OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS ENGLISH LANGUAGE ARTS GRADE 6

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

TABLE OF CONTENTS

Oklahoma School Testing Program Test and Item Specifications 1
Purpose 1
Test Structure, Format, and Scoring 2
Test Alignment with Oklahoma Academic Standards (OAS) 2
Test Blueprint 3
Depth-of-Knowledge Assessed by Test Items 4
Universal Design Considerations 5
Online Administration 5
Testing Schedules 5
Item Guidelines 6
Multiple-Choice Item Guidelines 6
Constructed-Response Item Guidelines 6
Stimulus Materials 7
Readability 7
General Considerations—Oklahoma School Testing Program 7
Considerations Specific to the Grade 6 English Language Arts Test 8
Overview of Item Specifications 10
Standards 11
Standard 2—Reading and Writing Process 12
Standard 3—Critical Reading and Writing 13
Standard 4—Vocabulary 15
Standard 5—Language 16
Standard 6—Research 17
Passages & Sample Items 18

Developed and published under contract with the Oklahoma State Department of Education by Measured Progress, 100 Education Way, Dover, New Hampshire 03820. Copyright ©2019 by the Oklahoma State Department of Education. In the absence of explicit restrictions, State of Oklahoma educators and citizens may copy, download and/or print this document, located online at https://www.measuredprogress.org/web/occt1. Any other use or reproduction of this document, in whole or in part, requires written permission of the Oklahoma State Department of Education and the publisher.

Copyright © 2019 by the Oklahoma State Department of Education

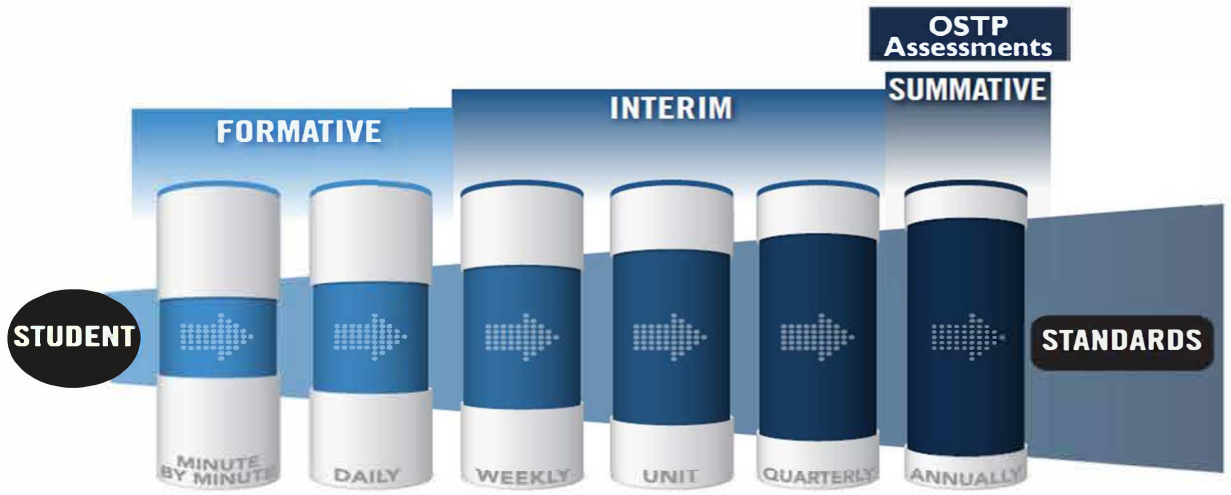
Grade 6 English Language Arts

Purpose

A robust assessment system is predicated upon the knowledge that no one assessment is able to provide answers to all questions affecting instructional decisions. An assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information about what students know and can do relative to a set of standards.

According to the Oklahoma ESSA Plan (pp 48–49):

Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district, and school accountability system.



The OSDE supports an assessment system by working with Oklahoma educators and stakeholders to:

- Ensure that state and federally required annual summative assessments delivered through the Oklahoma School Testing Program (OSTP) are effective and meaningful to families, districts, educators, and members of the community;
- Develop instructional resources to support local formative and interim assessments through the curriculum frameworks projects and assessment guidance toolkit; and
- Build and deliver professional learning through face-to-face and web-based resources to support local assessment needs and interpretation of state assessment data.

Annual assessments delivered through the OSTP are aligned to the Oklahoma Academic Standards and can therefore provide point-in-time data for programmatic and curricular decisions by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). Standards-based formative and interim assessments conducted at the local level can provide additional

Copyright © 2019 by the Oklahoma State Department of Education

information and evidence of learning at a smaller grain size to inform instructional decisions made at the student and classroom level.

While state summative assessments are only one measure of what students know and can do, having Oklahoma students take OSTP assessments:

- ✓ Helps students, their families, and the public know how students have grown over time and how they are performing relative to the standards, their peers in Oklahoma, and the nation;
- ✓ Enables teachers to see how their students are performing against grade-level expectations communicated through the Performance Level Descriptors (PLDs) to support evaluation and enhancement of curriculum and programs for the next school year;
- ✓ Provides a standardized and reliable measure for school/district leaders, the state, policymakers, and the public to determine how well a system is meeting the goals of helping every child grow along a continuum to prepare them for careers, college, and life; and
- ✓ Provides comparable information and data to inform continuous improvement of a system and appropriately support federal and state accountability decisions.

Test Structure, Format, and Scoring

The Grade 6 English Language Arts operational test is administered in two sections over the course of two sessions. Each section of the test consists of approximately 25 operational items and 5 field-test items.

Each multiple-choice item is scored as correct or incorrect. Only operational multiple-choice items contribute to the total test score. Thus, for example, if a test contained 50 operational items and 10 field-test items, only those 50 operational items (not the field-test items) would contribute to a student's scaled score.

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

Test Alignment with Oklahoma Academic Standards (OAS)

Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards
1. Categorical Concurrence The test is constructed so that there are at least six items measuring each assessable OAS (Standards 2–6). 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 each OAS standard has at least one corresponding assessment item.
3. Source of Challenge Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

Copyright © 2019 by the Oklahoma State Department of Education

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT ENGLISH LANGUAGE ARTS GRADE 6

This blueprint describes the content and structure of an assessment and defines the ideal number of test items by standard of the Oklahoma Academic Standards (OAS).

IDEAL PERCENTAGE OF ITEMS	STANDARDS
34–38%	**STANDARD 2: READING AND WRITING PROCESS** Students will use a variety of recursive reading and writing processes.
18–22%	**STANDARD 3: CRITICAL READING AND WRITING** Students will apply critical thinking skills to reading and writing.
18–22%	**STANDARD 4: VOCABULARY** Students will expand their working vocabularies to effectively communicate and understand texts.
12–18%	**STANDARD 5: LANGUAGE** Students will apply knowledge of grammar and rhetorical style to reading and writing.
12–18%	**STANDARD 6: RESEARCH** Students will engage in inquiry to acquire, refine, and share knowledge.
100%	**TOTAL: 50 ITEMS**

*Standard 8: Independent Reading and Writing is assessed throughout the test and dually aligned to each standard.
Please note this blueprint does not include items that may be field-tested.
A minimum of 6 items is required to report a standard.

Depth-of-Knowledge Assessed by Test Items

The Grade 6 test will approximately reflect the following "depth-of-knowledge (DOK)" distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	5–15%
Level 2—Skill/Concept	70–85%
Level 3—Strategic Thinking	10–20%

DOK Ranges are based on the DOK of the OAS. The standards increase grade-level expectations and rigor, and set the expectation for students to be college- and career-ready.

Reading

- **Level 1** requires students to recall, observe, question, or represent facts or simple skills or abilities. It requires only surface understanding of text, often verbatim recall. Level 1 activities include supporting ideas by reference to details in the text, using a dictionary to find meaning, identifying figurative language in a passage, and identifying the correct spelling or meaning of words.
- **Level 2** requires processing beyond recall and observation; requires both comprehension and subsequent processing of text; and involves ordering and classifying text, as well as identifying patterns, relationships, and main points. Level 2 activities include using context to identify unfamiliar words, predicting logical outcomes, identifying and summarizing main points, applying knowledge of conventions of Standard American English, composing accurate summaries, and making 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; and requires students to support positions using prior knowledge and to manipulate themes across passages. Level 3 activities include determining the effect of the author's purpose on text elements; summarizing information from multiple sources; critically analyzing literature; composing focused, organized, coherent, purposeful prose; and making explanatory and descriptive inferences and interpretations across an entire passage.

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.

These descriptions are taken from the following study:
Webb, N. L. *Alignment study in language arts, mathematics, science, and social studies of state standards and assessments for four states*. A study of the State Collaborative on Assessment & Student Standards (SCASS) Technical Issues in Large-Scale Assessment (TILSA). Washington,

Copyright © 2019 by the Oklahoma State Department of Education

D. C.: Council of Chief State School Officers, December 2002. Revised in 2014 by Norman Webb and Sara Christopherson.

An extended definition of each depth-of-knowledge level is available at: http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/ELA%20WebbAlign_DOK_Summary_Table.pdf

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 Grade 6 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 design aspects such 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.

Online Administration

Test questions will be presented one at a time.

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

Answers may be selected by using the mouse to click on the radio button to the left of the answer choice.

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.

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.

Testing Schedules

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 Grade 6 test is meant to be administered in two sessions within one day with a break given between sessions or on consecutive days. Estimated time for scheduling is given in the table below.

Section 1 Grade 6 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	70–80 minutes

Copyright © 2019 by the Oklahoma State Department of Education

Section 2 Grade 6 English Language Arts Online Test Time Schedule	
Distributing login information/logging on	Approximately 10 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	60–70 minutes

Item Guidelines

- All items must clearly indicate what is expected in a response and direct students how to focus their responses and will be written at a reading level appropriate for a Grade 6 English Language Arts audience.
- All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be "All of the following . . . except."

Multiple-Choice Item Guidelines

- 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—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make. Items may contain graphical elements and/or text extracts.
- Each multiple-choice item stem asks a question or poses a clear problem 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.

Constructed-Response Item Guidelines

- Short constructed-response items are scored only on the content specified in the item, and students are expected to write no more than one paragraph.
- Constructed-response items provide a means for students to demonstrate the ability to use higher order thinking skills to respond in writing to questions or tasks and to provide passage-based evidence to support their responses.
- All constructed-response items must be clearly written and provide rubrics and samples that include relevant information from the text. Items will be written at a reading level appropriate for Grade 3, 4, 6, or 7 English Language Arts students.
- Each constructed-response item will present a clearly written question or task that enables students to readily understand what they are to do and how they are to respond.
- Each constructed-response item will have a stem which provides the question or task. The question or task will relate to a specific stimulus (e.g., a passage, a graphic organizer).
- Constructed-response items should not be "refashioned" multiple choice items. Constructed-response items should allow students to demonstrate more in-depth understanding of a concept or skill.
- If questions or tasks ask students to draw conclusions or make inferences involving more than one text, the constructed-response stems will require students to provide evidence from both texts.

Copyright © 2019 by the Oklahoma State Department of Education

Stimulus Materials

Stimulus materials are the tables, charts, graphs, passages, and illustrations students must use in order to respond to items. The following characteristics are necessary for stimulus materials:

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

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 Grade 6 English Language Arts 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 decisions in regards to the readability of a passage.

General Considerations—Oklahoma School Testing Program

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 an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard 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. 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.
8. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks different from the other answer choices.

Copyright © 2019 by the Oklahoma State Department of Education

9. Order of presentation of item types is dictated by logic (chronological, spatial, etc.).
10. 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.
11. The range of items measuring an OAS standard consisting of more than one skill will provide a balanced representation of those skills.
12. Items should be focused on what all students should know and be able to do as they complete their Grade 6 coursework.
13. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
14. The material presented is balanced, culturally diverse, well written, and of interest to Grade 6 test level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
15. Across all forms, a balance of gender and active/passive roles by gender is maintained.
16. Forms attempt to represent the ethnic diversity of Oklahoma students.
17. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be taken up and destroyed at the end of the test.
18. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
19. Permission to use stimuli from copyrighted material is obtained as necessary by testing vendor.

In summary, Grade 6 English Language Arts 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.

Considerations Specific to the Grade 6 English Language Arts Test

Each 6th-grade-level reading passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for determining the purpose for reading, analyzing character traits, compare/contrast, problem/solution, interpretation, analysis, drawing conclusions, and making an inference; be conducive for vocabulary analogies; and contain relevant reading tasks as defined by the Oklahoma Academic Standards for 6th 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 6th-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

A test form will 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.

Copyright © 2019 by the Oklahoma State Department of Education

The majority of the selections used for the Grade 6 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 700 words. Each reading passage will generate approximately five to seven multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research and information. Each grammar passage will generate approximately six multiple-choice questions from the OAS standards, including Standard English grammar, mechanics, and usage.

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.

Grade	Word Count*	Authentic Literary Selections	Expository Selections (1 task-oriented/functional)
3	200–600	3–6	3–5
4	200–600	4–6	3–5
5	300–700	4–6	4–6
6	300–700	4–6	4–6
7	500–900	4–6	4–6
8	500–900	4–6	4–6

*Paired passages can have a total word count 1.5 times the highest word count for that grade.

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 considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards and 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 Grade 6 test-level students can relate to and understand.
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. With paired passages, all items will follow the final passage.

Copyright © 2019 by the Oklahoma State Department of Education

Overview of Item Specifications

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

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

The headings "OAS Standard" and "OAS Objective" state the standard and objective being measured as found in the English Language Arts section of the Oklahoma Academic Standards document.

For each standard, 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 standard 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.

Note: With the exception of content limits, the Item Specifications offer suggestions of what might be included in the OSTP assessment and do not provide an exhaustive list of what can be included. For this reason, Item Specifications are only meant to be a supplemental resource for classroom instruction.

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. Sample test items are not intended to predict a student's performance on the actual test, but rather to allow students to familiarize themselves with the item types and formats that they may see on the test.

Copyright © 2019 by the Oklahoma State Department of Education

STANDARDS

Copyright © 2019 by the Oklahoma State Department of Education

STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD

- Students will use a variety of recursive reading and writing processes.
- Reading— Students will read and comprehend increasingly complex literary and informational texts.
- Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.

OAS OBJECTIVES

6.2.R.1	Students will create an objective summary, including main idea and supporting details, while maintaining meaning and a logical sequence of events.
6.2.R.2	Students will analyze details in literary and nonfiction/informational texts to distinguish genres.
6.2.R.3	Students will paraphrase main ideas with supporting details in a text.
6.2.W.1	Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.
6.2.W.2	Students will plan *(e.g., outline)* and prewrite a first draft as necessary.
6.2.W.3	Students will develop drafts by choosing an organizational structure *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.)* and building on ideas in multi-paragraph essays.
6.2.W.4	Students will edit and revise multiple drafts for intended purpose *(e.g., staying on topic)*, organization, coherence, using a consistent point of view.
6.2.W.5	Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check)*.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to attain meaning and comprehend core ideas from increasingly complex texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.

Content Limits:

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

Copyright © 2019 by the Oklahoma State Department of Education

STANDARD 3—CRITICAL READING AND WRITING

OAS STANDARD

- Students will apply critical thinking skills to reading and writing.
- Reading—Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.
- Writing— Students will write for varied purposes and audiences in all modes, using fully developed ideas, strong organization, well-chosen words, fluent sentences, and appropriate voice.

OAS OBJECTIVES

6.3.R.1 Students will compare and contrast stated or implied purposes of authors writing on the same topic in grade-level literary and/or informational texts.

6.3.R.2 Students will evaluate how the point of view and perspective affect grade-level literary and/or informational text.

6.3.R.3 Students will analyze how key literary elements contribute to the meaning of the literary work:

- setting
- plot
- characters *(i.e., protagonist, antagonist)*
- characterization
- theme
- conflict *(i.e., internal and external)*

6.3.R.4 Students will evaluate literary devices to support interpretations of literary texts:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole
- imagery
- symbolism*
- tone*

**Students will find textual evidence when provided with examples.*

6.3.R.5 Students will categorize facts included in an argument as *for* or *against* an issue.

6.3.R.6 Students will analyze the structures of texts *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* and content by making inferences about texts and use textual evidence to support understanding.

6.3.R.7 Students will analyze texts and ideas within and between texts and provide textual evidence to support their inferences.

Narrative

6.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, conflict *(i.e., internal, external)*, and dialogue.

Informative

6.3.W.2 Students will compose essays and reports about topics, incorporating evidence *(e.g., specific facts, examples, details)* and maintaining an organized structure.

Copyright © 2019 by the Oklahoma State Department of Education

STANDARD 3—CRITICAL READING AND WRITING continued

OAS OBJECTIVES

Opinion—Grade Level Focus

6.3.W.3 Students will clearly state an opinion supported with facts and details.

6.3.W.4 Students will show relationships among facts, opinions, and supporting details.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to apply critical thinking skills when reading diverse and complex texts.

Format:

- Students will be asked to demonstrate the ability to apply critical thinking skills based on a reading selection followed by multiple-choice items.

Content Limits:

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

Copyright © 2019 by the Oklahoma State Department of Education

STANDARD 4—VOCABULARY

OAS STANDARD

- Students will expand their working vocabularies to effectively communicate and understand texts.
- Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.
- Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.

OAS OBJECTIVES

6.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
6.4.R.2	Students will use word parts *(e.g., affixes, Greek and Latin roots, stems)* to define and determine the meaning of increasingly complex words.
6.4.R.3	Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.
6.4.R.4	Students will infer the relationships among words with multiple meanings, including synonyms, antonyms, analogies, and more complex homographs and homonyms.
6.4.R.5	Students will use a dictionary, glossary, or a thesaurus *(print and/or electronic)* to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.
6.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.
6.4.W.2	Students will select appropriate language to create a specific effect according to purpose in writing.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts.

Format:

- Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.
- Words being tested will be at grade level.
- Vocabulary test items will contain context clues. Vocabulary test items will include inferential questions.

Distractor Domain:

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

Copyright © 2019 by the Oklahoma State Department of Education

STANDARD 5—LANGUAGE

OAS STANDARD

- Students will apply knowledge of grammar and rhetorical style to reading and writing.
- Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.
- Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

OAS OBJECTIVES

6.5.R.1	Students will recognize simple and compound sentences to signal differing relationships among ideas.
6.5.R.2	Students will recognize verb tense to signify various times, sequences, states, and conditions in text.
6.5.R.3	Students will recognize the subject and verb agreement.
6.5.W.1	Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.
6.5.W.2	Students will compose simple, compound, and complex sentences and questions to signal differing relationships among ideas.
6.5.W.3	Students will use intensive and reflexive pronouns.
6.5.W.4	Students will recognize and correct inappropriate shifts in pronoun number and person.
6.5.W.5	Students will recognize and correct vague pronouns *(i.e., ones with unclear or ambiguous antecedents)*.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to recognize and apply appropriate grammar and rhetorical style in texts and to apply correct usage of Standard English in their independent writing.

Format:

- Students will be asked to demonstrate this ability based on an informative/expository selection with embedded errors followed by multiple-choice items.

Content Limits:

- The reading selections will be on grade-level informative/expository selections.
- Test items requiring students to correct the mechanics of sentences and paragraphs should be at or below grade level so that the focus is on the language use rather than reading comprehension.

Distractor Domain:

- Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.

Copyright © 2019 by the Oklahoma State Department of Education

STANDARD 6—RESEARCH

OAS STANDARD

- Students will engage in inquiry to acquire, refine, and share knowledge.
- Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.

OAS OBJECTIVES

6.6.R.1	Students will use their own viable research questions to find information about a specific topic.
6.6.R.2	Students will record and organize information from various primary and secondary sources (*e.g., print and digital)*.
6.6.R.3	Students will determine the relevance, reliability, and validity of the information gathered.
6.6.W.1	Students will write research papers and/or texts independently over extended periods of time *(e.g., time for research, reflection, and revision)* and for shorter timeframes *(e.g., a single sitting or a day or two)*.
6.6.W.2	Students will refine and formulate a viable research question and/or topic from initial findings.
6.6.W.3	Students will organize information found during research, following a citation style *(e.g., MLA, APA, etc.)* with guidance and support.
6.6.W.4	Students will summarize and present information in a report.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to analyze and evaluate information from a variety of sources.

Format:

- Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.

Content Limits:

- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry. Some selections will be informative/expository selections with embedded errors and citation guides.
- Selected-response items will include only pertinent information about the citation rules for students to use in order to answer the questions.

Distractor Domain:

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

Copyright © 2019 by the Oklahoma State Department of Education

PASSAGES & SAMPLE ITEMS

Copyright © 2019 by the Oklahoma State Department of Education

Read the selection. Then answer the questions that follow.

The Pirate Queen

1 For generations, pirates have been the subjects of legends filled with peg legs, eye patches, and parrots. But there was once a very notorious pirate who is said to have broken every mold.

2 Grace O'Malley was born in Ireland in 1530 with a yearning for the sea. Her father was a sailor, just like his father before him, and she had seen him set sail many times. More than anything, Grace wanted to go with him. When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest. Her family mocked her, nicknaming her "Grace the Bald."

3 In those days, young ladies were supposed to get married and have children, and Grace did just that. She and her husband, Donal O'Flaherty—a sea-goer himself—had two sons and a daughter. But being a wife and mother didn't suppress Grace's longing for the sea, and she soon took charge of her husband's fleet.

4 At that time, Ireland was falling under English rule. England was enforcing new restrictions, making it unlawful for the Irish to transport goods at sea—which took away the livelihoods of many Irish citizens. Grace believed this was unfair and refused to accept it. Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo.

5 When her husband died, the law said that Grace was supposed to be given a portion of his property. However, women didn't have many rights back then, and the law was ignored. With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland. The island provided the perfect location from which to monitor the waters along the coast and continue to pirate passing merchant ships.

6 Grace wanted to control the entire island—and she did, except for one bothersome little section known as Rockfleet Castle, which was owned by a man named Dick Burke. In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they wanted. When the year was up, Grace is said to have shut herself up in the castle, refusing to come out and sending her husband away.

7 When Grace was in her sixties, her sons and brother were taken prisoner in England. Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release. It must have been a sight to see:Grace the pirate, clothed in her finest, standing there among England's richly dressed ladies and gentlemen of the court.

Copyright © 2019 by the Oklahoma State Department of Education

8 But amazingly, the queen seemed to take a liking to Grace, and they became allies of sorts. The queen agreed to the release of Grace's family, and Grace agreed to fight for the queen's interests at sea.

9 Perhaps the Queen of England felt that Grace's skills at sea would serve England well. Or perhaps she recognized in Grace the rare spirit of independence that she herself possessed. Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to.

1 What form of literature is "The Pirate Queen"?

A autobiography

B biography

C folk tale

D mystery

Standard 2: Students will use a variety of recursive reading and writing processes.

Depth-of-Knowledge: 2

Distractor Rationale

A. An autobiography is the account of a person's life written by that person.

B. Correct. A biography is the account of a person's life written by someone else.

C. A folk tale is a story typically passed on by word of mouth over time.

D. A mystery is a type of fiction in which a crime is solved.

Copyright © 2019 by the Oklahoma State Department of Education

2 **Which detail from the passage best supports the author's perspective that Grace O'Malley was a courageous leader?**

A "When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest."

B "With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland."

C "In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they wanted."

D "Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to."

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 2

Distractor Rationale

A. This evidence might show that she was courageous to go up against her mother by cutting off her hair, but it does not show that she was a courageous leader.

B. **Correct. A person who will go out on her own without any resources to help her and to establish her own fortress while being responsible for hundreds of others is an example of a courageous person.**

C. This evidence does not demonstrate her courageous leadership abilities, just her business acuity.

D. This does not show her courageous leadership abilities but does show a fulfillment of her lifelong dream.

Copyright © 2019 by the Oklahoma State Department of Education

3 **The main conflict in the passage is between Grace and**

A herself.

B society.

C nature.

D family.

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 3

Distractor Rationale

A. Grace did not have a conflict with herself. She was an independent woman and proved she had a mind of her own when she handled her husband's fleet and started her own pirate fortress.

B. **Correct. During Grace's time, society expected women to marry and have children. Women had very limited rights, and though Grace was supposed to inherit a portion of his property, the law was not enforced. Grace fought against these laws of society when she became a pirate.**

C. Though Grace spent a great deal of time on the sea with her businesses, there is nothing in the selection that indicates there was any conflict between her and nature.

D. Although Grace's mother would not allow Grace to sail with her father, the main conflict that Grace had was with society, not her family.

4 **How did the author mainly structure the information in the selection?**

A by comparing O'Malley to other pirates of the time

B by organizing the events of O'Malley's life in sequential order

C by describing the problems O'Malley faced as a female pirate

D by explaining what caused O'Malley to set up her own fortress

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 3

Distractor Rationale

A. The passage does not detail a comparison of O'Malley to other pirates other than her station in life as a female, so this is not how the passage is structured overall.

B. **Correct. Since this is a biography about O'Malley's life, the selection is organized with dates and transition words to provide a sequential order about her life.**

C. The passage does infer some problems that O'Malley faced because she was a female, but this is not how the passage is structured overall.

D. The passage does detail why O'Malley made the decision to set up her own pirate fortress, but this is not how the passage is structured overall.

Copyright © 2019 by the Oklahoma State Department of Education

5 Explain why Grace O'Malley felt the need to rebel. Provide evidence from the passage to support your answer.

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 3

Correct Response:

Score	Description
2	The response fulfills the requirements of the task by explaining why Grace O'Malley felt the need to rebel and includes relevant details to support the response.
1	The response fulfills the requirements of the task by explaining or attempting to explain why Grace O'Malley felt the need to rebel, or the response provides incomplete or irrelevant evidence from the passage to support a valid explanation.
0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
Blank	

Possible responses:

- Grace felt it was important to take direct actions against whomever or whatever she thought was being unfair.

Possible evidence for support:

She cut her hair off when her mother told her she could not go with her father because that was not ladylike behavior.

- "When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest." (paragraph 2)

She robbed the English merchant ships if they didn't pay a fee for safe passage because of the laws not allowing the Irish to transport goods at sea.

- "Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo." (paragraph 4)

She went to a remote island and set up her own pirate business because of the laws ignoring women's rights to own property.

- "With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland." (paragraph 5)

When her sons and brothers were taken as prisoners to England, she went in person to ask the queen for their release.

- "Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release." (paragraph 7)

Other responses are acceptable if supported by relevant evidence from the text.

Copyright © 2019 by the Oklahoma State Department of Education

6 **Which meaning is the best definition of intercept as it is used in paragraph 4?**

A to stop

B to race

C to enter

D to change

Standard 4: Students will expand their working vocabularies to effectively communicate and understand texts.

Depth-of-Knowledge: 2

Distractor Rationale

A. **Correct. The word "intercept" in this sentence means to prevent or stop someone or something from continuing to a destination.**
B. The word "intercept" in this sentence does not mean to race.
C. The word "intercept" in this sentence does not mean to enter.
D. The word "intercept" in this sentence does not mean to change.

7 **Which book would provide the most relevant information for a report about Grace O'Malley?**

A *The Irish Economy from 1400–1650*

B *Women Sailors on the High Seas*

C *A History of English Royalty*

D A *Guide to Ships of the Past*

Standard 6: Students will engage in inquiry to acquire, refine, and share knowledge.

Depth-of-Knowledge: 2

Distractor Rationale

A. Though O'Malley was Irish, a book about the Irish economy during the time she lived would not provide relevant information about O'Malley.
B. **Correct. Since O'Malley was a female pirate, a book about women sailors would provide the most relevant information about O'Malley.**
C. A book about English royalty would not provide information about O'Malley because she was not royalty; she just encountered royalty.
D. A book about ships would not provide relevant information about O'Malley.

Copyright © 2019 by the Oklahoma State Department of Education

Read the selection. Then answer the questions that follow.

The Okmulgee Pecan Festival

1 Every year something big happens in Okmulgee, Oklahoma. Thousands of guests flock to the town. How does this small place lure so many visitors? Simple. Each June they bake the world's biggest pecan pie. Then they invite everyone in the state to come enjoy a piece! The result is a fun time and full stomachs for everyone.

2 Okmulgee lies just off US Highway 75. It's a hop, skip, and a jump from Tulsa, and it's a short two-hour drive from Oklahoma City. Most of the time, Okmulgee is a quiet, little town. However, that changes each June when the Okmulgee Pecan Festival opens. It transforms the town into one of Oklahoma's most famous sites.

3 Although the festival has gone on for years as a local celebration, it didn't become famous until the late 1980s. In the early 1980s, Okmulgee held a friendly contest with a town in Georgia. The two towns competed to see who could make the largest pecan pie. They passed the title back and forth many times over the years.

4 Then in 1989, Okmulgee became serious about the competition. The town invited people from the local campus of Oklahoma State University to help. Together the town and the school's culinary (cooking) department claimed a big victory.

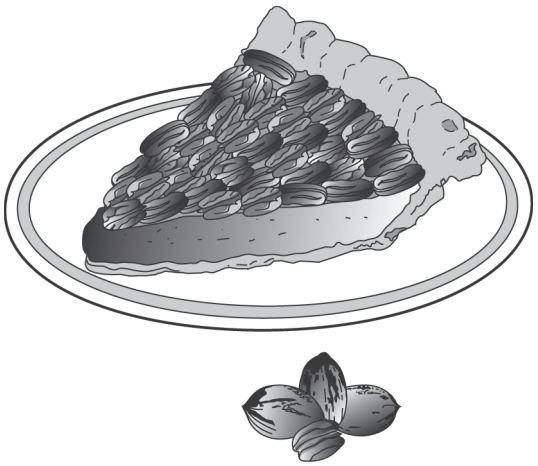
5 The winning pie measured nearly 42 feet across. That is about as long as a school bus. It weighed 14 tons. That's heavier than a full-grown African elephant! The list of ingredients included 77,700 cups of flour and more than 64,000 eggs. The main ingredient, of course, was more than 3,000 pounds of shelled pecans.

6 Since 1989, Okmulgee has claimed more pecan prizes. It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party. Its festival is famous throughout the state.

7 Kris Williams, who led the 2004 festival planning team, wants to keep it that way. "Our festival has long been one of the best in the state," he said. "We want to keep it one of the best."

Copyright © 2019 by the Oklahoma State Department of Education

8 To reach that goal, the planning team keeps adding to the festival. The festival now boasts more than the giant pie. Live music, arts and crafts booths, and a carnival are part of the annual event. There is surely something at the festival to satisfy everyone's craving!



8 Which detail would be the <u>least</u> important to include in a summary of this passage?

A Kris Williams led the planning team in 2004.

B Each year, thousands of tourists visit Okmulgee for the pecan festival.

C Since 1989, the pecan festival has claimed other prizes for Okmulgee.

D The Okmulgee Pecan Festival is held each year during the month of June.

Standard 2: Students will use a variety of recursive reading and writing processes.

Depth-of-Knowledge: 2

Distractor Rationale

A. **Correct. Who led the team in 2004 is not an important detail to include in a summary about this festival and what makes it unusual.**
B. This detail is important because it provides the reader with the enormity of the attendance at the festival.
C. This detail is important because it provides the length of time that the festival has been receiving prizes.
D. This detail is important because it provides the time of year the festival is available.

Copyright © 2019 by the Oklahoma State Department of Education

9 **What is the main idea of paragraphs 6 through 8?**

A The Okmulgee Pecan Festival has been held since 1989 and owns world records for the largest pastries ever baked.

B The Okmulgee Pecan Festival appeals to a wide audience because there are many different activities.

C The Okmulgee Pecan Festival has a reputation for being an outstanding festival because of constant efforts by the planning teams.

D The Okmulgee Pecan Festival planning team meets every year to make sure the festival continues to be the best in the state.

Standard 2: Students will use a variety of recursive reading and writing processes.

Depth-of-Knowledge: 2

Distractor Rationale

A. This is a detail from these paragraphs, not the main idea.
B. This is a detail from these paragraphs, not the main idea.
C. Correct. This statement provides the main idea of paragraphs 6–8 as they detail the festival's accomplishments and the commitment of the planning committee.
D. This is a detail from these paragraphs, not the main idea.

10 **The tone of the passage is mainly**

A curious.

B persuasive.

C welcoming.

D enthusiastic.

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 3

Distractor Rationale

A. There may be some curiosity by the readers as they first begin to read about this huge pie, but the tone of the passage is not "curious."
B. This passage is not trying to persuade anybody to do or believe anything.
C. Though the passage is definitely upbeat in regards to inviting everyone in the state to share in a piece of the pie, the tone "welcoming" does not describe the passage overall.
D. Correct. The passage reflects a tone of "enthusiasm" throughout as it describes the history and accomplishments of the festival.

Copyright © 2019 by the Oklahoma State Department of Education

11 **Which fact from the passage best supports the argument that the Okmulgee Pecan Festival is one of the best in the state?**

A "The result is a fun time and full stomachs for everyone."

B "Together the town and the school's culinary (cooking) department claimed a big victory."

C "That's heavier than a full-grown African elephant!"

D "It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party."

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 2

Distractor Rationale

A. This claim does not support the argument that this festival is the best in the state.
B. This claim does not support the argument that this festival is the best in the state.
C. This claim does not support the argument that this festival is the best in the state.
D. Correct. Winning world records supports that the festival must be one of the best in the state.

12 **How does the author structure paragraphs 3 through 6 of this passage?**

A by giving a brief history of the pecan festival

B by comparing the pecan festival to other festivals

C by describing how problems with the festival were solved

D by explaining step-by-step how the festival was organized

Standard 3: Students will apply critical thinking skills to reading and writing.

Depth-of-Knowledge: 3

Distractor Rationale

A. Correct. Paragraphs 3–6 provide historical context for when the festival began and how it has progressed over the years.
B. There are no other festivals discussed in these paragraphs.
C. No issues were introduced in these paragraphs that needed to be solved.
D. These paragraphs do not describe how the festival was organized.

Copyright © 2019 by the Oklahoma State Department of Education

13 **Which sentence uses title the same way it is used in paragraph 3?**

A What is the title of your favorite book?

B My school won the district basketball title.

C A car's title document lists the official owner.

D She was given the title of Assistant Manager.

Standard 4: Students will expand their working vocabularies to effectively communicate and understand texts.

Depth-of-Knowledge: 2

Distractor Rationale

A. The definition of "title" in this sentence is the name of a written piece of work.
B. Correct. The definition of "title" in this sentence and paragraph 3 is a contest held to determine a championship.
C. The definition of "title" in this sentence is a legal document that shows ownership.
D. The definition of "title" in this sentence is a special designation given to a person.

14 **Which of these would be the best source for facts about Okmulgee, Oklahoma?**

A an atlas

B a cookbook

C an almanac

D a dictionary

Standard 6: Students will engage in inquiry to acquire, refine, and share knowledge.

Depth-of-Knowledge: 2

Distractor Rationale

A. An atlas is a book of maps, not facts about cities.
B. A cookbook has recipes, not facts about cities.
C. Correct. An almanac is a handbook of general information about various subjects.
D. A dictionary provides definitions of words, not facts about cities.

Copyright © 2019 by the Oklahoma State Department of Education

A student wrote a report on the famous performer Will Rogers. Read the first part of the report, think about what revisions you would make, and then answer the questions.

The Life of Will Rogers—Part 1

In the early 1920s, people needed something to make them smile. The events of World War I remained fresh in American minds, and many people had suffered through illness during a terrible flu epidemic. To make matters worse, people was worried about their jobs. Into this gloomy picture rode Will Rogers. Rogers did more than just make people smile; he made them laugh out loud. His charm and humor made him Americas' favorite cowboy.

William Penn Adair Rogers was born in Oklahoma in 1879. Rogers was not sure what kind of career he wanted. He decided not to make a decision right away. Instead, Rogers spent his early adult years traveling to different places and working different jobs. In 1902, he traveled to South Africa where he trained horses for the British Army. He also performed as a trick roper in "Texas Jack's Wild West Circus." He called himself the "Cherokee Kid" for this show.

Copyright © 2019 by the Oklahoma State Department of Education

15 **How should the two sentences in lines 1 through 3 be rewritten to form a compound sentence?**

A The events of World War I remained fresh in American minds, many people had suffered through illness during a terrible flu epidemic.

B The events of World War I remained fresh in American minds because many people had suffered through illness during a terrible flu epidemic.

C The events of World War I remained fresh in American minds. And many people had suffered through illness during a terrible flu epidemic.

D No change

Standard 5: Students will apply knowledge of grammar and rhetorical style to reading and writing.

Depth-of-Knowledge: 2

Distractor Rationale

A. By inserting a comma between these two sentences without including a coordinating conjunction, this becomes a comma splice, a type of run-on sentence, not a compound sentence.

B. By inserting the subordinate conjunction "because" between these two sentences, this becomes a complex sentence, not a compound sentence.

C. Beginning the second sentence with the conjunction "And" makes the second sentence a clause that cannot stand by itself, and a compound sentence has not been formed.

D. Correct. The use of the coordinating conjunction "and" preceded by a comma correctly combines the two sentences into a compound sentence.

16 **What change, if any, should be made to the verb <u>was worried</u> in lines 3 and 4?**

A are worried

B am worried

C were worried

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to reading and writing.

Depth-of-Knowledge: 1

Distractor Rationale

A. Because the subject "people" is plural and the sentence is in the past tense, the use of "are" is incorrect.

B. Because the subject "people" is plural and the sentence is in the past tense, the use of "am" is incorrect.

C. Correct. For correct subject and verb agreement, the auxiliary "were" is the correct form to use with the past tense verb "worried" to agree with the plural subject "people."

D. Because the subject "people" is plural and the sentence is in the past tense, the use of "was" is incorrect.

Copyright © 2019 by the Oklahoma State Department of Education

17 **What change, if any, should be made to Americas' in line 6?**

A Americas

B America's

C Americas's

D No change

Standard 5: Students will apply knowledge of grammar and rhetorical style to reading and writing.

Depth-of-Knowledge: 1

Distractor Rationale

A. The proper singular noun "America" needs to be possessive and requires an apostrophe before the "s."

B. Correct. The proper singular noun "America" needs to be possessive and requires an apostrophe before the "s."

C. This form is incorrect because the proper singular noun "America" needs to be possessive and requires an apostrophe before the "s," not an additional "s."

D. This would be correct if the proper noun was plural, but it is singular, so the apostrophe and "s" must come after "America."

18 **What change, if any, should be made to the reflexive pronoun hisself in line 12?**

A his

B him

C himself

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to reading and writing.

Depth-of-Knowledge: 1

Distractor Rationale

A. "His" is a possessive pronoun, not a reflexive pronoun.

B. "Him" is an objective pronoun, not a reflexive pronoun.

C. Correct. "Himself" is a reflexive pronoun.

D. "Hisself" is an incorrect example of a reflexive pronoun.

Copyright © 2019 by the Oklahoma State Department of Education

Read the next part of the report, think about what revisions you would make, and then answer the questions.

The Life of Will Rogers—Part 2

Rogers continued performing as a trick roper even after he returned to the United States. For nearly ten years, he traveled with the Wirth Brothers Circus. Then, in 1915, he received a lucky offer. Legendary showman Florenz Ziegfeld asked Rogers to appear in one of his stage shows. The show was called the Ziegfeld Follies. The appearance was supposed to last only one week, but Rogers was a big hit with the crowds. Ziegfeld asked him to stay with the show, he continued performing in the follies. Rogers performed in the follies for several months.

Rogers did excellent rope tricks, but he was more popular for his humor than his roping. Rogers realized that performing in the follies was different from doing tricks for the circus. The circus traveled from town to town. Even when it played the same town for several days different people watched the shows. This meant Rogers could perform it over and over again.

Copyright © 2019 by the Oklahoma State Department of Education

19 **What change, if any, should be made to the sentences in lines 18–19?**

A Ziegfeld asked him to stay. With the show, he continued performing in the follies for several months.

B Ziegfeld asked him to stay with the show, and he continued performing in the follies for several months.

C Ziegfeld asked him, to stay with the show, continue performing in the follies, and perform in the follies for several months.

D No change

Standard 5: Students will apply knowledge of grammar and rhetorical style to reading and writing.

Depth-of-Knowledge: 2

Distractor Rationale

A. The prepositional phrase "with the show" has been misplaced from the phrase "to stay," which it is actually modifying.
B. Correct. This sentence corrects the run-on and redundant sentence by combining the ideas into a compound sentence.
C. This sentence has issues with the parallel structure of the verbs.
D. This sentence structure has a run-on and redundant sentence.

20 **What change, if any, should be made to days different in line 23?**

A days, different

B days: different

C days; different

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to reading and writing.

Depth-of-Knowledge: 1

Distractor Rationale

A. Correct. Because this is a complex sentence, a comma is the correct punctuation for separating the introductory dependent clause from the independent clause.
B. Because this is a complex sentence with the dependent clause appearing first, a comma is needed, not a colon.
C. Because this is a complex sentence with the dependent clause appearing first, a comma is needed, not a semicolon.
D. Because this is a complex sentence with the dependent clause appearing first, a comma is needed to separate the two clauses to avoid a run-on sentence.

Copyright © 2019 by the Oklahoma State Department of Education