OKLAHOMA SCHOOL TESTING PROGRAM

OKLAHOMA CORE CURRICULUM TESTS

TEST AND ITEM SPECIFICATIONS

August 2013

End-of-Instruction

ACE English III

OKLAHOMA STATE DEPARTMENT OF EDUCATION

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STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

Oklahoma School Testing Program
Test and Item Specifications
End-of-Instruction ACE English III

Purpose

The purpose of this test is to measure Oklahoma students' level of proficiency in English III. The End-of-Instruction test requires students to respond to a variety of items linked to the standards of the eleventh-grade language arts content standards identified in the Oklahoma Academic Standards. Each ACE English III test form will assess the standards and objectives listed below. The following standards and objectives are intended to summarize the knowledge as identified in the Oklahoma Academic Standards.

Oklahoma Academic Standards Language Arts Grade 11 Standards and Objectives
Reading/Literature
Vocabulary (1.0)
Comprehension (2.0) • Literal Understanding (2.1) • Inferences and Interpretation (2.2) • Summary and Generalization (2.3) • Analysis and Evaluation (2.4)
Literature (3.0) • Literary Genres (3.1) • Literary Elements (3.2) • Figurative Language (3.3) • Literary Works (3.4)
Research and Information (4.0)
Writing/Grammar/Usage and Mechanics
Writing (1.0/2.0) • Writing Prompt
Grammar/Usage and Mechanics (3.0) • Standard Usage (3.1) • Mechanics and Spelling (3.2) • Sentence Structure (3.3) • Manuscript Conventions (3.4)

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OKLAHOMA ACADEMIC STANDARDS

LANGUAGE ARTS GRADE 11
STANDARDS AND OBJECTIVES

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.

Apply a knowledge of word origins (words from other languages, history, or literature) to determine the meaning of new words encountered in reading and use of those words accurately.

1. Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level-appropriate material. Analyze the organization patterns and evaluate authors' argument and position. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

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Note: 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).

Note: Book icons 🕮 identify Information Literacy skills. Students are best served when these are taug in collaboration and cooperation between the classroom teacher and the library media specialist.

1. Literal Understanding
   a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
   b. Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
   c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
   d. Construct images such as graphic organizers based on text descriptions and text structures.
2. Inferences and Interpretation
   a. Interpret the possible inferences of the historical context on literary works.
   b. Describe the development of plot and identify conflict and how they are addressed and resolved.
   *c. Investigate influences on a reader's response to a text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
   d. Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.
3. Summary and Generalization
   a. Determine the main idea; locate and interpret minor, subtly stated details in complex passages.
   b. Use text features and elements to support inferences and generalizations about information.
   c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
4. Analysis and Evaluation
   a. Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.
   b. Analyze the structure and format of informational and literary documents and explain how authors use these features to achieve their purposes.
   c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
   d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

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Standard 3: 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 British, American, or world literature. Conduct in-depth analysis of themes, styles, and trends of these works across historical periods.

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 essay.
   b. Analyze the characteristics of subgenres, including allegory and ballad.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
   a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
   b. Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.
   c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
   d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
   e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.
   a. Identify and explain figurative language including analogy, hyperbole, metaphor, personification, and simile.
   b. Identify and explain sound devices, including alliteration and rhyme.
   *c. Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.

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4. Literary Works—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 works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.
    d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Standard 4: Research and Information—The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
    a. Access information from a variety of primary and secondary sources.
    *b. Skim text for an overall impression and scan text for particular information.
    c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
    a. Summarize, paraphrase, and/or quote relevant information.
    b. Determine the author's viewpoint to evaluate source credibility and reliability.
    c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
    d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.
    e. Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

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Writing/Grammar/Usage and Mechanics: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates progression through the stages of the writing process. Work independently and in self-directed writing teams to edit and revise.

Standard 1: Writing Process. The student will use the writing process to write coherently.

1. Students are expected to:
   a. use a variety of prewriting strategies such as brainstorming, free writing, outlining, discussing, clustering, webbing, using graphic organizers, notes logs, or reading to generate ideas, develop voice, gather information, and plan.
   b. develop main idea/theses. Evaluate results of prewriting activities and select appropriate topic.
   c. evaluate audience and purpose:
      i. consider specific purposes for writing (e.g., to reflect, inform, explain, persuade, make social and/or political statements, or share an experience or emotion).
      ii. evaluate possible modes/genres and select one, remembering that the choice of the mode/genre will guide the treatment of the topic, the development of a stance toward the audience, and the organizational structure.
   d. develop multiple drafts, individually and collaboratively, to categorize ideas, organize them into paragraphs, and blend paragraphs into larger text.
   e. revise drafts for organization, content and style.
   f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
   g. refine selected pieces to publish for general and specific audiences.
2. Use elaboration to develop an idea:
   a. draft a text with a clear, controlling idea or thesis.
   b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical order, cause/effect, or classification/division.
   c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.

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d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.

e. understand and apply formal and informal diction for a desired effect.

3. Demonstrate organization, unity, and coherence during revision process:

a. read the draft from the intended audience's point of view to evaluate clarity of purpose.

b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.

c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.

d. evaluate whether ideas are adequately developed.

e. apply a consistent and appropriate point of view.

f. understand and apply formal and informal diction.

4. Editing/proofreading and evaluating:

a. apply Standard English usage and correct spelling in text.

b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.

c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.

d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

5. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

6. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

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7. Evaluate own writing and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: Modes and Forms of Writing. The student will write for a variety of purposes and audiences using creative, narrative, descriptive, expository, persuasive, and reflective modes.

At Grade 11, continue to combine the rhetorical strategies of narration, exposition, persuasion, reflection, and description to produce text of at least 1,500 words. Refine reflective compositions and become familiar with forms of job applications and resumes. Deliver multimedia presentations on varied topics. Demonstrate a command of Standard English and the research, organization, and drafting strategies outlined in the writing process. Writing demonstrates an awareness of the audience [intended reader] and purpose for writing.

1. Compose fictional, biographical or autobiographical narratives that:
   a. create and develop dynamic and static characters who experience internal and external conflicts, including character motivation, gestures, and feelings.
   b. create and develop a plot that effectively communicates the author's purpose.
   c. create and self-select first or third person point of view appropriate for the author's purpose.
   d. create and develop a setting within a narrative that is relevant to the overall meaning of the work.
   e. use a range of narrative devices such as dialogue, interior monologue, suspense, foreshadowing, characterization, flashback, symbolism, and allusion.
   f. present action segments to accommodate changes in time and mood.
2. Compose expository compositions, including analytical essays, historical investigations, and research reports that:
   a. integrate evidence in support of a thesis including information on all relevant perspectives.
   b. quote, summarize, and paraphrase information and ideas from primary and secondary sources, including technical terms and notations, accurately and coherently.
   c. integrate a variety of suitable, credible modern/historical reference sources such as print, pictorial, audio, archives (records), interviews, and reliable Internet sources to locate information in support of topic.
   d. use technology to integrate and create visual aids such as charts, data tables, maps, and graphs.

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e. identify and address reader's potential misunderstandings, biases, and expectations, establishing and adjusting tone accordingly through a focus on appropriate diction.

3. Compose persuasive compositions that:
   a. include a well-defined thesis that makes a clear and knowledgeable appeal in a sustained and effective fashion.
   b. use exposition, narration, description, and argumentation to support the main argument.
   c. use specific rhetorical devices to support assertions such as personal anecdote, case study, analogy, or logical, emotional, and/or ethical appeal.
   d. clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning.
   e. effectively address reader's concerns, counterclaims, and individual or group biases.
4. Compose reflective compositions that:
   a. express the individual's insight into conditions or situations, detailing the author's role in the outcome and demonstrating an understanding of external influences.
   b. connect lessons from literature, history, current events, and movies/media to personal experiences and ideas.
5. Create documents related to career development that:
   a. follow conventional format for formal letter, email, and memorandum.
   b. provide clear, purposeful information and address the intended audience appropriately.
   c. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
   d. modify the tone to fit the purpose and audience.
   e. follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.
   f. use accurate information to create an effective resume.
6. Compose responses to literature that:
   a. evaluate the significant ideas of literary works or passages including plot development and characterization.
   b. integrate textual references, integrated quotations, and interpretive commentary to create an accurate and consistent composition.
   c. evaluate the impact of genre, cultural, and historical context on the work.
   d. evaluate the impact of literary elements/devices, ambiguities, and complexities within the work.

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7. Write for different purposes and to a specific audience or person, adjusting tone and style as necessary to make writing interesting. Continue to produce other writing forms introduced in earlier grades.
8. Compose documented papers that:
   a. integrate relevant quotations, summary, and paraphrase with commentary.
   b. includes internal citations using various formats of research writing.
   c. contains a works cited/bibliography consistent with the selected research-writing format.

*9. Use appropriate essay test-taking and time-writing strategies that:
   a. budget time for prewriting, drafting, revising, and editing.
   b. prioritize question/prompt.
   c. identify common directives from the prompt (identify common verbs: *explain, compare, evaluate, define,* and *develop,* etc.).
   d. analyze the question/prompt and determine the appropriate mode of writing, audience, and tone.
   e. apply appropriate organizational methods to thoroughly address the prompt.
   f. evaluate work using editing checklist or rubric if available.

Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

1. Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.
   a. Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).
   b. Identify and use correct verb forms and tenses.
   c. Identify and use correct subject-verb agreement.
   d. Identify and use active and passive voice.
   e. Identify and use concrete, abstract, and collective nouns.
   f. Identify and use nominative, objective, and possessive nouns.
   g. Identify and use correct pronoun/antecedent agreement and clear pronoun reference.
   h. Identify and use correct forms of positive, comparative, and superlative adjectives.
   i. Identify and use coordinating, correlating, and subordinating conjunctions.
   j. Identify and use appositives and verbals.

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2. Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.
    a. Apply capitalization rules appropriately in writing.
    b. Punctuate in writing including:
        i. commas
        ii. quotation marks
        iii apostrophes, colons, and semicolons
        iv. ellipsis
        v. hyphens, dashes, parentheses, and brackets
    c. Demonstrate correct use of punctuation in research writing including:
        i. formal outline
        ii. parenthetical documentation
        iii. works cited/bibliography
    d. Use correct formation of plurals.
    e. Use correct spelling including:
        i. commonly misspelled words and homonyms
        ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)
        iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)
3. Sentence Structure—Demonstrate appropriate sentence structure in writing.
    a. Maintain parallel structure.
    b. Correct dangling and misplaced modifiers.
    c. Correct run-on sentences.
    d. Correct fragments.
    e. Correct comma splices.
    f. Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information
    g. Effectively use a variety of sentence structures and lengths to create a specific effect
4. Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

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Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

Formulate thoughtful judgments about oral communication. Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Deliver polished formal and extemporaneous presentations that combine the traditional speech strategies of narration, exposition, persuasion, and description. Use gestures, tone, and vocabulary appropriate to the audience and purpose. Use the same Standard English conventions for oral speech that are used in writing.

***Standard 1: Listening—The student will listen for information and for pleasure.**

1. Demonstrate proficiency in critical, empathetic, appreciative, and reflective listening to interpret, respond, and evaluate speaker's messages.
2. Use effective strategies for listening that prepare for listening, identify the types of listening, and adopt the appropriate strategies.
3. Listen and respond appropriately to presentations and performances of peers or published works such as original essays or narratives, interpretations of poetry, and individual or group performances.
4. Use effective strategies to evaluate own listening, such as asking questions for clarification comparing and contrasting interpretations with others, and researching points of interest or contention.
5. Use effective listening to provide appropriate feedback in a variety of situations, such as conversations and discussions and informative, persuasive, or artistic presentations.

***Standard 2: Speaking—The student will express ideas and opinions in group or individual situations.**

1. Use a variety of verbal and nonverbal techniques in presenting oral messages such as pitch and tone of voice, posture, and eye contact, and demonstrate poise and control while presenting.
2. Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.
3. Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective presentations.
4. Ask clear questions for a variety of purposes and respond appropriately to the questions of others.

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Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning—The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Use a range of strategies to interpret visual media (e.g., draw conclusions, make generalizations, synthesize material viewed, refer to images or information in visual media to support point of view).
2. Describe how editing shapes meaning in visual media (e.g., omission of alternative perspectives; filtered or implied viewpoints; emphasis of specific ideas, images, or information in order to serve particular interests).

***Standard 2: Evaluate Media—The student will evaluate visual and electronic media, such as film, as compared with print messages.**

1. Use a variety of criteria (e.g., clarity, accuracy, effectiveness, bias, relevance of facts) to evaluate informational media (e.g., Web sites, documentaries, news programs).
2. Identify the rules and expectations about genre that can be manipulated for particular effects or purposes (e.g., combining or altering conventions of different genres, such as presenting news as entertainment; blurring of genres, such as drama-documentaries).

***Standard 3: Compose Visual Messages—The student will create a visual message that effectively communicates an idea.**

1. Design and develop genres such as nightly news, news magazines, and documentaries and identify the unique properties of each.
2. Compare, contrast, and critique various media coverage of the same events such as in newspapers, television, and on the Internet, and compose a study of the results.

Writing to Modes

Each student taking the English ACE III End-of-Instruction test will write an essay to one of the following modes: narrative, descriptive, expository, persuasive, or reflective. Essays written to each of these modes are assessed using the scoring rubrics and analytic scores included in the following pages.

A **narrative essay** tells about a personal experience or reports on an observed event. In a narrative, events unfold over time. The writer develops the narrative by using specific details and includes personal reactions to the experience or event.

A **descriptive essay** describes a person, place, thing, or experience with enough vivid details that the reader can imagine what the writer is describing. The writer uses precise vocabulary and may use sensory language to evoke images.

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An **expository essay** is informative by nature and helps readers understand new information. It may be structured in a variety of ways, including, but not limited to, step-by-step progression, compare and contrast, cause and effect, problem and solution, or extended definition.

A **persuasive essay** tries to convince readers to think or act in a certain way or to accept a particular viewpoint. The writer supports a position with logic, facts, reasons, examples, and/or arguments.

A **reflective essay** presents the writer's personal reflections on or reactions to a quotation or an idea. The writer may choose to write about literature, about a life experience, about a person who has had an impact on the writer's life, or even about an inanimate object—as long as the writer can reflect about it, the subject is appropriate.

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Analytic Scores

Each piece of student writing is given five analytic scores that focus on specific writing skills. These ratings range from 4 (the highest score) to 1 (the lowest score). Taken together, these scores provide a profile of the specific strengths and weaknesses of the student's writing. The following are the actual scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	• The content is well suited for the audience, purpose, and mode • The main idea or thesis is clear • Ideas are fully developed and elaborated using details, examples, reasons, or evidence • The writer expresses an insightful perspective towards the topic
3	• The content is adequate for the audience, purpose, and mode • The main idea is evident but may lack clarity • Ideas are developed using some details, examples, reasons, and/or evidence • The writer sustains his/her perspective toward the topic throughout most of the composition
2	• The content is inconsistent with the audience, purpose, and mode • The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea • Ideas are minimally developed with few details • May simply be a list of ideas • The writer has difficulty expressing his/her perspective toward the topic
1	• The content is irrelevant to the audience, purpose, and mode • The composition lacks a central idea • Ideas lack development or may be repetitive • The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	• Introduction engages the reader • Sustained or consistent focus on the topic • Logical and appropriate sequencing and balanced with smooth, effective transitions • Order and structure are strong and move the reader through the text • Conclusion is satisfying
3	• Evident introduction to the topic • Adequate focus • Adequate sequencing • Stays on topic with little digression • Uses limited but effective transitions • Order and structure are present • Conclusion is appropriate
2	• May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	• Lacks logical direction • No evidence of organizational structure

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Analytic Scores (continued)

Score	Word Choice
4	• Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to Lively verbs Vivid nouns Imaginative adjectives Figurative language Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	• Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by Attempts at figurative language and dialogue Some use of lively verbs, vivid nouns, and imaginative adjectives Few vague, overused, and repetitive words are used
2	• Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	• Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	• Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	• Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	• Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	• Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

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Analytic Scores (continued)

Score	Grammar, Usage, and Mechanics
4	• The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are minor and do not affect readability
3	• The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be more noticeable but do not significantly affect readability
2	• The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be distracting and interfere with readability
1	• The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are numerous and severely impede readability

*To receive a 4 in "Ideas and Development," a student must write to the specified mode.

Composite Score

A composite score is based on the student's analytic trait scores and is determined by assigning various weights to the five analytic traits. The weights are assigned based on the importance of each trait and are supported by empirical evidence. The resulting score is adjusted to a 10-point scale.

Test Specifications

The ACE English III operational test is administered in three sections over the course of two or three days. The first section of the test consists of one operational written respon The second and third sections of the test each consist of approximately 30 operational multiple-choice items and 5 field-test multiple-choice items. Sections 2 and 3 are to be administered in one day or consecutive days.

Each multiple-choice item is scored as correct or incorrect. Only operational multiple-choice and one written-response item contribute to the total test score. Thus, for example, if a test contained 61 operational items and 10 field-test items, only those 61 operational items (not the field-test items) would contribute to a student's scaled score.

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The student's raw score is converted to a scaled score using the number correct scoring method.

Test Alignment with Oklahoma Academic Standards

Criteria for Aligning the Test with the Oklahoma Academic Standards and Objectives
1. Categorical Concurrence* The test is constructed so that there are at least six items measuring each Oklahoma Academic standard with the content category consistent with the related standard. The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.
2. Range-of-Knowledge Correspondence The test is constructed so that at least 75 percent of the objectives for a Oklahoma Academic standard have at least one corresponding assessment item.
3. Balance of Representation* The test construction shall yield a balance of representation with an index value of 0.7 or higher of assessed objectives related to a standard.
4. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted Oklahoma Academic standard or objective being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

*When new Oklahoma Academic standards and objectives are implemented, there is a transition period before the criteria for test alignment with Oklahoma Academic Standards can be completely met. During this transition time, items are developed and field tested in order to meet the criteria for alignment to the Oklahoma Academic standards and objectives.

Depth-of-Knowledge Assessed by Test Items

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

Depth-of-Knowledge	Percent of Items
Level 1—Recall	10–15%
Level 2—Skill/Concept	60–70%
Level 3—Strategic Thinking Level 4—Extended Thinking	15–25%

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

Reading

- 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, 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
- Level 4 may require extended higher order processing. May involve taking information from one text/passage and applying this information to a new task. May require generating hypotheses and performing complex analyses and connections among texts.
  Examples may be as follows:
  - Analyze and synthesize information from multiple sources
  - Examine and explain alternative perspectives across sources
  - Create compositions that synthesize, analyze, and evaluate
  - Describe and illustrate common themes across a variety of texts

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Writing/Grammar/Usage and Mechanics

- Level 1 requires students to write and speak using Standard English conventions, including appropriate grammar, punctuation, capitalization, and spelling.
- Level 2 requires students to be able to connect ideas in writing, construct compound sentences, and use organizational strategies in written work.
- Level 3 requires that students develop compositions that include multiple paragraphs and may include complex sentence structure and demonstrate some synthesis and analysis.
- Level 4 requires that students write multi-paragraph compositions that demonstrate synthesis and analysis of complex ideas or themes.

Note: These descriptions are taken from Review Background Information and Instructions, Standards and Assessment Alignment Analysis, CCSSO TILSA Alignment Study, May 21–24, 2001, Version 2.0.

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Oklahoma School Testing Program
Oklahoma Core Curriculum Tests
ACE English III
Test Blueprint
School Year 2013-2014

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

Standards and Objectives	Ideal Number of Items*	Ideal Percentage of Test
Reading/Literature		
1.0 Vocabulary	**6–8**	**8%–11%**
2.0 Comprehension	**16–20**	**22–28%**
2.1 Literal Understanding	4–5	
2.2 Inferences and Interpretation	4–5	
2.3 Summary and Generalizations	4–5	
2.4 Analysis and Evaluation	4–5	
3.0 Literature	**17–20**	**24%–28%**
3.1 Literary Genres	4–5	
3.2 Literary Elements	5–6	
3.3 Figurative Language	4–5	
3.4 Literary Works	4–5	
4.0 Research and Information	**6–7**	**8%–10%**
Writing/Grammar/Usage/Mechanics		
1.0, 2.0 Writing	**1**	**14%**
Writing Prompt	1 (10 points)	
3.0 Grammar/Usage and Mechanics	**14**	**19%**
3.1 Standard Usage	4–5	
3.2 Mechanics and Spelling	0–2	
3.3 Sentence and Structure	4–5	
3.4 Manuscript Conventions	4–5	
Total Test	**63 (72 points)**	**100%**

- A minimum of four items is required to report results for an objective, and six items are required to report for a standard.
- Percentages are approximations and may result in a sum other than 100 due to rounding.
- The Oklahoma Academic Standards for English III correspond to the *PASS* English III standards.

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General Considerations—Oklahoma Core Curriculum Tests

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each End-of-Instruction test is meant to be administered in two sections within one day or consecutive days with the exception of English II and ACE English III, which will be administered in three sections over two or three days. Estimated time for scheduling purposes is given in the table below.

Day 1 OR Day 1 and Day 2 ACE English III EOI Writing Test Time Schedule	
Distributing EOI English III Test Booklets, reading directions	Approximately 20 minutes
Administering Section 1 Writing	60 minutes
Total:	Approximately 80 minutes

Day 2 OR Day 2 and Day 3 ACE English III EOI Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Distributing login information	Approximately 5 minutes
Administering Section 2 of the ACE English III Online Test	Approximately 60 minutes
Total:	Approximately 65 minutes
Distributing login information	Approximately 5 minutes
Administering Section 3 of the ACE English III Online Test	Approximately 60 minutes
Total:	Approximately 65 minutes

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1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all OAS standards listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice clues the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned a OAS standard and/or objective. The Test Blueprints and score reports reflect the degree to which each OAS standard and/or objective is represented on the test.
5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C, and D responses.
7. The four choices are approximately the same length, have the same format, and are syntactically and semantically parallel; students should not be able to rule out a wrong answer or identify a correct response simply by virtue of its looking or sounding different.
8. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
9. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus.
10. Order of presentation of item types is dictated by logic (chronologically, spatially, etc.).
11. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand it in the same way.
12. It is not possible to measure every OAS objective on the test. However, least 50 percent of the objectives from each of the Oklahoma Academic Standards are included on the test.
13. The range of items measuring an OAS objective consisting of more than one skill will provide a balanced representation of those skills.
14. Items should be focused on what all students should know and be able to do as they complete their End-of-Instruction coursework.
15. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
16. The material presented is balanced, culturally diverse, well written, and of interest to End-of-Instruction level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
17. Across all forms, a balance of gender and active/passive roles by gender is maintained.
18. Forms attempt to represent the ethnic diversity of Oklahoma students.

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19. No resource materials may be used by students during the test.
20. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
21. In addition to the 61 operational items, there will be 10 field-test items per form.
22. Permission to use stimuli from copyrighted material is obtained as necessary by CTB/McGraw-Hill.

Item Types

Each multiple-choice item will have four responses—the correct answer and three distractors. Distractors are developed based on probable but incorrect responses or the types of errors students are most likely to make.

For item review committee purposes, information regarding the OAS standard(s) and objectives addressed, item format, depth-of-knowledge levels, and correct answer key will accompany each item.

Each item begins with a stem that asks a question or poses a clear problem. A stem will seldom include an incomplete sentence.

All stems will be positively worded—no use of the word not. If a negative is required, the format will be "All of the following . . . except."

A stimulus that gives information must precede a question or a set of questions.

Stimulus Materials

Stimulus materials are the passages, graphs, models, figures, etc., that examinees must read and examine in order to respond to items. The following characteristics are necessary for stimulus materials:

1. When students are given information to evaluate, they should know the research question and the purpose of the research.
2. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.
3. Stimulus materials for a set of items may be a combination of multiple stimuli.
4. Information in stimulus materials will be real examples of what students would encounter in or beyond school.
5. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.

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Readability

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed. Appropriate readability formulas for English II and English III include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The teacher committee that reviews passages provides the final decision in regards to the readability of a passage.

Online Administration

Test questions will be presented one at a time.

Answers may be selected by using either the mouse or the keyboard.

Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.

Tools (including a scientific calculator on the ACE Algebra I and ACE Geometry assessments and a graphing calculator for the ACE Algebra II assessment) appear at the top of the screen/page to aid in answering questions.

Students will be able to use scratch paper for all online assessments. This paper must be taken up and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper. Students are not allowed to use scratch paper on the Writing portions of the English II and English III assessments. Planning pages are provided within the documents.

The stimulus and question will appear on the screen at the same time.

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Considerations Specific to the ACE English III EOI Test

Each 11th-grade-level reading passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for students to apply a wide range of strategies to comprehend, interpret, evaluate, and respond to a wide variety of texts. Specific skills include using context to determine word meanings; making inferences and interpretations; and analyzing characteristics, text structures, and content. Passages will be appropriate for relevant reading tasks as def ned by the Oklahoma Academic Standards for 11th grade.*

The passages will be well written and include a variety of sentence types and lengths. They may include dialogue, will reflect Oklahoma's cultural diversity, and will possess sufficient structural integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 11th-grade level, including nonfiction, essay, short story, novel, drama, and poetry.

A test form may contain at least two reading selections that will allow students to make comparisons and connections between 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 End-of-Instruction test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 1,500 words. Each reading passage will generate approximately six to twelve multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research and information. Each grammar passage will generate approximately six to ten multiple-choice questions from the Oklahoma Academic Standards, including grammar, usage, mechanics, and manuscript conventions. Each writing prompt will allow students the opportunity to demonstrate writing skills.

It is necessary to create test items that are reliable, fair, and targeted to the OAS 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, objectives, and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that End-of-Instruction-level students can relate to and understand.

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* When new Oklahoma Academic standards and objectives are implemented, there is a transition period before the criteria for test alignment with Oklahoma Academic Standards can be completely met. During this transition time, items are developed and field tested in order to meet the criteria for alignment to the Oklahoma Academic standards and objectives.

4. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand what is required of them.
5. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. 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.
6. All multiple-choice answer choices—keys and distractors—are similar in length, syntax, or structure. Students should not be able to rule out a wrong answer or identify a correct response solely by its appearance. Distractors are created so that students must reason their way to the correct answer rather than simply eliminate 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 will be approximately equally distributed among answer choices.
7. With paired passages, items for each passage will follow the passage for which the items are written. The items that require comparisons and connections between passages will appear after both passages. There will be a minimum of three questions for the related paired items separate from the minimum three to five questions for each of the passages in the pair.

Universal 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 End-of-Instruction tests, modifications have been made to some items to simplify and clarify instructions as well as to provide maximum readability, comprehensibility, and legibility. This includes such things as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus. The End-of-Instruction tests will have vocabulary three grade levels below 10th grade, except for content specific words, on all tests but English II and English III. English III vocabulary will be on 11th-grade level. These modifications are evident in the sample items included in this document.

Multiple-Choice Item Rules

- All items must clearly indicate what is expected in a response and direct students how to focus their responses.
- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options, only one of which is correct. Items may contain graphical elements and/or text extracts.

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- Multiple-choice item stems will present complete problems so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

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.

In summary, End-of-Instruction ACE English III test items ask questions that address issues of importance in a text; require students to demonstrate comprehension of and knowledge about literary genres; require students to demonstrate knowledge of grammar, usage, and mechanics; and are consequential, concise, focused, and fair.

Written responses receive two types of scores: an overall composite score and a series of analytic scores for specific writing skills. The overall composite score reflects how well the student can integrate writing techniques to produce a good essay. The five analytic scores each focus on a specific aspect of the student's writing.

Responses that do not meet certain criteria cannot be scored. A zero overall score is given to responses that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the writing task.

These rules also apply for analytic scores, except that analytic scores are given to responses that are off the topic but otherwise scorable.

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OVERVIEW OF ITEM SPECIFICATIONS

For each OAS standard, item specifications are organize under the following headings:

- OAS Standard
- OAS Objective
- OAS Skill
- Item Specifications
    a. Emphasis
    b. Format
    c. Content Limits
    d. Distractor Domain
    e. Sample Test Items

The headings "OAS Standard," and "OAS Objective," and "OAS Skill" state the standard, objective, and skill being measured as found in the Language Arts section of the Oklahoma Academic Standards document. For each objective, the information under the heading "Item Specifications" highlights important points about a test item's emphasis, format, content limits, and distractor domain. Sample test items are provided with each objective/skill to illustrate these specifications.[†] 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 standard as the primary concept.

<u>Note about Item Specifications and Sample Items</u>: With the exception of content limits, the Item Specifications offer suggestions of what might be included and do not provide an exhaustive list of what can be included.

In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations.

At this time, there are no sample items for the following standards in Writing/Grammar/Mechanics/Usage: 3.1e, 3.1f, 3.1i, 3.1j, 3.2c, 3.3e, 3.3f, and 3.3g.

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[†]Sample test items designated with an asterisk (*) are <u>not</u> based on a passage contained herein.

Abraham Lincoln

edited by Ida Tarbull

These sections come from the part of the article dealing with Lincoln's life in New Salem, Illinois, in the 1830s and his decision to run for state office in 1832.

1 As soon as the store [in New Salem, Illinois] was fairly under way, Lincoln began to look about for books. Since leaving Indiana in March, 1830, he had had, in his drifting life, little leisure or opportunity for study—though he had had a great deal for observation. Nevertheless, his desire to learn had increased, and his ambition to be somebody had been encouraged.

2 In that time, he had found that he really was superior to many of those who were called the "great" men of the country. Soon after entering Macon County [IL], in March 1830, when he was only twenty-one years old, he had found he could make a better speech than at least one man who was before the public. A candidate had come along where John Hanks and he were at work, and, as John Hanks tells the story, the man made a speech. "It was a bad one, and I said Abe could beat it. I turned down a box, and Abe made his speech. The other man was a candidate—Abe wasn't. Abe surely did win that speech, his subject being the navigation of the Sangamon River. The man, after Abe's speech was through, took him aside and asked him where he had learned so much—and how he could do so well. Abe replied, stating his manner and method of reading, and what he had read. The man encouraged him to persevere."

3 He had found that people listened to him, that they quoted his opinions, and that his friends were already saying that he was able to fill any position. One man even declared the country over that "Abe knew more than any man in the United States," and "someday he would be president."

4 Under this stimulus Lincoln's ambition increased. "I have talked with great men," he told his fellow clerk and friend, Greene, "and I do not see how they differ from others." He made up his mind to put himself before the public, and talked of his plans to his friends. In order to keep in practice in speaking, he walked seven or eight miles to debating clubs. "Practising polemics" was what he called the exercise. He seems now for the first time to have begun to study subjects. Grammar was what he chose. He sought Mentor Graham, the schoolmaster, and asked his advice. "If you are going before the public," Mr. Graham told him, "you ought to do it." But where could he get a grammar book?

5 There was but one in the neighborhood, said Mr. Graham, and that was six miles away. Without waiting further information, the young man rose from the breakfast-table, walked immediately to the place, borrowed this rare copy of *Kirkham's Grammar,* and before night, he was deep into its mysteries. From that time on, for weeks, he gave every moment of his leisure to mastering the contents of the book. Frequently, he asked his friend Greene to "hold the book" while he recited, and when puzzled by a point, he would consult Mr. Graham.

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6 Lincoln's eagerness to learn was such that the whole neighborhood became interested. The Greenes lent him books, the schoolmaster kept him in mind and helped him as he could, and even the village cooper[1] let him come into his shop and keep up a fire of shavings sufficiently bright to read by at night. It was not long before the grammar was mastered. "Well," Lincoln said to his fellow clerk, Greene, "if that's what they call a science, I think I'll go at another." He had made another discovery—that he could conquer subjects.

7 Before the winter was ended, he had become the most popular man in New Salem. As of February 1832, he was but twenty-two years of age, had never been at school an entire year in his life, had never made a speech except in debating clubs and by the roadside, had read only the books he could pick up, and had known only the men who made up the poor, out-of-the-way towns in which he had lived. Nevertheless, "encouraged by his great popularity among his immediate neighbors," as he said himself, he decided to announce himself, in March 1832, as a candidate for the General Assembly of the state of Illinois.

8 The audacity of a young man in his position presenting himself as a candidate for the legislature is fully equaled by the humility of the closing paragraph of his announcement:

> "Every man is said to have his peculiar ambition. Whether it be true or not, I can say, for one, that I have no other so great as that of being truly esteemed of my fellow men by rendering myself worthy of their esteem. How far I shall succeed in gratifying this ambition is yet to be developed. I am young, and unknown to many of you. I was born, and have ever remained, in the most humble walks of life. I have no wealthy or popular relations or friends to recommend me. My case is thrown exclusively upon the independent voters of the county; and, if elected, they will have conferred a favor upon me for which I shall be unremitting in my labors to compensate. But if the good people in their wisdom shall see fit to keep me in the background, I have been too familiar with disappointments to be very much chagrined."

9 It was the custom for the candidates to appear at every gathering that brought the people out, and if they had a chance, to make speeches. Lincoln let none of these chances to be heard slip by. The first speech he made was after a sale at Pappsville [Illinois]. What he said there is not remembered, but an action that illustrated the kind of man he was, interpolated into his discourse, made a lasting impression. A fight broke out in his audience while he was on the stand. Observing that one of his friends was being worsted, he bounded into the group of contestants, seized the fellow who had his supporter down, threw him "ten or twelve feet," mounted the platform, and finished the speech.

[1]cooper: someone who makes or repairs wooden barrels or tubs

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10 His appearance at Springfield [Illinois] a few days later was of even greater importance to him. Springfield was the largest town in the county, and among its inhabitants were many young men of education, birth, and energy. With these men the manners that had won him the day at Pappsville were of no value; what impressed them was his "very sensible speech" as well as his decided individuality and originality.

11 The election was held on August 6th. Lincoln was defeated. "This was the only time Abraham was ever defeated by a direct vote of the people," say his autobiographical notes. He had a consolation in his defeat, however, for in spite of the pronounced Democratic sentiments of his precinct [New Salem], he received two hundred and seventy-seven votes out of three hundred cast.

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The Story of an Hour

by Kate Chopin

1 Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.

2 It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.

3 She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.

4 There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.

5 She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.

6 There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.

7 She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.

8 She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.

9 There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.

10 Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will—as powerless as her two white slender hands would have been.

11 When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under her breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes.

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They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.

12 She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enable her to dismiss the suggestion as trivial.

13 She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

14 There would be no one to live for her during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.

15 And yet she had loved him—sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!

16 "Free! Body and soul free!" she kept whispering.

17 Josephine was kneeling before the closed door with her lips to the keyhole, imploring for admission. "Louise, open the door! I beg; open the door—you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."

18 "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.

19 Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.

20 She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.

21 Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.

22 But Richards was too late.

23 When the doctors came they said she had died of heart disease—of joy that kills.

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The Solitary Reaper

by William Wordsworth

1 Behold her, single in the field,
Yon solitary Highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
5 Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale profound
Is overflowing with the sound.
9 No nightingale did ever chaunt
More welcome notes to weary bands
Of travellers in some shady haunt,
Among Arabian sands;
13 A voice so thrilling ne'er was heard
In spring-time from the cuckoo-bird,
Breaking the silence of the seas
Among the farthest Hebrides.
17 Will no one tell me what she sings?
Perhaps the plaintive numbers flow
For old, unhappy, far-off things,
And battles long ago;
21 Or is it some more humble lay,
Familiar matter of to-day?
Some natural sorrow, loss, or pain,
That has been, and may be again?

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25 Whate’er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
And o’er the sickle bending;
29 I listened, motionless and still;
And, as I mounted up the hill,
The music in my heart I bore
Long after it was heard no more.

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The Open Window

by Saki (H. H. Munro)

1 "My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen. "In the meantime you must try and put up with me."

2 Framton Nuttel tried to say the correct something as he waited for the aunt, Mrs. Sappleton. Privately he doubted more than ever whether these formal visits to a succession of total strangers would do much toward helping the nerve cure that he was supposed to be undergoing.

3 "I know how it will be," his sister had said as he prepared for his visit to the town. "You will go there but not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there."

4 "Do you know many of the people round here?" asked the niece, when she judged that they had had sufficient silent communion.

5 "Hardly a soul," said Framton. "My sister stayed in town four years ago, and she gave me letters of introduction to your aunt and others."

6 "Then you know practically nothing about my aunt?" pursued the self-possessed young lady.

7 "Only her name and address," admitted the caller.

8 "You may wonder why my aunt keeps that window wide open on a late October afternoon," said the niece, indicating a large French window that opened onto a lawn. "Out through that window, three years ago to the day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor, they were engulfed in a treacherous piece of bog. Their bodie were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human.

9 "Poor aunt always thinks that they will come back someday, they and the little spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poo dear aunt, she has often told me how they went out, her husband with his coat over his arm, and Ronnie, her youngest brother, singing as he always did to tease her. Do you know, sometimes on still, quiet evenings like this, I almost get a creep feeling that they will all walk in through that window—"

10 She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with apologies for being late.

11 "I hope Vera has been amusing you?" she said.

12 "She has been very interesting," said Framton.

13 "I hope you don't mind the open window," said Mrs. Sappleton briskly. "My husband and brothers will be home directly from shooting, and they always come in this way. They've been out in the marshes today."

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14 She rattled on cheerfully. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

15 "The doctors agree in ordering me complete rest and an absence of mental excitement," announced Framton, who labored under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one's ailments and infirmities.

16 "Oh?" said Mrs. Sappleton, in a voice that only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.

17 "Here they are at last!" she cried. "Just in time for tea, and don't they look as if they were muddy up to the eyes!"

18 Framton shivered and turned toward the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with a dazed horror in her eyes. In a chill shock of nameless fear, Framton swung round in his seat and looked in the same direction.

19 In the deepening twilight, three figures were walking across the lawn toward the window. They all carried guns under their arms, and one of them had a coat hung over his shoulders. A tired spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice started singing.

20 Framton grabbed wildly at his stick and hat. The hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent collision.

21 "Here we are, my dear," said the bearer of the coat, coming in through the window. "Fairly muddy, but most of it's dry. Who was that who bolted out as we came up?"

22 "A most extraordinary man, a Mr. Nuttel," said Mrs. Sappleton. "He could only talk about his illnesses, and then dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost."

23 "I expect it was the spaniel," said the niece calmly. "He told me he had a horror of dogs. He was once hunted by a pack of dogs somewhere on the banks of the Ganges in India. He had to spend the night with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose their nerve."

24 Romance on short notice was her specialty.

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A student wrote a report for a class. Read the first part of the report, think about what suggestions you would make, and then answer the questions.

Land Up for Grabs

In 1889 the federal government decided to open for settlement between two and three million acres of land in Indian Territory (located in present-day Oklahoma). On April 22 at high noon, 50,000 potential landowners competed for fewer than 12, 000 homesteads. U.S. troops had been positioned along various borders of the territory to keep order and to make sure no one entered before the proper time. However, their were far to many people and far to few troops too do this job efficiently. Many people entered the territory early, hiding out among trees and brush to get a head-start in claiming some property. These people have came to be known as "Sooners."

Many legal disputes arose over the rights to land settled before the official opening time on that day in April. Some of the people who entered the land before the official opening time were employed in some capacity, usually as federal marshals. By the government, but they were not supposed to be able to establish homesteads. Many of them ignored this rule, however, and took advantage of their positions to secure the best pieces of property in the newly formed area. This caused many bad feelings among the people who entered at the officially appointed time. Most of the time though nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma. Almost 11,000 farms were claimed that day. Ultimately, this settlement led to Oklahoma becoming the 46th State of the Union in 1907.

The one-hundredth anniversary of Oklahoma statehood is in 2007. Sculptor Paul Moore have been commissioned to bring this historic event to life by creating an immense bronze sculpture representing the five separate land runs. The sculpture will be approximately 365 feet long, 36 feet wide, and it will be over 15 feet high. A single horse and rider in the sculpture will be 12 feet tall.

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26 The entire work will consist of 38 peoples, 34 horses, 3 wagons, 1 buggy,
27 1 sulky, 1 dog, 1 rabbit, and 1 cannon. The human figures will represent the
28 variety of people who came to stake their claims in the area that became the
29 great state of Oklahoma.

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A student wrote a report about Waite Phillips, a man who made a fortune buying and selling oil businesses. Read the first part of the report, think about what suggestions you would make, and then answer the questions.

Waite Phillips, Philanthropist

Waite Phillips was born in 1883 in Iowa along with a twin brother, Wiate. The twins were very close as they were growing up. When Waite and Wiate turned 16 years old, they decided to leave home and go West to see what the rest of the world was like. They did odd jobs as they traveled to keep money in their pockets. Just three years later, Wiate suffered an attack of appendicitis and had to have surgery in the state of Washington. Unfortunately, he developed an infection and died.

Waite returned to the Midwest and worked as a bookkeeper and then a salesman for a coal company where his older brother Lee worked. In 1909, he married a banker's daughter named Genevieve, and later they had two children. They were a happy family and about to strike it rich.

In 1914 Waite began to buy and sell oil leases. One of these he sold for a tremendous profit. He moved his family to Tulsa, Oklahoma, in 1918 and was even more financially successful. The Waite Phillips Petroleum Company was sold by Waite for $25 million in 1925. This was a huge amount of money in that time period. He was generous enough to share $2.5 million of his profit with his employees. He then bought several more oil companies in the following years, acquiring even greater wealth.

During the 1920s he built two homes, one in New Mexico and one in Oklahoma. He also bought many acres of land in New Mexico that he originally named Hawkeye Ranch. His home in Tulsa was called Philbrook. Also in Tulsa, the 23-story Philtower Building, an office complex, were a sight to behold. It was the taller building in Tulsa at the time.

In 1938 Waite gave Philbrook to the city of Tulsa he and his wife moved to a penthouse in Philcade, yet another building that Waite had built. In 1945,

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26 Waite and Genevieve moved one final time. Waite ended his days living in a
27 mansion in Bel-Air in California.
28 During his lifetime, Waite gave away vast amounts of money. Much of it
29 went to the Boy Scouts of America. He gave them both his ranch in New Mexico
30 and later the Philtower Building as well. Waite's home, Philbrook, became the
31 Philbrook Museum, of Art, after Waite donated it in 1938. It opened to the public
32 in 1939, and it is widely known for its fantastic, well-displayed Native American
33 and African art collections. Waite Phillips made a great amount of money in his
34 life, but he also gave much of it back for many to enjoy.

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READING/LITERATURE

Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 1: Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to apply knowledge of word roots and word parts to draw inferences about the meaning of scientific and mathematical terminology.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

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Sample Test Items for 1.1

Depth-of-Knowledge: 2

Melissa has decided to pursue geology when she goes to college.

***In this sentence, the word geology refers to**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 2: Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to use varied reference materials to determine word meanings and correct usage.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect, and may include incorrect meanings of words.

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Sample Test Item for 1.2

- from "Abraham Lincoln"

Depth-of-Knowledge: 1

The man encouraged him to persevere.

If the author wanted to find a word to replace persevere, what would be the best resource to use?

A glossary

B dictionary

C thesaurus

D bibliography

Correct Response: **C**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 3: Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to analyze the meaning of analogies encountered by analyzing specific comparisons as well as relationships and inferences.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested will be at grade level.

Distractor Domain:

- Incorrect answer choices will be plausible and may include incorrect meanings of words.

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Sample Test Item for 1.3

- from "The Open Window"

Depth-of-Knowledge: 3

"Who was that who bolted out as we came up?"

Bolted is to waited as vacation is to

A break.

B work.

C stay.

D lock.

Correct Response: **B**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 4: Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.

Format:

- Students will be asked to demonstrate this ability based on words within a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested within sufficient context may be above grade level.

Distractor Domain:

- Incorrect answer choices will be plausible and may include incorrect meanings of words.

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Sample Test Item for 1.4

- from "The Open Window"

Depth-of-Knowledge: 2

A cyclist coming along the road had to run into the hedge to avo imminent collision.

In this sentence from the passage, the word imminent means

A frightening.

B head to head.

C about to happen.

D dangerous and painful.

Correct Response: **C**

Sample Test Item for 1.4

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

What he said there is not remembered, but an action that illustrated the kind of man he was, interpolated into his discourse, made a lastin impression.

In this sentence from the passage, the phrase "interpolated into his discourse" most likely means that an action that illustrated the kind of man Lincoln was had been

A inserted into his speech.

B hidden by his long beard.

C shown in his expressions.

D explained by his language.

Correct Response: **A**

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Oklahoma Academic Standard:

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

Oklahoma Academic Objective:

Objective 5: Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to determine word meanings by using context clues within the appropriate context and verify these meanings by definition, restatement, example, or analogy.

Format:

- Students will be asked to demonstrate this ability based on words within a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.
- Words being tested within sufficient context may be above grade level.

Distractor Domain:

- Incorrect answer choices will be plausible and may include incorrect meanings of words or phrases.

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Sample Test Item for 1.5

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

The man encouraged him [Lincoln] to persevere.

What did the man want Lincoln to do?

A watch over his great country

B continue what he was doing

C learn how to read and write

D defend his beliefs to others

Correct Response: **B**

Sample Test Item for 1.5

- from "The Solitary Reaper"

Depth-of-Knowledge: 3

Alone she cuts and binds the grain,
And sings a melancholy strain;

Which is most likely to be melancholy?

A a song celebrating a marriage

B a book about the death of a pet

C a poem describing the beauty of nature

D a picture showing children on a playground

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill a: Identify the structures and formats of various informational documents and explain how authors use the features to achieve their purpose.

Item Specifications:

Emphasis:

- Items will require students to identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be informational texts.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may consist of incorrect identification of structures or features or inaccurate explanations of the author's use of them.

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Sample Test Item for 2.1.a

- from "Abraham Lincoln"

Depth-of-Knowledge: 3

Which is the most likely reason the author included the quotation from Lincoln's autobiographical notes in the last paragraph?

A to tell the reader how Lincoln viewed his defeat

B to give an additional example of Lincoln's humility

C to show that Lincoln knew why he lost the election

D to explain how Lincoln's education influenced the voters

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill b: Understand specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).

Item Specifications:

Emphasis:

- Items will require students to explain an author's use of persuasive techniques, style, literary forms or genre, portrayal of themes, or language to accomplish purpose.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the selection and may include incorrect but logical descriptions of author's persuasive techniques, style, literary forms or genre, portrayal of themes, or language.

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Sample Test Item for 2.1.b

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

Which technique does the author use to establish Lincoln's character?

A research and interviews
B questions and answers
C direct quotations
D lists of ideas

Correct Response: **C**

Sample Test Item for 2.1.b

- from "The Open Window"

Depth-of-Knowledge: 3

The author uses dialogue

A to foreshadow the outcome of events.
B to define symbols of love and support.
C to help the characters hide their feelings.
D to portray the personalities of the characters.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill c: Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.

Item Specifications:

Emphasis:

- Items will require students to demonstrate use of study strategies such as note taking, outlining, and using study guide questions to better understand texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect, and may include incorrect use of a study strategy.

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Sample Test Item for 2.1.c

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

Which study guide question could best help a reader understand the main idea of the passage?

A Why was Lincoln living in New Salem?

B How did Lincoln show support for his friends?

C When was Lincoln able to repay Graham's kindness?

D What led to Lincoln's decision to run for state office?

Correct Response: **D**

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Sample Test Item for 2.1.c

- from "The Open Window"

Depth-of-Knowledge: 2

Which set of notes best represents the accurate sequence of events in the passage?

A Mr. Nuttel meets the Sappleton family.
Vera lies to Mr. Nuttel.
The dogs scare Mr. Nuttel.
Mr. Nuttel thinks Vera is terrible.
Mr. Nuttel decides to visit other friends.

B Mrs. Sappleton invites Mr. Nuttel to visit.
The hunters come home.
Vera introduces the family to Mr. Nuttel.
Mr. Sappleton dislikes Mr. Nuttel.
Mr. Nuttel decides to go home.

C Mr. Nuttel meets Vera.
Vera tells about the hunting tragedy.
The hunters return.
Mr. Nuttel flees.
Vera tells about Mr. Nuttel's fear of dogs.

D Vera is asked to entertain Mr. Nuttel.
Mr. Nuttel enjoys hearing about the hunting.
Mrs. Sappleton helps Mr. Nuttel feel comfortable.
Vera introduces her uncles to Mr. Nuttel.
Mr. Nuttel leaves because he is afraid of the dogs.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 1: Literal Understanding

Oklahoma Academic Skill:

Skill d: Construct images such as graphic organizers based on text descriptions and text structures.

Item Specifications:

Emphasis:

- Items will require students to demonstrate use of images such as graphic organizers that are based on text descriptions and text structures.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect, and may include incorrect graphic organizers or other such images.

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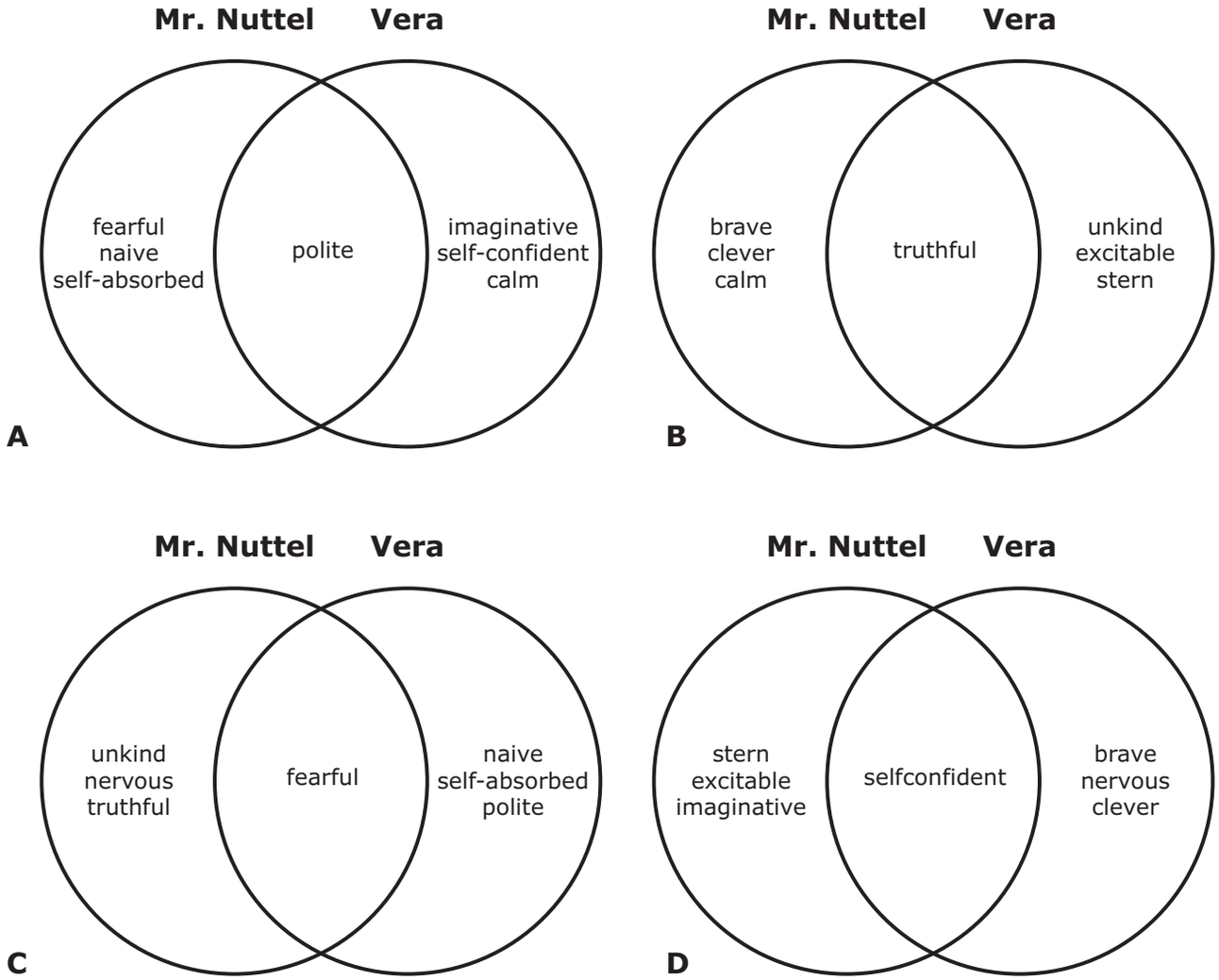
Sample Test Item for 2.1.d

- from "The Open Window"

Depth-of-Knowledge: 2

Which graphic organizer best represents the character traits of Mr. Nuttel and Vera?



Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 2: Inferences and Interpretation

Oklahoma Academic Skill:

Skill a: Interpret the possible inferences of the historical context on literary works.

Item Specifications:

Emphasis:

- Items will require students to make correct inferences regarding the relationship of historical context to literary work.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will be plausible but incorrect inferences related to the historical context or include textual information that does not support the inference.

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Sample Test Item for 2.2.a

- from “Abraham Lincoln”

Depth-of-Knowledge: 2

Why did Lincoln travel around making speeches?

A It was the best way for people to learn about him.

B He wanted to learn about different parts of the country.

C It was the only way for him to get to the voting site in time for the election.

D He thought it was the most efficient way to learn from many grea teachers.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 2: Inferences and Interpretation

Oklahoma Academic Skill:

Skill b: Describe the development of plot and identify conflicts and how they are addressed and resolved.

Item Specifications:

Emphasis:

- Items will require students to trace plot development and identify conflicts, and describe how these are addressed and resolved.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect statements regarding plot development, conflict, and plot and/or conflict resolution.

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Sample Test Item for 2.2.b

- from "The Open Window"

Depth-of-Knowledge: 2

Which is most likely the cause of conflict in the passage?

A Mr. Sappleton's pack of dogs

B Mrs. Sappleton's grief

C Mr. Nuttel's illness

D Vera's stories

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 2: Inferences and Interpretation

Oklahoma Academic Skill:

Skill d: Make reasonable assertions about author's arguments by using elements of the text to defend and clarify interpretations.

Item Specifications:

Emphasis:

- Items will require students to make reasonable assertions about an author's arguments by using elements of the text to defend and clarify interpretations.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect assertions, incorrect interpretations, or incorrect use of textual elements to support an interpretation.

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Sample Test Item for 2.2.d

- from "The Solitary Reaper"

Depth-of-Knowledge: 1

Which line from the poem best shows that the speaker is unsure about the meaning of the words of the song?

A Will no one tell me what she sings?

B I listened, motionless and still;

C Stop here, or gently pass!

D Among Arabian sands;

Correct Response: **A**

Sample Test Item for 2.2.d

- from "The Open Window"

Depth-of-Knowledge: 2

Which sentence best supports the idea that Vera makes up stories?

A "In the meantime you must try and put up with me."

B Romance on short notice was her specialty.

C She broke off with a little shudder.

D "That was the dreadful part of it."

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 3: Summary and Generalization

Oklahoma Academic Skill:

Skill a: Determine the main idea; locate and interpret minor, subtly stated details in complex passages.

Item Specifications:

Emphasis:

- Items will require students to determine the main idea of a text and to interpret minor subtly stated details.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect statements of the main idea or inaccurate use of subordinate/supporting ideas from the text.

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Sample Test Item for 2.3.a

- from "The Story of an Hour"

Depth-of-Knowledge: 2

Which statement describes the main idea of paragraphs 9 and 10?

A Mrs. Mallard fights the reality that she is feeling elated.

B Mrs. Mallard is afraid of sounds and sights around her.

C Mrs. Mallard is too frail to keep her emotions steady.

D Mrs. Mallard realizes her grief is overwhelming.

Correct Response: **A**

Sample Test Item for 2.3.a

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

Why did Lincoln decide to run for political office the first time?

A He knew he wanted to live and work in Springfield.

B Childhood teachers told him he knew more than others.

C Other parties were willing to vote for him as a Republican.

D He was encouraged by the way people responded to his ideas.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 3: Summary and Generalization

Oklahoma Academic Skill:

Skill b: Use text features and elements to support inferences and generalizations about information.

Item Specifications:

Emphasis:

- Items will require students to use text features to support inferences and generalizations about information.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect inferences and generalizations not supported by the text, or incorrect connections drawn between text features and inferences.

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Sample Test Item for 2.3.b

- from "The Solitary Reaper"

Depth-of-Knowledge: 2

Which lines from the poem best support the idea that the speaker likes the girl's song?

A Or is it some more humble lay,
Familiar matter of to-day?

B I saw her singing at her work ,
And o'er the sickle bending;

C Alone she cuts and binds the grain
And sings a melancholy strain;

D The music in my heart I bore
Long after it was heard no more.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 3: Summary and Generalization

Oklahoma Academic Skill:

Skill c: Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.

Item Specifications:

Emphasis:

- Items will require students to summarize and paraphrase complex or implicit structures in informational texts, including relationships among concepts and details in those structures.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and will be informational texts.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect inferences, summaries, or paraphrases not supported by the text or incorrect relationships drawn between details and concepts.

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Sample Test Item for 2.3.c

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

What did people learn about Lincoln during his speech at Pappsville?

A He was willing to stand up for his friends.

B He had learned how to make effective speeches.

C He believed that the country should avoid going to war.

D He was able to accept his defeat in the election with humility.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill a: Compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.

Item Specifications:

Emphasis:

- Items will require students to compare and contrast aspects of texts such as themes, conflicts, and allusions both within and across texts.

Format:

- Students will be asked to demonstrate this ability based on one or paired reading selections.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect comparisons and contrasts of textual elements.

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Sample Test Item for 2.4.a

- from "The Story of an Hour"

Depth-of-Knowledge: 2

How does Mrs. Mallard's view of her situation change from paragraph 4 to paragraph 5?

A Mrs. Mallard comes to accept her husband's reported death.

B Mrs. Mallard sees expanded possibilities after the news of her husband's death.

C Mrs. Mallard feels isolated from the world after the news of her husband death.

D Mrs. Mallard is indifferent to the pleasures of life after being told of her husband's death.

Correct Response: **B**

Sample Test Item for 2.4.a

Depth-of-Knowledge: 3

***Which idea is found in both the passage and the poem?**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill b: Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.

Item Specifications:

Emphasis:

- Items will require students to analyze the structure and format of documents to explain how authors use structure and format to achieve their purposes.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect analyses of the use of text structure or format to achieve author's purpose.

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Sample Test Item for 2.4.b

- from "Abraham Lincoln"

Depth-of-Knowledge: 3

By quoting Lincoln's speech announcing his candidacy, the autho attempts

A to demonstrate how Lincoln used complex language.

B to explain why Lincoln was able to go on to become president.

C to support her characterization of Lincoln as audacious and humble.

D to illustrate how Lincoln portrayed himself as a man just like those in his audience.

Correct Response: **C**

Sample Test Item for 2.4.b

- from "The Story of an Hour"

Depth-of-Knowledge: 3

The author most likely began the passage with a reference to Mrs. Mallard's heart trouble

A to set the tone for the passage.

B to prepare for the irony in the passage.

C to introduce the conflict in the passage.

D to develop the main character of the passage.

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill c: Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

Item Specifications:

Emphasis:

- Items will require students to determine how authors use patterns of organization, repetition of main ideas, organization of language, and word choice to achieve clarity of meaning.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include incorrect use or analysis of patterns of organization, repetition, or word choice in the text.

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Sample Test Item for 2.4.c

- from "The Solitary Reaper"

Depth-of-Knowledge: 2

How does the reader know that the speaker likes the girl's song?

A He begins singing along with the girl.

B He brings others to listen to the girl's singing.

C He tells the girl how much he enjoys her singing.

D He compares the girl's singing to other wonderful music.

Correct Response: **D**

Sample Test Item for 2.4.c

- from "The Story of an Hour"

Depth-of-Knowledge: 3

> She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.

The author uses this paragraph to show that

A Mrs. Mallard is changing her view of life.

B Mrs. Mallard is realizing the depth of her grief.

C Mrs. Mallard is acknowledging her fear of the future.

D Mrs. Mallard is recalling how much she loved her husband.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 2: Comprehension—The student will interact with the words and concepts on the page to understand what the writer has said.

Oklahoma Academic Objective:

Objective 4: Analysis and Evaluation

Oklahoma Academic Skill:

Skill d: Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Item Specifications:

Emphasis:

- Items will require students to analyze ways in which authors have used archetypes drawn from myth and tradition in literature, film, political speeches, and religious writings.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect statements about the use or meaning of archetypes.

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Sample Test Item for 2.4.d

- from "The Story of an Hour"

Depth-of-Knowledge: 3

The passage is most likely set in springtime because

A the worst railroad disasters generally occur in the springtime.

B the onset of spring suggests the promise of new possibilities.

C the natural world is especially beautiful in spring.

D the author wrote the passage during springtime.

Correct Response: **B**

Sample Test Item for 2.4.d

- from "The Solitary Reaper"

Depth-of-Knowledge: 3

Which is the most likely reason the poet chose to write about the girl's song?

A It symbolizes beauty in nature.

B The lyrics reveal the main idea.

C Most people can relate to music.

D She uses it to get people to help.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 1: Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

Oklahoma Academic Skill:

Skill a: Analyze the characteristics of genres, including short story, novel, drama, poetry, and essay.

Item Specifications:

Emphasis:

- Items will require students to identify and analyze characteristics of genres, including short story, novel, drama, poetry, and essay.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, persuasive, poetry, short story, drama, biography, historical essay, or narrative essay.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of genre characteristics and/or misapplication of a particular characteristic to a genre.

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Sample Test Item for 3.1.a

- from "The Open Window"

Depth-of-Knowledge: 2

This passage can best be described as a short story because it

A uses many sentences that are brief and to the point.

B uses sparse dialogue and resembles everyday speech.

C is a work of fiction with realistic events and several conflicts.

D is a brief work of fiction with a major conflict and a main character.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 1: Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.

Oklahoma Academic Skill:

Skill b: Analyze the characteristics of subgenres, including allegory and ballad.

Item Specifications:

Emphasis:

- Items will require students to identify and analyze the characteristics of subgenres, including allegory and ballad.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: satire, sonnet, epic, myth and legend, mystery, editorial, allegory, lyric poetry, or ballad.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of subgenre characteristics and/or misapplication of a particular characteristic to a subgenre.

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Sample Test Item for 3.1.b

Depth-of-Knowledge: 2

***This passage is considered an allegory because**

Sample Test Item for 3.1.b

- from "The Solitary Reaper"

Depth-of-Knowledge: 2

This poem can best be described as lyric because it

A expresses the thoughts and feelings of the poet.

B gives a brief description of nature.

C uses humor to make a point.

D tells the story of a folk hero.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 2: Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill a: Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

Item Specifications:

Emphasis:

- Items will require students to analyze how the theme or meaning of a selection represents a view or comment on life and use appropriate textual evidence to support the analysis.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include misstatements of views or comments on life or incorrect textual evidence to support the view or comment on life.

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Sample Test Item for 3.2.a

- from "The Story of an Hour"

Depth-of-Knowledge: 2

Which sentence best represents Mrs. Mallard's renewed discovery of her life after learning of her husband's death?

A When the storm of grief had spent itself she went away to her room alone.

B Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach her soul.

C There was something coming to her and she was waiting for it, fearfully.

D But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 2: Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill b: Analyze the way in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.

Item Specifications:

Emphasis:

- Items will require students to analyze how irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate representations of the irony, tone, mood, the author's style, and the "sound" of language to achieve specific purposes.

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Sample Test Item for 3.2.b

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

The author's description portrays Lincoln as

A compassionate.

B untrustworthy.

C ambitious.

D generous.

Correct Response: **C**

Sample Test Item for 3.2.b

- from "The Story of an Hour"

Depth-of-Knowledge: 3

When the doctors came they said she had died of heart disease—of joy that kills.

Which statement best describes why the doctors' diagnosis is ironic?

A Mrs. Mallard's weak heart worsens when she hears the report about her husband.

B Mrs. Mallard dies from the sudden shock of discovering her husband is stil alive.

C Mrs. Mallard is literally overcome with joy by her husband's return.

D Mrs. Mallard's newfound joy is destroyed by her husband's return.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 2: Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill c: Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).

Item Specifications:

Emphasis:

- Items will require students to analyze characters' traits based on what the characters say about themselves in narration, dialogue, and soliloquy.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible but incorrect analyses of characters' traits based on what the characters say about themselves.

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Sample Test Item for 3.2.c

- from "The Open Window"

Depth-of-Knowledge: 2

Based on what she says in the passage, Vera wants people to think she is

A smart and funny.

B gentle and helpful.

C amusing and entertaining.

D knowledgeable and mature.

Correct Response: **D**

Sample Test Item for 3.2.c

- from "The Story of an Hour"

Depth-of-Knowledge: 2

She said it over and under her breath: "free, free, free!"
"Free! Body and soul free!" she kept whispering.

What do these remarks by Mrs. Mallard reveal about her?

A She realizes marriage has restricted her thoughts and actions.

B She is overjoyed to have escaped a loveless marriage.

C She tries to convince herself she is really a widow.

D She is afraid her sister will hear her.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 2: Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill d: Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.

Item Specifications:

Emphasis:

- Items will require students to evaluate the author's use of various literary devices and techniques, including imagery, irony, tone, allegory, and symbolism, and to explain how these devices and techniques affect, influence, or shape the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may consist of incorrect statements regarding the use of literary devices or techniques, or incorrect examples of literary devices or techniques from the text.

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Sample Test Item for 3.2.d

- from "The Story of an Hour"

Depth-of-Knowledge: 3

> There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.
>
> **This sentence symbolizes Mrs. Mallard's situation by suggesting**
>
> **A** her time is running out.
>
> **B** her fear about an uncertain future.
>
> **C** that Mrs. Mallard is noticing her surroundings.
>
> **D** the feelings of joy Mrs. Mallard has in the midst of grief.

Correct Response: **D**

Sample Test Item for 3.2.d

- from "The Solitary Reaper"

Depth-of-Knowledge: 3

> **The poet uses imagery**
>
> **A** to explain the difference between reaping and singing.
>
> **B** to help the reader understand how he feels about the song.
>
> **C** to show he understands the value of the work the girl does.
>
> **D** to illustrate how his travels around the world color his views.

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 2: Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill e: Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).

Item Specifications:

Emphasis:

- Items will require students to evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices such as foreshadowing or flashbacks.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate statements regarding time and sequence or inaccurate statements regarding foreshadowing or flashbacks.

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Sample Test Item for 3.2.e

- from "The Open Window"

Depth-of-Knowledge: 2

Why is it important to the plot that Vera meets with Mr. Nuttel before her aunt comes into the room?

A Mr. Nuttel needs to learn about his hostess.

B Vera wants to keep her aunt from being upset.

C Vera's aunt knows the truth about the hunters.

D Being around many people is Mr. Nuttel's problem.

Correct Response: **C**

Sample Test Item for 3.2.e

Depth-of-Knowledge: 3

***Why does the author most likely include a story about the main character's childhood?**

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Sample Test Item for 3.2.e

Depth-of-Knowledge: 2

***Which is an example of foreshadowing in this passage?**

Sample Test Item for 3.2.e

Depth-of-Knowledge: 3

***The most likely reason the author uses flashbacks in this passage is**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 3: Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill a: Identify and explain figurative language, including analogy, hyperbole, metaphor, personification, and simile.

Item Specifications:

Emphasis:

- Items will require students to identify and explain the uses of figurative language including analogy, hyperbole, metaphor, personification, and simile.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may consist of incorrect labels for figurative language, or incorrect examples or uses of figurative language from the text.

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Sample Test Item for 3.3.a

- from "The Story of an Hour"

Depth-of-Knowledge: 3

> She could see in the open square before her house the tops of trees that were all aquiver with new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares.
>
> **Which statement describes the significance of the phrase delicious breath of rain?**
>
> **A** Mrs. Mallard is amazed she notices the rain at a time like this.
>
> **B** Mrs. Mallard is feeling the moisture through the open window.
>
> **C** Mrs. Mallard is grateful to catch her breath after crying.
>
> **D** Mrs. Mallard is finding delight in everyday occurrences.

Correct Response: **D**

Sample Test Item for 3.3.a

- from "The Solitary Reaper"

Depth-of-Knowledge: 2

> **Which literary technique does Wordsworth use most in this poem?**
>
> **A** simile
>
> **B** analogy
>
> **C** imagery
>
> **D** personification

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 3: Figurative Language and Sound Devices—Identify figurative language and sound devices and analyze how they affect the development of a literary work.

Oklahoma Academic Skill:

Skill b: Identify and explain sound devices, including alliteration and rhyme.

Item Specifications:

Emphasis:

- Items will require students to identify and explain the uses of literary sound devices, including rhyme and alliteration.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may contain incorrect identifications or uses of sound devices.

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Sample Test Item for 3.3.b

- from "The Solitary Reaper"

Depth-of-Knowledge: 2

Which rhyme scheme does the poet use in the first 8 lines of the poem?

A a-b-a-b-a-b-a-b

B a-a-b-b-c-c-d-d

C a-b-c-b-d-d-e-e

D a-b-c-d-e-f-g-h

Correct Response: **C**

Sample Test Item for 3.3.b

Depth-of-Knowledge: 3

***Why does the poet use alliteration in the second stanza?**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 4: Literary Works—Read and respond to historically and culturally significant works of literature.

Oklahoma Academic Skill:

Skill b: Analyze and evaluate works of literature and the historical context in which they were written.

Item Specifications:

Emphasis:

- Items will require students to analyze and evaluate works of literature and the historical context in which they were written.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may contain incorrect statements or analyses regarding the historical time period's influence on the text.

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Sample Test Item for 3.4.a

- from "Abraham Lincoln"

Depth-of-Knowledge: 3

Based on Lincoln's experiences preparing to run for political office which was most likely true of education in the mid-1800s?

A The people viewed education as unrelated to the future success of the communities.

B Education was available only to people who could afford to pay for good teachers.

C Education was available to people who were willing to pursue it on their own.

D The government was unwilling to support education beyond sixth grade.

Correct Response: **C**

Sample Test Item for 3.4.a

- from "The Story of an Hour"

Depth-of-Knowledge: 3

Based on the character of Mrs. Mallard, which view of late-nineteenth century marriage does the passage most clearly express?

A Marriage is a loveless arrangement of convenience for women.

B Marriage provides women with social status and security.

C Marriage deprives women of their personal freedom.

D Marriage binds young women to much older men.

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 4: Literary Works—Read and respond to historically and culturally significant works of literature.

Oklahoma Academic Skill:

Skill b: Analyze and evaluate literature from various cultures to broaden cultural awareness.

Item Specifications:

Emphasis:

- Items will require students to analyze and evaluate texts from various cultures or recognize the cultural influences of a society on an author and/or a text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may contain incorrect analyses of the influence of a culture on a writer or text.

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Sample Test Item for 3.4.b

Depth-of-Knowledge: 2

***In this poem, which does the speaker most encourage African Americans to overcome?**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 4: Literary Works—Read and respond to historically and culturally significant works of literature.

Oklahoma Academic Skill:

Skill c: Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature and provide evidence to support the ideas expressed in each work.

Item Specifications:

Emphasis:

- Items will require students to compare texts and provide evidence of the use of archetypal characters, settings, and themes to support ideas.

Format:

- Students will be asked to demonstrate this ability based on reading selections.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may contain incorrect evidence regarding the use of archetypal characters, settings, and themes.

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Sample Test Item for 3.4.c

Depth-of-Knowledge: 3

***How are the archetypal settings of the passage and the poem alike?**

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Oklahoma Academic Standard:

Standard 3: Literature—The student will read, construct meaning, and respond to a wide variety of literary forms.

Oklahoma Academic Objective:

Objective 4: Literary Works—Read and respond to historically and culturally significant works of literature.

Oklahoma Academic Skill:

Skill d: Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Item Specifications:

Emphasis:

- Items will require students to analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Format:

- Students will be asked to demonstrate this ability based on reading selections.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may contain incorrect identification or analyses of political assumptions.

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Sample Test Item for 3.4.d

Depth-of-Knowledge: 3

***How is the poet's view of the Civil War different from the view expressed in the passage?**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 1: Accessing Information—Select the best source for a given purpose.

Oklahoma Academic Skill:

Skill a: Access information from a variety of primary and secondary sources.

Item Specifications:

Emphasis:

- Items will require students to demonstrate the ability to access information from a variety of primary and secondary sources for research purposes in order to further understanding of a text.

Format:

- Students will be asked to demonstrate this ability based on identification of appropriate primary and secondary reference sources, such as books; encyclopedia, magazine, and/or newspaper articles; and/or Internet resources.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate source identification for the purpose being presented in the item.

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Sample Test Item for 4.1.a

- from "Abraham Lincoln"

Depth-of-Knowledge: 1

A student must use a primary source for a research assignment on Abraham Lincoln and the Civil War. Which of these would be a primary source?

A textbook chapter on Abraham Lincoln and the Civil War

B online site about Abraham Lincoln and the Civil War

C personal journal entries by Abraham Lincoln

D encyclopedia article about the Civil War

Correct Response: **C**

Sample Test Item for 4.1.a

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

Which of these Web sites would be most helpful in learning how to become president of the United States?

A Presidents of the United States—an online encyclopedia
Overall, the vast majority of U.S. presidents were very affluent upon entering office . . . Fillmore did run for president in the 1856 election as a Know Nothing Party . . .

B Abraham Lincoln—an online encyclopedia
Scholars rank Lincoln among the top three U.S. presidents . . . On November 6, 1860, Lincoln was elected the 16th president of the United States, . . .

C Future presidential candidates
To be eligible to be the next U.S. president, one must meet certain requirements . . .

D Welcome to the White House
Whitehouse.gov is the official Web site for the White House and the president . . .

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 1: Accessing Information—Select the best source for a given purpose.

Oklahoma Academic Skill:

Skill c: Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).

Item Specifications:

Emphasis:

- Items will require students to use organizational strategies to comprehend content material for research purposes.

Format:

- Students will be asked to demonstrate this ability based on the text structure(s) within a text.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate statements regarding comparisons, cause/effect, problem/solution, or sequence of events.

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Sample Test Item for 4.1.c

- from "The Open Window"

Depth-of-Knowledge: 2

Which is the best way to show on a note card how Vera solves the problem she has caused by telling Mr. Nuttel the story about the hunters?

A Vera tells story → goes outside to be alone

B Vera tells story → makes up another story

C Vera tells story → introduces the hunters

D Vera tells story → apologizes to her aunt

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 2: Interpreting Information—Analyze and evaluate information from a variety of sources.

Oklahoma Academic Skill:

Skill a: Summarize, paraphrase, and/or quote relevant information.

Item Specifications:

Emphasis:

- Items will require students to summarize, paraphrase, and/or quote relevant information from a text for research purposes in order to more fully understand the text.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include information not relevant to an effective summary or paraphrase of the text and/or inaccurate summaries or paraphrases of textual information.

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Sample Test Item for 4.2.a

- from "Abraham Lincoln"

Depth-of-Knowledge: 2

Which is the best way for a student to summarize the closing paragraph of Lincoln's announcement of his candidacy for a research paper?

A Lincoln is ambitious and wants to be admired for his ambitions.

B Lincoln respects everyone and wants to be respected in spite of his poverty.

C Lincoln wants people to understand that he is willing to grant favors to his supporters.

D Lincoln hopes people will support him but will understand if they vote for someone else.

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 2: Interpreting Information—Analyze and evaluate information from a variety of sources.

Oklahoma Academic Skill:

Skill b: Determine the author's viewpoint to evaluate source credibility and reliability.

Item Specifications:

Emphasis:

- Items will require students to determine the author's viewpoint in order to evaluate source credibility and the credibility of the text for research purposes.

Format:

- Students will be asked to demonstrate this ability based on a reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include inaccurate identification of the author's point of view or the author's bias and/or stereotypes and possible effect on the author's credibility.

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Sample Test Item for 4.2.b

- from "Abraham Lincoln"

Depth-of-Knowledge: 3

Which reason best explains why the author most likely included quotations from Lincoln and other people Lincoln knew?

A to tell readers she was fortunate to know Lincoln personally

B to convince readers her conclusions about Lincoln were valid

C to explain Lincoln's standing as one of the greatest presidents

D to help voters understand why they should support Lincoln's candidacy

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 2: Interpreting Information—Analyze and evaluate information from a variety of sources.

Oklahoma Academic Skill:

Skill c: Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.

Item Specifications:

Emphasis:

- Items will require students to synthesize information for research purposes from multiple sources in order to draw conclusions that go beyond those found in any of the individual texts.

Format:

- Students will be asked to demonstrate this ability based on more than one reading selection.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may include reasonable but inaccurate syntheses of information based on the topic(s) of the texts.

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Sample Test Item for 4.2.c

Depth-of-Knowledge: 3

***A student is writing a research paper on world hunger. Based on both the magazine article and the newspaper editorial, which is the best conclusion for the student to draw about the influence of politics on world hunger?**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 2: Interpreting Information—Analyze and evaluate information from a variety of sources.

Oklahoma Academic Skill:

Skill d: Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Item Specifications:

Emphasis:

- Items will require students to identify complexities and inconsistencies for research purposes in the information and the different perspectives found in a variety of media.

Format:

- Students will be asked to demonstrate this ability based on the use of reference sources such as almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the texts and may include inaccurate inconsistencies in the information or inaccurate connections drawn between perspectives presented in the texts.

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Sample Test Item for 4.2.d

Depth-of-Knowledge: 3

***A student wants to compare this speech and this journal article for a research paper. How should the student best explain the difference between the two views of slavery?**

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Oklahoma Academic Standard:

Standard 4: Research and Information—The student will conduct research and organize information.

Oklahoma Academic Objective:

Objective 2: Interpreting Information—Analyze and evaluate information from a variety of sources.

Oklahoma Academic Skill:

Skill e: Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.

Item Specifications:

Emphasis:

- Items will require students to identify clear research questions and creative and critical research strategies to be used for research purposes.

Format:

- Students will be asked to demonstrate this ability based on the identification of clear research questions and creative and critical research strategies.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational, narrative, expository, or poetry.

Distractor Domain:

- Incorrect answer choices will consist of plausible information from the text and may include reasonable but inaccurate information regarding research questions, research strategies, and presentation approaches.

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Sample Test Item for 4.2.e

- from "The Story of an Hour"

Depth-of-Knowledge: 3

Which question would best guide research for a report about the influences on Kate Chopin's writing?

A How did Chopin prepare for and write each of her stories?

B How did Chopin's education prepare her to write short stories?

C What experiences of repression as a woman shaped Chopin's work?

D What resources helped Chopin to verify facts about repressed women?

Correct Response: **C**

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WRITING/GRAMMAR/USAGE AND MECHANICS

Oklahoma Academic Standard:

Standard 1: Writing Process. The student will use the writing process to write coherently.

Oklahoma Academic Objective:

Objective 1: Students are expected to:

e. revise drafts for organization, content and style.

f. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.

Objective 2: Use elaboration to develop an idea:

a. draft a text with a clear, controlling idea or thesis.

b. develop a coherent progression of ideas applying organizational strategies such as spatial, chronological, order of importance, compare/contrast, logical cause/effect, order, or classification/division.

c. apply different methods of support, such as facts, reasons, examples, sensory details, anecdotes, paraphrases, quotes, reflections, and dialogue.

d. apply a consistent and appropriate point of view, establish a credible voice, and create a suitable tone.

e. understand and apply formal and informal diction for a desired effect.

Objective 3: Demonstrate organization, unity, and coherence during revision process:

a. read the draft from the intended audience's point of view to evaluate clarity of purpose.

b. evaluate whether ideas and organizational patterns are clear and support the overall purpose of the piece.

c. evaluate whether topic sentences, transitions within and between paragraphs, overall sequencing, and the progression of ideas is clear, focused, smooth, and coherent.

d. evaluate whether ideas are adequately developed.

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e. apply a consistent and appropriate point of view.

f. understand and apply formal and informal diction.

Objective 4: Editing/proofreading and evaluating:

a. apply Standard English usage and correct spelling in text.

b. employs specified editing/proofreading strategies and consults resources (e.g., handbooks and style manuals, spell checks, personal spelling lists, dictionaries, thesauruses, or style sheets) to correct errors in spelling, capitalization, and punctuation, including punctuation of quotations.

c. use a specified format for in-text citation of source materials for bibliographies and for lists of works cited, and check against original source for accuracy.

d. demonstrate an understanding of the ethics of writing by creating a document free from plagiarism.

Objective 5: Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.

Objective 6: Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.

Item Specifications:

Emphasis:

- Mode-specific writing prompts will require students to use a writing process to develop and refine composition skills.

Format:

- Students will be asked to demonstrate these abilities by producing multi-paragraph essays in response to a mode-specific independent writing prompt.

Content Limits:

- The writing prompt will be an independent prompt.

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Sample Test Item for 1

Depth-of-Knowledge: 4

Sample 1:

Your high school has received a large donation from the estate of a former citizen in your area. The money is to be used toward something that will improve student life for the students at your school. Some people have suggested a new library, while others have suggested a new computer lab or a student fitness center.

Which of the ideas would you support for your school? Is there a different idea you would suggest? Write a persuasive paper to convince your school board that your proposal is the best way to spend the money—and why.

Sample 2:

Consider this quotation from Cicero (106 BC-43 BC):

"Friendship makes prosperity more shining and lessens adversity by dividing and sharing it."

Write a reflective essay explaining the author's viewpoint and providing your interpretation of the meaning of the words. Include examples from your own experience or the experience of others to support your interpretation.

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill a: Distinguish commonly confused words (e.g., there, their, they're; two, too, to; accept, except; affect, effect).

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to distinguish between commonly confused words.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of commonly confused words.

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Sample Test Item for 3.1.a

- from "Land Up for Grabs"

Depth-of-Knowledge: 1

What change, if any, should be made to the sentence in lines 6 and 7?

A However, there were far to many people and far to few troops too do this job efficiently.

B However, their were far too many people and far too few troops to do this job efficiently.

C However, there were far too many people and far too few troops to do this job efficiently.

D no change

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill a: Identify and use correct verb forms and tenses.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct verb forms and tenses.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of verbs in incorrect forms and tenses.

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Sample Test Item for 3.1.b

- from "Land Up for Grabs"

Depth-of-Knowledge: 1

What change, if any, should be made to have came in line 9?

A come

B came

C will come

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill c: Identify and use correct subject-verb agreement.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct subject-verb agreement.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect subject-verb agreements.

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Sample Test Item for 3.1.c

- from "Land Up for Grabs"

Depth-of-Knowledge: 1

What change, if any, should be made to have been in line 22?

A being

B has been

C has being

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill d: Identify and use active and passive voice.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use active and passive voice.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of passive voice.

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Sample Test Item for 3.1.d

- from "Land Up for Grabs"

Depth-of-Knowledge: 2

What change, if any, should be made to state the underlined sentence in lines 3 and 4 in active voice?

A Fewer than 12,0000 homesteads would be competed for by 50,000 potential landowners on April 22 at high noon.

B Competing for fewer than 12,000 homesteads on April 22 at high noon would be 50,000 potential landowners.

C On April 22 at high noon, fewer homesteads than 12,000 will be competed for by 50,000 potential landowners.

D no change

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill e: Identify and use concrete, abstract, and collective nouns.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use concrete, abstract, and collective nouns.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of concrete, abstract, and collective nouns.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill f: Identify and use nominative, objective, and possessive nouns.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use nominative, objective, and possessive nouns.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect uses of nominative, objective, and possessive nouns.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill g: Identify and use correct pronoun/antecedent agreement and clear pronoun reference.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct pronoun/antecedent agreement and clear pronoun reference.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect pronoun/antecedent agreement and/or clear pronoun reference.

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Sample Test Item for 3.1.g

- from "Waite Phillips, Philanthropist"

Depth-of-Knowledge: 1

What change, if any, should be made to he in line 9?

A Lee

B they

C Waite

D no change

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill h: Identify and use correct forms of positive, comparative, and superlative adjectives.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct forms of comparative and superlative adjectives.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect forms of comparative and superlative adjectives.

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Sample Test Item for 3.1.h

- from "Waite Phillips, Philanthropist"

Depth-of-Knowledge: 1

What change, if any, should be made to taller in line 23?

A tallest

B most tall

C more taller

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill i: Identify and use coordinating, correlating, and subordinating conjunctions.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct forms of coordinating, correlating, and subordinating conjunctions.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect forms of coordinating, correlating, and subordinating conjunctions.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 1: Standard English Usage—Demonstrate correct use of Standard English in speaking and writing. Work independently and in self-directed work teams to edit and revise.

Oklahoma Academic Skill:

Skill j: Identify and use appositives and verbals.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct forms of positive, comparative and superlative adjectives.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect forms of appositives and verbals.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill a: Apply capitalization rules appropriately in writing.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to demonstrate correct use of capitals.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of capital letters.

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Sample Test Item for 3.2.a

- from "Land Up for Grabs"

Depth-of-Knowledge: 1

What change, if any, should be made to State of the Union in line 20?

A state of the union

B state of The Union

C state of the Union

D no change

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill b: Punctuate in writing including:

i. commas
ii. quotation marks
iii. apostrophes, colons, and semicolons
iv. ellipsis
v. hyphens, dashes, parentheses, and brackets

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct punctuation and recognize its effect on sentence structure.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of punctuation.

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Sample Test Item for 3.2.b

- from "Land Up for Grabs"

Depth-of-Knowledge: 1

What change, if any, should be made to the sentence in lines 17 through 19?

A Most of the time, though; nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma.

B Most of the time, though, nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma.

C Most of the time, though nothing was done, and some of the people appointed as federal marshals misused their power to obtain key sites in Oklahoma.

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill c: Demonstrate correct use of punctuation in research writing including:

i. formal outline

ii. parenthetical documentation

iii. works cited/bibliography

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct punctuation in research writing.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of punctuation in research writing.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill d: Use correct formation of plurals.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to form plurals correctly.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of incorrect use of plurals.

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Sample Test Item for 3.2.d

- from "Land Up for Grabs"

Depth-of-Knowledge: 1

What change, if any, should be made to peoples in line 26?

A people

B people's

C peoples'

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 2: Mechanics and Spelling—Demonstrate appropriate language mechanics in writing.

Oklahoma Academic Skill:

Skill e: Use correct spelling including:

i. commonly misspelled words and homonyms

ii. spell consonant changes correctly (example: recede/recession; transmit/transmission)

iii. spell Greek and Latin derivatives (words that come from a base or common root word) by applying correct spelling of bases and affixes (prefixes and suffixes)

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct spelling of commonly misspelled words and homonyms.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of misspelled words.

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Sample Test Item for 3.2.e

- from "Waite Phillips, Philanthropist"

Depth-of-Knowledge: 1

What change, if any, should be made to aquiring in line 18?

A aquireing

B acquiring

C acquireing

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill a: Maintain parallel structure.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct use of Standard English.
- Items will require students to use parallel structure.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of unparallel forms.

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Sample Test Item for 3.3.a

- from "Land Up for Grabs"

Depth-of-Knowledge: 2

What change, if any, should be made to the sentence in lines 24 through 25?

A The sculpture will be approximately 365 feet long, have a 36-foot width, and over 15 feet tall at its tallest point.

B The sculpture will be approximately 365 feet long and 36 feet wide; the height will be over 15 feet.

C The sculpture will be approximately 365 feet long, 36 feet wide, and over 15 feet high.

D no change

Correct Response: **C**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill b: Correct dangling and misplaced modifiers.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct dangling and misplaced modifiers.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of text that includes misplaced or dangling modifiers.

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Sample Test Item for 3.3.b

- from "Waite Phillips, Philanthropist"

Depth-of-Knowledge: 2

What change, if any, should be made to lines 32 and 33?

A it is widely known for its Native American and African fantastic, well-displayed art collections.

B it is widely known for its Native American fantastic, well-displayed and African art collections.

C it is widely known for its fantastic Native American and African art collections, well-displayed.

D no change

Correct Response: **D**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill c: Correct run-on sentences.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct run-on sentences.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that are run-on sentences.

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Sample Test Item for 3.3.c

- from "Waite Phillips, Philanthropist"

Depth-of-Knowledge: 2

What change, if any, should be made to the sentence in lines 24 and 25?

A In 1938 Waite gave Philbrook to the city of Tulsa, he and his wife moved to a penthouse in Philcade, yet another building that Waite had built.

B In 1938 Waite gave Philbrook to the city of Tulsa; he and his wife moved to a penthouse in Philcade, yet another building that Waite had built.

C In 1938 Waite gave Philbrook to the city of Tulsa, however, he and his wife moved to a penthouse in Philcade, yet another building that Waite had built.

D no change

Correct Response: **B**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill d: Correct fragments.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct sentence fragments.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain sentence fragments.

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Sample Test Item for 3.3.d

- from "Land Up for Grabs"

Depth-of-Knowledge: 2

What change, if any, should be made to lines 12 through 14?

A were employed as federal marshals by the government, but they were not supposed to be able to establish homesteads.

B were employed as federal marshals by the government; but they were not supposed to be able to establish homesteads.

C were employed. As federal marshals by the government, but they were not supposed to be able to establish homesteads.

D no change

Correct Response: **A**

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill e: Correct comma splices.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to correct comma splices.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain comma splices.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill f: Use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses to designate the importance of information.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain dependent/independent and restrictive (essential)/nonrestrictive (nonessential) clauses.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 3: Sentence Structure—Demonstrate appropriate sentence structure in writing.

Oklahoma Academic Skill:

Skill g: Effectively use a variety of sentence structures and lengths to create a specific effect.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to effectively use a variety of sentence structures and lengths to create a specific effect.

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of essays, letters, and expository texts that are similar to what students in English III might produce.

Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make.
- Distractors will consist of plausible responses that contain a variety of sentence structures and lengths.

Note: There is no sample item at the present time.

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Oklahoma Academic Standard:

Standard 3: Grammar/Usage and Mechanics—The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.

Oklahoma Academic Objective:

Objective 4: Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Item Specifications:

Emphasis:

- Items will require that students develop and refine composition skills.
- Items will require that students evaluate correct usage of Standard English.
- Items will require students to use correct manuscript conventions as based on the techniques of the Modern Language Association (MLA).

Format:

- Students will demonstrate this ability based on a nonfiction selection with embedded errors.
- Some selections will include both a reference page and a sample research paper.

Content Limits:

- Selections will be of interest to and appropriate for English III students.
- Selections will consist of research paper texts that are similar to what students in English III might produce.
- Items may assess students' knowledge of:
  - Header
  - Pagination
  - Heading
  - Title
  - Format (e.g., double-space, margins)
- Items may assess citations and Works Cited pages using an included reference page.

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Distractor Domain:

- Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make regarding these conventions: research paper heading, research paper title, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing. For MLA styles regarding these conventions, refer to Modern Language Association of America. *MLA Handbook for Writers of Research Papers.* 7th ed. New York: MLA, 2009. Print., sections 2.5 (paraphrasing), 4.3 (heading and title), 5.5 (citing books in source list), and 6.1 (citing sources within the text).
- Distractors will consist of incorrect examples of manuscript conventions based on the style provided in the *MLA Handbook for Writers of Research Papers.*

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Read this reference guide that is based on the 7th edition of the *MLA Handbook for Writers of Research Papers.* Then read the student research paper that follows. Use this reference guide to look for errors in the student research paper.

A Guide for Citing Sources and for the List of Works Cited

Type of Work	Author's Name	Example
Book with one author	In text	Connolly's research also supports this idea (142—50).
Book with one author	In citation	Additional research also supports this idea (Connolly 142—50).

Type of Citation	Example
Book with one author	Granville, Vincent. *The Destruction of Galveston Island.* Dallas: Victorian Press, 2008. Print.
Book from an anthology or other book collection	Pemble, Matthew. "Statistics About Batting Averages." *Everyone Wants to Play Ball.* New York: Pheasant, 2000. 85-90. Print.

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The following passage is the first page and the list of works cited from a student research paper. Read the paper. Compare the paper with the preceding reference guide. Then answer the questions that follow.

1 Peters 1

2 Andrea Peters
3 Mrs. Zebarth
4 5th hour English IV
5 26 February 20—

6 **A YEAR TO FEAR**

7 Times of conflict stir many feelings for those who are forced to live
8 through chaos. Memoirs of their lives are revealed in what they leave
9 behind for generations to come. Past occurrences and recollections shape
10 the way one views the world and how he or she recounts that which has
11 taken place. Superior novelists use what knowledge they have acquired
12 throughout their lifetimes to create a work that is personal and relevantly
13 incorporates what they have experienced. Influence for writing can come
14 from many places, but George Orwell believed that literature written
15 without a driven political purpose was worthless (Orwell, 150).

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Works Cited

Orwell, George. Orlando: Holt, Rinehart and Winston, 1946. 143-50. "Why I Write." Animal Farm with Connections.

Stansky, Peter. "Orwell, George." *Encyclopedia Americana.* 1987 ed. Print.

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Sample Test Item for 3.4

- from "Year to Fear"

Depth-of-Knowledge: 1

What change, if any, should be made to lines 2 through 5?

A Andrea Peters
Mrs. Zebarth
5th hour English IV
26 February 20—

B Andrea Peters
Mrs. Zebarth
Orwell paper
26 February 20—

C Andrea Peters
Mrs. Zebarth
Orwell paper
26 February 20—

D no change

Correct Response: **A**

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Sample Test Item for 3.4

- from "Year to Fear"

Depth-of-Knowledge: 1

What change, if any, should be made to lines 5 through 7?

A 26 February 20—

A Year to Fear

Times of conflict stir many feelings for those who are forced to live. . . .

B 26 February 20—

A Year to Fear

Times of conflict stir many feelings for those who are forced to live . . .

C 26 February 20—

A YEAR TO FEAR

Times of conflict stir many feelings for those who are forced to live . . . .

D no change

Correct Response: **B**

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Sample Test Item for 3.4

- from "Year to Fear"

Depth-of-Knowledge: 1

What change, if any, should be made to the citation in line 15?

A (Orwell 150)

B (Orwell: 150)

C (Orwell; 150)

D no change

Correct Response: **A**

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Sample Test Item for 3.4

- from "Year to Fear"

Depth-of-Knowledge: 2

The author wants to include a paraphrase of this quotation from Orwell in the research paper.

"Every line of serious work that I have written since 1936 has been written, directly or indirectly, *against* totalitarianism and *for* democratic socialism, as I understand it."

Which should the author of the research paper use to paraphrase this material correctly?

A Orwell's serious works after 1936 were written against totalitarianism and for a more democratic form of government.

B Orwell favored a more democratic government over a totalitarian government, and his writings after 1936 reflected this (Orwell).

C Orwell favored a more democratic form of government, and almost everything he wrote after 1936 reflected this view (Orwell 147).

D Orwell's works since 1936 were written either directly or indirectly against totalitarianism and for democratic socialism as he interpreted it.

Correct Response: **C**

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Sample Test Item for 3.4

- from "Year to Fear"

Depth-of-Knowledge: 2

What change, if any, should be made to the way the author of the research paper cited this source in lines 18 and 19?

A Orwell, George. "Why I Write." *Animal Farm with Connections.* Orlando: Holt, Rinehart and Winston, 1946. 143–50. Print.

B Orwell, George. "Why I Write." Orlando: Holt, Rinehart and Winston, 1946. Animal Farm with Connections. 143–50.

C Orwell, George. 143—50. "Why I Write." *Animal Farm with Connections* Orlando: Holt, Rinehart and Winston, 1946. Print.

D no change

Correct Response: **A**

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