content Limits:**

- The reading selections have age-appropriate content.
- The reading selection must have the literary elements that students are expected to identify.

**Format:**

- The items focus on use of story structures and literary elements.

**Distractor Domain:**

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question or may show confusion of the plot.

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

Depth of Knowledge: 2

Correct Answer: A

From “The Stick Game,” Part 2

**What is the resolution in this story?**

- Ⓐ Kimo is happy he won the game.
- Ⓑ Ulana drops the sticks on purpose.
- Ⓒ Ti Rakau is played by the children of the village.

**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—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - b. Identify and explain techniques of direct and indirect characterization in fiction.

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

- Identify direct/indirect characterization and author’s technique.

**Content Limits:**

- The reading selections have age–appropriate content.
- The reading selection must have the literary elements that students are expected to identify.
- Narrative text that contains clear literary elements of developing characters is used.

**Format:**

- Items require the student to show an understanding of the author’s technique and focus on use of characterization.

**Distractor Domain:**

- Incorrect answer choices (distractors) may be illogical or unsubstantiated examples that may give explicit information from the text that does not answer the question or may show confusion of the plot.

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

Depth of Knowledge: 2

Correct Answer: C

From “The Stick Game,” Part 2

**Which sentence is an example of direct characterization?**

- Ⓐ “When the same person wins all the time,” she thought, “victory has less meaning.”
- Ⓑ The game continued in this way, with children banging and throwing sticks to the rhythm of the chant.
- Ⓒ He was her younger brother’s friend, and as they played, she had observed that Kimo was kind, thoughtful, and intelligent.

**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—Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
  - c. Describe how the author’s perspective, argument, or point of view affects the text.
  - d. Analyze inferred and recurring themes in literary works (e.g., bravery, loyalty, historical).

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

- Understand author’s point of view and recurring themes in appropriately modified text.

**Content Limits:**

- Reading selections have age–appropriate content.
- Reading selections must have the literary elements that students are expected to identify.
- Narrative text that contains clear literary elements of developing characters is used.

**Format:**

- Items require the student to show an understanding of the author’s technique and focus on the use of story structures and literary elements (point of view).

**Distractor Domain:**

- Incorrect answer choices (distractors) may reflect illogical or unsubstantiated examples that give explicit information from the text that does not answer the question or may show confusion of the plot.

**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 the use of figurative language in literary works to convey mood, images, and meaning, including metaphor, personification, and simile.

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

- Identify figurative language: metaphor, personification, and simile.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative texts, expository texts, and poems containing figurative language 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.
- Items may direct the student to the appropriate part of the text.

**Distractor Domain:**

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

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

Depth of Knowledge: 3

Correct Answer: A

From “The Mysterious Barite Rose,” Part 1

**Read this sentence.****No matter where they are from, rose rocks look amazingly like a rose in full bloom.****What is the purpose of the simile in this sentence?**

- Ⓐ to create an image for the reader
- Ⓑ to explain how the roses are made
- Ⓒ to illustrate the author’s knowledge

**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.
  - b. Identify and explain the use of sound devices in literary works to convey mood, images, and meaning, including alliteration, onomatopoeia, and rhyme.

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

- Interpret sound devices of literary works, including alliteration, onomatopoeia, and rhyme

**Stimulus Attributes:**

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

**Content Limits:**

- Poems and literary works must contain sufficient sound devices for the reader to identify.

**Format:**

- Items may ask the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author's technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection.
- Distractors may give explicit information from the text that does not answer the question, may show confusion of figurative language terminology, or may use literal meanings.

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

Depth of Knowledge: 2

Correct Answer: A

From “Camping in the Cold,” Part 2

**Which line is an example of onomatopoeia?**

- Ⓐ Crunch, crunch, crunch.
- Ⓑ As warmth steals through my body
- Ⓒ When people are not talking or walking,

**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. Analyze poetry and evaluate poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).

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

- Interpret literary devices of poetry.

**Stimulus Attributes:**

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

**Content Limits:**

- Poetry must contain sufficient literary devices for the reader to identify.

**Format:**

- Items may ask the student to make connections between literal and figurative terminology.
- Items require the student to show an understanding of the author’s technique by selecting the word or phrase that best conveys the meaning of the target word or phrase based on the context identifying the technique that the author is using.
- Items may direct the student to the appropriate part of the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) may be illogical or unsubstantiated terminology that is not connected to the selection.
- Distractors may give explicit information from the text that does not answer the question, may show confusion of figurative language terminology, or may use literal meanings.

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

Depth of Knowledge: 2

Correct Answer: C

From “Camping in the Cold,” Part 2

**In lines 49 through 51, what is the effect of repeating the word Tomorrow?**

- Ⓐ It shows thankfulness that the trip is almost over.
- Ⓑ It proves that the narrator is very good at camping.
- Ⓒ It builds excitement about the next day of camping.

**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. Use library card catalogs and computer databases to locate sources for research topics.
  - b. Access a variety of sources to locate information relevant to research questions.

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

- Use and evaluate informational resources.

**Stimulus Attributes:**

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

**Content Limits:**

- Expository and functional texts are used

**Format:**

- Given an informational source, 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 seventh-grade students.
- Correct answers are appropriate for the type of information required (e.g., trade books, almanacs, atlases, encyclopedias, dictionaries, thesauruses, magazines, and newspapers).
- Correct answers also may be such sources as films or places to visit (e.g., historic sites and museums).

**Distractor Domain:**

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

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

Depth of Knowledge: 2

Correct Answer: C

From “Theodore’s Love of Nature,” Part 2

**Which keyword from paragraph 6 would help a student find information on the Internet about Mount Marcy?**

- (A)** Brazil
- (B)** Theodore
- (C)** Adirondack

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

Depth of Knowledge: 1

Correct Answer: B

From “Theodore’s Love of Nature,” Part 3

**Where would a student find recent information on conservation efforts?**

- (A)** a book
- (B)** a Web site.
- (C)** an encyclopedia

**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. Gather data for research purposes through interviews (e.g., prepare and organize relevant questions, make notes of responses, and compile the information).
  - d. Use organizational strategies as an aid to comprehend increasingly difficult content material.

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

- Use organizational and research strategies.

**Stimulus Attributes:**

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

**Content Limits:**

- Selections must be substantive enough to allow for the type of study strategy called for in the item.
- 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 identify the word or sentence, fact, idea, or characteristic that is most relevant to the selection.
- Items require the student to use an organizational strategy to comprehend content material.

**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 5.1c Sample Test Item:**

Depth of Knowledge: 2

Correct Answer: C

From “City Birds,” Part 2

**Which question about New York City’s falcons would someone ask in an interview with a wildlife biologist?**

- Ⓐ What is your favorite type of bird?
- Ⓑ Where is the best place in the city to live?
- Ⓒ How have these birds adapted to living in the city?

**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.
  - e. Note instances of persuasion, propaganda, and faulty reasoning in text.

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

- Evaluate the author’s presentation of ideas and issues.
- Recognize persuasion, propaganda, and faulty reasoning.

**Stimulus Attributes:**

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

**Content Limits:**

- Narrative texts are used, as well as expository and functional texts such as consumer materials, editorials, magazine and newspaper articles, speeches, speech excerpts, school or college brochures, and advertisements.
- The selection must be substantive enough to allow a student to identify persuasion, propaganda, and faulty reasoning within the text.

**Format:**

- Items require the student to recognize persuasive language and techniques, fallacy in arguments, and statements of bias.

**Distractor Domain:**

- Incorrect answer choices (distractors) are illogical interpretations of persuasive language and techniques and faulty analysis of arguments and bias.

**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. Use reference features of printed text, such as citations, endnotes, and bibliographies, to locate relevant information about a topic.

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

- Use text features and organizers.

**Stimulus Attributes:**

- Test items may include headings, graphic features, table of contents, phrases, sentences, and/or wording from the selection.

**Content Limits:**

- The selection must be substantive enough to allow for the type of text organizer called for in the item (headings, graphic features, table of contents).
- Narrative and expository texts are used.

**Format:**

- Items require the student to identify the word or sentence, fact, idea, or characteristic that is most or least important to a text organizer in 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 text organizers for a particular text.
- Distractors are extraneous or irrelevant information from the text or implied by the text.

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

Depth of Knowledge: 2

Correct Answer: C

From “Theodore’s Love of Nature,” Part 3

**Which source would help the reader learn more about Theodore Roosevelt’s conservation efforts?**

- A** Roosevelt the Author
- B** 20th Century Leaders
- C** Outdoors with President Roosevelt

**PASS Standard:**

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

**PASS Objective:**

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 systematic ways (e.g., outlines, graphic organizers, or note cards).

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

- Use note cards, charts, and graphic organizers.

**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, graphic organizers).
- 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 identify the word or sentence, fact, idea, or characteristic that is most or 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 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: C

**From “Theodore’s Love of Nature,” Part 3****I. Theodore’s Love of Nature****A. Childhood**

1. \_\_\_\_\_
2. Turned room into museum
3. Learned birdcalls

**Which completes the outline?**

- A** Discovered origin of river
- B** Created five national parks
- C** Kept notebook of observations

**PASS Standard:**

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

**PASS Objective:**

2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
  - b. Interpret and use graphic sources of information, such as graphs, maps, timelines, or tables, to address research questions.

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

- Use informational resources.

**Stimulus Attributes:**

- Test items may include maps, graphs, timelines, and/or tables from the selection.

**Content Limits:**

- Expository and functional texts are used.

**Format:**

- Given an informational source, the student selects the type of information found in that source.
- Sources used are familiar to seventh-grade students.
- Correct answers are appropriate for the type of information required (e.g., maps, graphs, timelines, and/or tables).

**Distractor Domain:**

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

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

Depth of Knowledge: 2

Correct Answer: A

From “Theodore’s Love of Nature,” Part 2

**What would be helpful if a student wanted to view events in Roosevelt’s life and compare them to other historical events?**

- A** timeline
- B** chart
- C** graph

**PASS Standard:**

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

**PASS Objective:**

2. Interpreting Information—The student will analyze and evaluate information from a variety of sources.
  - c. Analyze and paraphrase or summarize information gathered from a variety of sources into a research paper.
  - d. Determine the appropriateness of an information source for a research topic.

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

- Make connections between sources.

**Stimulus Attributes:**

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

**Content Limits:**

- 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.

**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.
  - e. Identify and credit the sources used to gain information for both quoted and paraphrased information in a bibliography using a consistent format.

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

- Reference sources.

**Stimulus Attributes:**

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

**Content Limits:**

- Selections must be substantive enough to allow for the reader to be able to identify and credit reference sources.

**Format:**

- Items require students to choose the appropriate text feature that identifies the reference source of the text.

**Distractor Domain:**

- Incorrect answer choices (distractors) are examples of sources related to the task with plausible yet incorrectly cited information that students relate back to the text.

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

Depth of Knowledge: 2

Correct Answer: B

From “Camping in the Cold,” Part 2

**Which citation correctly credits the information source?**

- Ⓐ John Stevens: The Complete Guide to Camping, 1993, New York, by Warton House Publishing.
- Ⓑ Stevens, John. The Complete Guide to Camping. New York: Warton House Publishing, 1993.
- Ⓒ The Complete Guide to Camping. Warton House Publishing, New York, by Stevens, John.