OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS

ENGLISH LANGUAGE ARTS GRADE 3

OKLAHOMA STATE DEPARTMENT OF EDUCATION
CHAMPION EXCELLENCE

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OKLAHOMA SCHOOL TESTING PROGRAM TEST AND ITEM SPECIFICATIONS

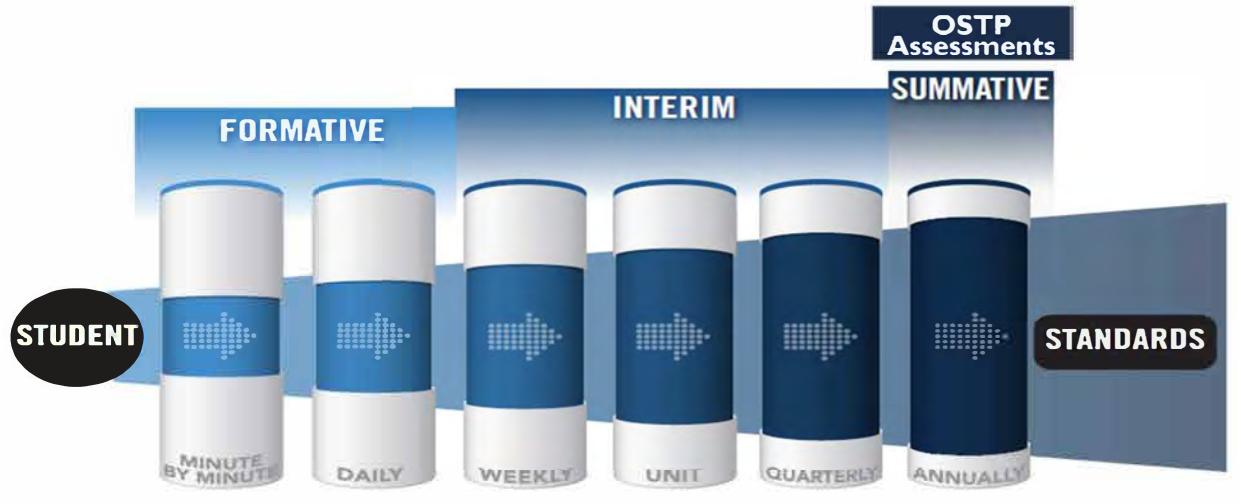
Grade 3 English Language Arts

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 information and evidence

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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 3 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.

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OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT ENGLISH LANGUAGE ARTS GRADE 3

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
38–42%	**STANDARD 2: READING AND WRITING PROCESS**** Students will use a variety of recursive reading and writing processes.
12–18%	**STANDARD 3: CRITICAL READING AND WRITING** Students will apply critical thinking skills to reading and writing.
22–26%	**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.
	**Reading Comprehension and Vocabulary standards applied to determine RSA Status
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.

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Depth-of-Knowledge Assessed by Test Items

The Grade 3 test will approximately reflect the following "depth-of-knowledge (DOK)" distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	15–30%
Level 2—Skill/Concept	65–80%
Level 3—Strategic Thinking	5–10%

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, D. C.:

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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 3 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.

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 3 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 3 English Language Arts Test Time Schedule	
Distributing Grade 3 English Language Arts Test Booklets, reading directions	Approximately 15 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	65–75 minutes

Section 2 Grade 3 English Language Arts Test Time Schedule	
Distributing Grade 3 English Language Arts Test Booklets, reading directions	Approximately 5 minutes
Administering the English Language Arts Test	45–55 minutes
Total:	50–60 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 3 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.”

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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.

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.

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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 Grade 3 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.
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 3 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 3 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.

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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 the testing vendor.

In summary, Grade 3 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 3 English Language Arts Test

Each 3rd-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 3rd 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 3rd-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.

The majority of the selections used for the Grade 3 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 600 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.

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.

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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.

Items that assess grammar, usage, and mechanics will have a stimulus sentence or sentences as part of the items that students will use to determine the correct answer to multiple-choice questions.

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 3 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.

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

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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 objective 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.

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STANDARDS

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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

3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.2	Students will compare and contrast details *(e.g., plots or events, settings, and characters)* to discriminate genres.
3.2.R.3	Students will summarize events or plots *(i.e., beginning, middle, end, and conflict)* of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.2.W.2	Students will edit drafts and revise for clarity and organization.
3.2.W.3	Students will correctly spell grade-appropriate words while editing.
3.2.W.4	Students will use resources to find correct spellings of words *(e.g., word wall, vocabulary notebook, print and electronic dictionaries)*.

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.

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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

3.3.R.1 Students determine the author's stated and implied purpose *(i.e., entertain, inform, persuade)*.

3.3.R.2 Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.

3.3.R.3 Students will find textual evidence when provided with examples of literary elements and organization:

- setting *(i.e., time, place)*
- plot
- characters
- characterization
- theme

3.3.R.4 Students will find examples of literary devices:

- simile
- metaphor
- personification
- onomatopoeia
- hyperbole

3.3.R.5 Students will distinguish fact from opinion in a text.

3.3.R.6 Students will describe the structure of a text *(e.g., description, compare/contrast, sequential, problem/solution, cause/effect)* with guidance and support.

3.3.R.7 Students will ask and answer inferential questions using the text to support answers with guidance and support.

Narrative–Grade Level Focus

3.3.W.1 Students will write narratives incorporating characters, plot, setting, point of view, and conflict *(i.e., solution and resolution)*.

Informative

3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.

Opinion

3.3.W.3 Students will express an opinion about a topic and provide reasons as support.

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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.

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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

3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.4.R.2	Students will use word parts *(e.g.,affixes, roots, stems)* to define and determine the meaning of new words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.
3.4.R.5	Students will use a dictionary or glossary *(print and/or electronic)* to determine or clarify the meanings, syllabication, and pronunciation of words.
3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
3.4.W.2 2	Students will select appropriate language 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.

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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

3.5.R.1 Students will recognize pronouns and possessive nouns.

3.5.R.2 Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.

3.5.R.3 Students will recognize adjectives, articles as adjectives, and adverbs.

3.5.R.4 Students will recognize prepositions and conjunctions.

3.5.R.5 Students will recognize the subject and verb agreement.

3.5.W.1 Students will capitalize and appropriately punctuate:

- titles of respect
- appropriate words in titles
- geographical names

3.5.W.2 Students will use complex contractions *(e.g., should've, won't)*.

3.5.W.3 Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.

3.5.W.4 Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to recognize and apply appropriate grammar and rhetorical style in texts.

Format:

- Students will be asked to demonstrate this ability based on text with embedded errors followed by multiple-choice stand-alone items.

Content Limits:

- The text will be sentence(s) that appear before each multiple-choice stand-alone item.
- Test items requiring students to correct the mechanics of sentences 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.

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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

3.6.R.1	Students will use their own questions to find information on their topic.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.
3.6.R.4	Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.
3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.W.3	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.
- 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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PASSAGES & SAMPLE ITEMS

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Read the selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Gone Fishing

by Kristine O'Connell George

cattails—tall plants with flat leaves that grow near water

No one else was awake
when we got up at dawn
to go fishing.
Walking the steep path
down to the lake,
we could see the circle flop
and splash of trout. I warned
my little brother not to go
too close to the edge.
He said:
*You can't tell **me** what to do.*
No one else was awake
when we got up at dawn
to go fishing. All I caught
was one little brother—
hauled up out of the cattails,
sputtering, soggy, and still stubborn.

"Gone Fishing" from TOASTING MARSHMALLOWS: Camping Poems by Kristine O'Connell George. Text copyright © 2001 by Kristine O'Connell George. Reprinted by permission of Clarion Books, an imprint of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

GO ON

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1 **"Gone Fishing" is mainly about**

A trout splashing in a lake.

B children not catching a fish.

C a child not listening to a warning.

D a speaker giving orders to a brother.

Standard 2: Students will read and comprehend increasingly complex literary and informational texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must comprehend and process the poem in order to determine the main idea of the poem. The student must understand that the children are going fishing, that the younger brother is warned to be careful and disregards that warning, and that he pays the price.

Distractor Rationale

A. This describes what the children see as they approach the lake, but this is not what the poem is mainly about.
B. Based on the poem, the children never had an opportunity to try to catch a fish before the little brother fell in the lake.
C. **Correct. The little brother was warned by the speaker not to get too close to the edge of the lake, but he stubbornly ignored the speaker and fell into the lake.**
D. Though the speaker tried to warn the little brother about getting too close to the edge of the lake, the poem is not focused on the speaker's orders.

2 **How does the reader know the poem "Gone Fishing" tells a story?**

A It tells about two real people.

B It has a beginning, middle, and end.

C It gives information about how trout swim.

D It contains key details about where fish live.

Standard 2: Students will read and comprehend increasingly complex literary and informational texts.

Depth-of-Knowledge: 1

This item is a DOK 1 because it requires the student to recall the features of fiction text.

Distractor Rationale

A. A text about people who really lived is a biography, which is nonfiction.
B. **Correct. The poem presents a story about siblings and provides beginning, middle, and end events.**
C. The text mentions a trout but does not provide information about how they swim.
D. The text shares that a particular kind of fish lives in a lake, but it does not address where all fish live.

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3 **Why did the author most likely write the poem?**

A to persuade readers that fishing is fun

B to inform readers about how to catch a fish

C to tell readers about a lake two children discover

D to entertain readers with an experience two children share

Standard 3: 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.

Depth-of-Knowledge: 3

This item is a DOK 3 because it requires the student not only to comprehend the poem but also analyze its different aspects. The student must have a deep understanding of the poem yet go beyond the text to answer the question.

Distractor Rationale

A. The author does not use persuasive language to tell about fishing.
B. The poem tells about children who are going fishing; it does not provide directions about how to catch a fish.
C. The children in the poem already know about the lake; they do not discover it.
D. Correct. The poem tells a story about two siblings who have an amusing experience.

4 **The reader knows the poem is told from the first-person point of view because**

A the speaker names a type of fish.

B the speaker is a part of the action.

C the speaker tells about a real place.

D the speaker is describing a family member.

Standard 3: 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.

Depth-of-Knowledge: 1

This is a DOK 1 because the student is recalling features of text told in the first person.

Distractor Rationale

A. This is not a feature of first-person point of view.
B. Correct. The speaker is the sibling who rescues the boy when he falls into the lake.
C. This is not a feature of first-person point of view.
D. This is not a feature of first-person point of view.

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5 **Explain why the speaker of the poem can be described as helpful. Provide details from the poem to support your answer.**

Standard 3: 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.

Depth-of-Knowledge: 2

This item is a DOK 2. The student has a strong understanding of the poem, and of the speaker in particular. Then the student is able to identify particular details of the poem that illustrate why the speaker is helpful. This is a written response rather than a choice response.

Correct Response:

Score	Description
2	The response fully explains why the speaker of the poem can be described as helpful. The details provided to support the description are based on the text and are relevant to the task.
1	The response explains or attempts to explain why the speaker of the poem can be described as helpful, but the supporting details may lack specificity or the explanation is not supported by the text.
0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
Blank	

Possible responses:

- The speaker wants to help the little brother to stay safe.
- "I warned / my little brother not to go / too close to the edge." (lines 7–9)
- The speaker helps the little brother after he falls in the water.
- "All I caught / was one little brother— /hauled up out of the cattails, /sputtering, soggy, and still stubborn. (lines 14–17)

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

6 **Which word <u>best</u> describes how the speaker feels at the end of "Gone Fishing"?**

A upset

B strong

C alarmed

D satisfied

Standard 3: 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.

Depth-of-Knowledge: 3

This item is a DOK 3 because it requires the student not only to comprehend the poem but also analyze its speaker. The student must have a deep understanding of the poem yet go beyond the text and make inferences to answer the question.

Distractor Rationale

A. **Correct. As the speaker is hauling the little brother out of the lake, the words "still stubborn" in reference to the boy, indicates the speaker's unhappiness with the situation.**
B. There is no indication in the poem that the speaker felt strong as the boy was pulled out of the lake.
C. There is no indication in the poem that the speaker became alarmed when the boy fell in the lake.
D. There is no indication in the poem that the speaker was satisfied that the boy fell in the lake and was being pulled out.

GO ON ▶

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Read the selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

How to Make Hummingbird Food

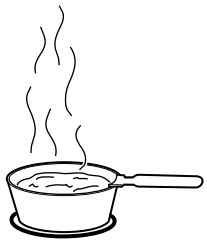
1 Hummingbirds use so much energy beating their wings that they need sugar in their food. In nature, they get their sugar from the nectar of flowers. You can make a solution that is much like flower nectar. Follow this easy recipe to fill your feeder with homemade hummingbird nectar. It will keep hummingbirds returning to your feeder day by day and year by year. Ask an adult for help with this project.

2 You will first need to select a hummingbird feeder. Choose one that is easy to clean. It is also best to find one that has a perch. This will allow the hummingbird to rest and conserve its energy. Many feeders are red, the color that attracts hummingbirds.

What you need:

- measuring cup
- water
- pot for the stove-top burner
- white sugar

What to do:



1. Measure one cup of water and pour it into a pot for the stove.
2. Bring the water to a boil and boil for 2 minutes.
3. Once the water boils, remove the pot from the stove.
4. Measure 1/4 cup of white sugar.
5. Add the sugar to the pot and stir well.
6. Allow the solution to cool completely.
7. Pour the sugar solution (nectar) into your hummingbird feeder.
8. Store any extra solution in a refrigerator. (Do not keep it longer than 1 week.)

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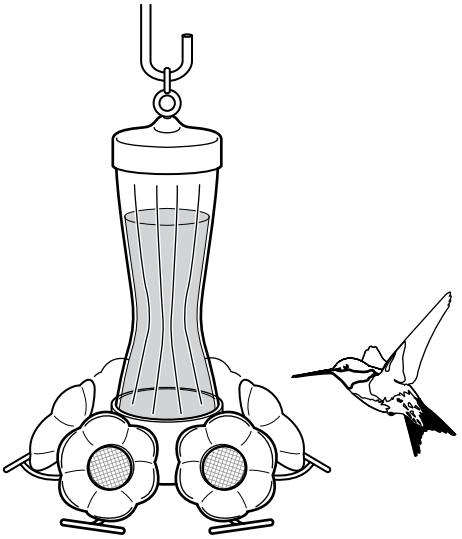
Tips:

1. Do not add red food coloring to the solution because it could harm the birds.
2. Do not place the feeder too close to a window.
3. Plant red flowers or add a red garden flag or red furniture near your feeder to bring the hummingbirds to your yard.
4. Hang your hummingbird feeder in a shaded area of your yard. If you do not have shade, you will need to change the nectar more often.
5. When you see that your nectar looks cloudy, dump it out and wash the feeder. Then place fresh homemade nectar in it.



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7 **The reader can tell this selection is nonfiction because the writer**

A describes different types of hummingbird feeders.

B gives directions for making hummingbird nectar.

C explains events that could happen in the future.

D uses short sentences.

Standard 2: Students will read and comprehend increasingly complex literary and informational texts.

Depth-of-Knowledge: 2

This item is a DOK 2. The student must recall the elements of nonfiction and apply that knowledge to evaluate why the passage is considered nonfiction.

Distractor Rationale

A. Fiction selections could also describe different types of hummingbird feeders.

B. Correct. A selection which gives a set of directions for how to do something is an example of a nonfiction selection.

C. Fiction selections could also have events that happen in the future.

D. Fiction selections could also use short sentences.

8 **How is the passage <u>mainly</u> organized?**

A problem and solution

B cause and effect

C description

D sequence

Standard 3: 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.

Depth-of-Knowledge: 2

This item is classified as a DOK 2 because the student must know the different organizational structures and use that knowledge to make a determination about this passage's structure.

Distractor Rationale

A. The passage is explaining how to do something, so it is not not organized as a problem and solution passage.

B. The passage is explaining how to do something, so it is not organized as a cause and effect passage.

C. The passage is explaining how to do something, so it is not mainly describing something.

D. Correct. The passage is explaining how to do something, so the steps are organized in the order in which they should be done.

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9 **In step 6, completely means**

A not complete.

B almost complete.

C to complete again.

D in a complete way.

Standard 4: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

Depth-of-Knowledge: 2

This item is a DOK 2. The student must understand the text and use knowledge of word parts and make inferences to determine the meaning of a word.

Distractor Rationale

A. The suffix "ly" means characteristic of, not "not."
B. The suffix "ly" means characteristic of, not "almost."
C. The suffix "ly" means a characteristic of, not "again."
D. Correct. The suffix "ly" means a characteristic of.

10 **Why does the author probably put the heading "What you need" in bold print?**

A to help the reader notice it

B to make the words easy to read

C to show the importance of the project

D to help the reader understand the steps

Standard 6: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Depth-of-Knowledge: 1

This item is a DOK 1 because the student recalls the purpose of text features.

Distractor Rationale

A. Correct. The bold print is used to draw the reader's attention to the heading.
B. The bold print is not used to make the words easier to read.
C. The bold print is not used to show the importance of the project.
D. The bold print is not used to help the reader to understand the steps.

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Read the selection. Then read the questions that follow. Choose the best answer for each question. Mark the circle for the answer you have chosen.

Science

Drinking Glass Music

If you tap the side of a drinking glass with a spoon, it makes the glass vibrate. This makes the air around the glass vibrate, and your ear hears this music sound. If you pour a little water into the glass, the note will change because the glass will vibrate differently. If you have a "musical ear," you can put just the right amount of water into the glass to make a true note of music. If you use several glasses, and put the right amount of water into each one, you can actually play a tune by tapping the glasses in the right order.

WHAT YOU NEED:

- six drinking glasses the same size, at least 4 inches tall
- water
- a spoon
- a copy of the notes for "Twinkle Twinkle Little Star"

WHAT YOU DO:

Set the glasses in a row. The first glass, #1, is left empty. The other glasses are filled with water in different amounts. Hold a ruler next to the glass and add enough water to bring the level up to the following amounts:

Glass #1 – empty
Glass #2 – 1 inch of water
Glass #3 – 1 and 3/4 inches of water
Glass #4 – 2 and 1/2 inches of water
Glass #5 – 2 and 3/4 inches of water
Glass #6 – 3 and 1/4 inches of water

As you tap the glasses, they will make notes of music. These notes will be close to

#1 – C
#2 – D
#3 – E
#4 – F
#5 – G
#6 – A

If you have a good music ear, the notes will probably not be exact. You can experiment with adding or taking away water to "tune" the glasses to the best notes, but this is not necessary to do this experiment.

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PLAYING YOUR GLASSES

You are probably familiar with the tune, "Twinkle Twinkle Little Star," so you should be able to hear this as you tap the glasses in the following order:

```
1  1    5  5     6  6    5    4  4  3  3    2    2  1
Twinkle Twinkle little star, how I wonder where you are

5  5  4   4    3    3   2    5   5  4  4    3  3   2
Up above the world so high, like a diamond in the sky.

1  1      5  5   6  6    5    4  4  3  3    2    2  1
Twinkle Twinkle little star, how I wonder where you are.
```

GO ON

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11 What is the best summary of paragraph 1 in "Drinking Glass Music"?

A Tapping on a drinking glass with a spoon will create a musical tune. Drinking glasses filled with water will create a different musical tune.

B Drinking glasses will play a musical tune when they are tapped with a spoon. The drinking glasses will play a different tune when they are filled with water.

C People with strong ears can hear music when drinking glasses are filled with water and tapped with a spoon. That is because they can hear the vibrations the glass makes when it is tapped.

D The human ear hears a sound when an empty drinking glass is tapped with a spoon. The sound will change if there is water in the glass. It is possible to make music with glasses that have different amounts of water in them.

Standard 2: Students will read and comprehend increasingly complex literary and informational texts.

Depth-of-Knowledge: 2

This is a DOK 2. The student must have a strong understanding of paragraph 1 and be able to identify the key idea and details in order to identify a summary.

Distractor Rationale

A. This is a misunderstanding of the information in the passage.
B. This is a misunderstanding of the information in the passage.
C. This is a misunderstanding of the information in the passage.
D. Correct. This summary provides the important ideas presented in the introductory paragraph.

12 Using more than six glasses would make it possible

A to play much faster.

B to play much longer.

C to make more sounds.

D to make louder sounds.

Standard 3: 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.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand what happens with six glasses and then make an inference about what would happen with more than six glasses.

Distractor Rationale

A. Increasing the number of glasses would not effect how much faster one could play.
B. Increasing the number of glasses would not effect how much longer one could play.
C. Correct. Increasing the number of glasses could provide the ability to make additional sounds.
D. Increasing the number of glasses would not effect how loud the sounds would become.

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13

> **level** (lĕv ˈəl) *n*. **1.** Tool for measuring. **2.** Stage in learning. **3.** Height. **4.** A flat surface.

Which definition of the word level is used in the "What You Do" section in the passage?

A definition 1

B definition 2

C definition 3

D definition 4

Standard 4: Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand the sentence with the word "level" in it, and then identify which definition of the word is being used.

Distractor Rationale

A. In the passage, the word "level" is not being used to describe a measuring tool.
B. In the passage, the word "level" is not being used to indicate a stage in learning.
C. Correct. In the passage, the word "level" is indicating the height of the water that should be added in each glass.
D. In the passage, the word "level" is not being used to indicate a flat surface.

14 **Which part of the passage gives instructions to make the instrument?**

A What You Need

B What You Do

C Playing Your Glasses

D Twinkle, Twinkle Little Star

Standard 6: Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Depth-of-Knowledge: 2

This item is a DOK 2. The student must understand the passage in order to understand which part provides directions on creating the instrument.

Distractor Rationale

A. This section lists the materials that will be needed to do the activity.
B. Correct. This section provides the steps to set the glasses and water up to create the drinking glass instrument.
C. This section presents instructions that show how a song can be played with the drinking glasses.
D. This is not a section but the title of the song.

GO ON ▶

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15 **Read the sentence.**

The two trees leaves are turning brown.

What change, if any, should be made to trees in the sentence?

A tree's

B trees'

C treeses

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding possessive plurals and apply them.

Distractor Rationale

A. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

B. Correct. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

C. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

D. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

16 **Read the sentence.**

Doe'snt your uncle live near your grandmother?

What change, if any, should be made to Doe'snt in the sentence?

A Does'nt

B Do'esnt

C Doesn't

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding contractions and apply them.

Distractor Rationale

A. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

B. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

C. Correct. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

D. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

GO ON

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17 **Read the sentence.**

On Mondays, my dad eats at the market.

What change, if any, should be made to eats in the sentence?

A eat

B eaten

C eating

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding verb tense and apply them.

Distractor Rationale

A. The verb "eat" is the present plural tense, not the required present tense singular form.

B. The verb "eaten" is the present perfect tense, not the required present tense singular form.

C. The verb "eating" is the present perfect continuous tense, not the required present tense singular form.

D. Correct. In order to have correct subject and verb agreement, the present tense singular verb "eats" agrees with the singular subject "dad."

GO ON

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18 **Read the sentence.**

My favorite book is *willie wonka and the chocolate factory*.

What is the correct way to write the sentence?

A My favorite book is *Willie Wonka And The Chocolate Factory*.

B My favorite book is *Willie Wonka and the Chocolate Factory*.

C My favorite book is *Willie Wonka and the chocolate factory*.

D My favorite book is *Willie wonka and the Chocolate Factory*.

Standard 5: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding capitalization of book titles and apply them.

Distractor Rationale

A. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles, or conjunctions are not capitalized unless they are the first word of the title.

B. **Correct. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles or conjunctions are not capitalized unless they are the first word of the title.**

C. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles, or conjunctions are not capitalized unless they are the first word of the title.

D. Generally, only nouns, verbs, adjectives, and adverbs are capitalized in book titles. Other words like prepositions, articles, or conjunctions are not capitalized unless they are the first word of the title.

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19 **Read the sentence.**

"I'm ready to go to the park" said Tom.

What change, if any, should be made to the sentence?

A "I'm ready to go to the park," said Tom.

B "I'm ready to go to the park." said Tom.

C "I'm ready to go to the park?" said Tom.

D no change

Standard 5: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding punctuation in dialogue and apply them.

Distractor Rationale

A. **Correct. In dialogue, a comma is used to separate the quoted words from the speaker.**
B. In dialogue, a comma is used to show when the speaker is done speaking.
C. The dialogue in this sentence is not a question so should not include a question mark.
D. In dialogue, a comma is used to show when the speaker is done speaking.

GO ON

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20 **Read the sentence.**

Ed must be home by dinner.

What changes should be made to the sentence to make it an interrogative sentence?

A Will Ed be home by dinner?

B Be home by dinner, Ed.

C Oh, Ed is home for dinner!

D Ed will eat dinner at home.

Standard 5: Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the different types of sentences and their punctuation then apply that information to this sentence.

Distractor Rationale

A. **Correct. This sentence is asking a question about Ed, which makes it interrogative.**
B. This sentence is commanding Ed to be home, which makes it an imperative sentence.
C. This sentence is showing surprise or joy that Ed is home for dinner, making it an exclamatory sentence.
D. This sentence is stating the fact that Ed will eat at home, which makes it a declarative sentence.

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