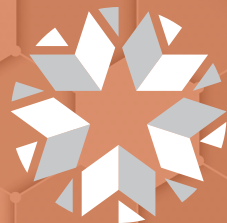


# OKLAHOMA SCHOOL TESTING PROGRAM

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TEST BLUEPRINT AND  
ITEM SPECIFICATIONS **ENGLISH LANGUAGE ARTS**  
**GRADE 8**



**OKLAHOMA**  
Education

# TABLE OF CONTENTS

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<b>Oklahoma School Testing Program Test and Item Specifications</b> .....	<b>1</b>
Grade 8 English Language Arts .....	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 for Learning (UDL) Considerations .....	5
Online Administration .....	5
Testing Schedules .....	6
Item Guidelines .....	6
Multiple-Choice Item Guidelines .....	6
Extended Constructed-Response Item Guidelines .....	7
Stimulus Materials .....	7
Readability .....	7
General Considerations—Oklahoma School Testing Program .....	8
Considerations Specific to the Grade 8 English Language Arts Test .....	9
Overview of Item Specifications .....	11
<b>Standards</b> .....	<b>12</b>
Standard 2—Reading and Writing Process .....	13
Standard 3—Critical Reading and Writing .....	14
Standard 4—Vocabulary .....	16
Standard 5—Language .....	17
Standard 6—Research .....	18
<b>Passages &amp; Sample Items</b> .....	<b>19</b>



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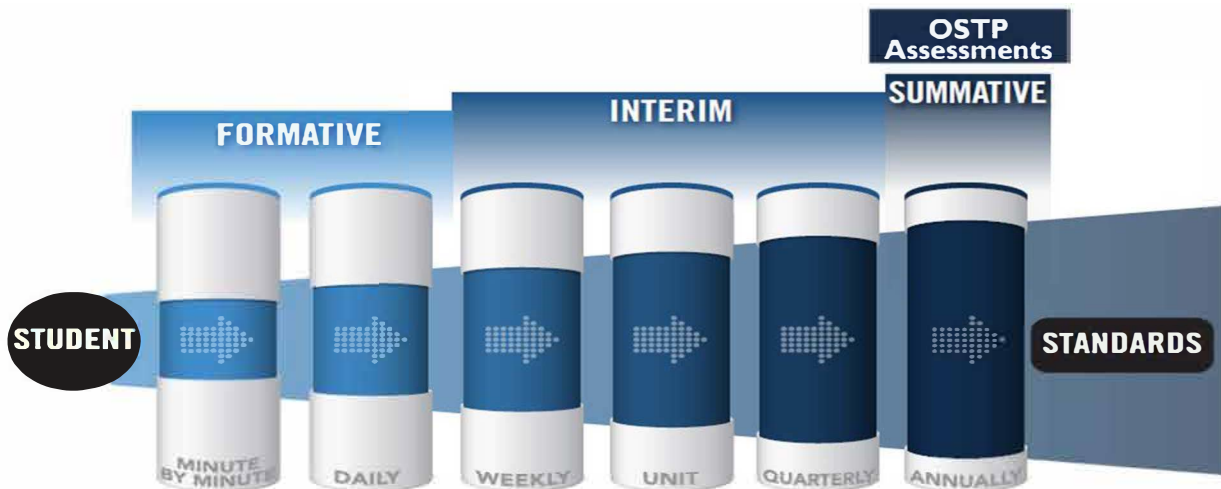
## Grade 8 English Language Arts

### 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.

### Assessments According to the Oklahoma ESSA Plan

According to page 48 of the Oklahoma ESSA Consolidated State Plan, 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

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 demonstrate, 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 8 English Language Arts operational test is administered in three sections over the course of two or three sessions. The first and second sections of the test each consist of approximately 25 operational items and 5 field-test items. Sections 1 and 2 are to be administered in one day or on consecutive days. The third section of the test consists of one operational written response.

Each multiple-choice item is scored as correct or incorrect. Only the 51 operational items contribute to a student’s scaled score on the test. Correct and incorrect field-test items do not contribute to a student’s 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 (Standards 2–6) 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.

# OKLAHOMA SCHOOL TESTING PROGRAM

## TEST BLUEPRINT ENGLISH LANGUAGE ARTS

### GRADE 8

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 MC ITEMS	STANDARDS
24–30%	<b>STANDARD 2: READING AND WRITING PROCESS</b> Students will use a variety of recursive reading and writing processes.
24–30%	<b>STANDARD 3: CRITICAL READING AND WRITING</b> Students will apply critical thinking skills to reading and writing.
14–20%	<b>STANDARD 4: VOCABULARY</b> Students will expand their working vocabularies to effectively communicate and understand texts.
12–18%	<b>STANDARD 5: LANGUAGE</b> Students will apply knowledge of grammar and rhetorical style to reading and writing.
12–18%	<b>STANDARD 6: RESEARCH</b> Students will engage in inquiry to acquire, refine, and share knowledge.
88% OF OVERALL SCORE	
12% OF OVERALL SCORE	<b>WRITING SECTION</b> Standard 2: Reading and Writing Process Standard 3: Critical Reading and Writing Standard 4: Vocabulary Standard 5: Language Standard 6: Research Standard 8: Independent Reading and Writing
100%	<b>TOTAL: 51 ITEMS</b>

\*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 8 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	5-10%
Level 2—Skill/Concept	60-75%
Level 3—Strategic Thinking	20-30%
Level 4—Extended Thinking*	12% of overall score

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.
- **Level 4** may require extended higher order processing, may involve taking information from one text/passage and applying this information to a new task, and may require generating hypotheses and performing complex analyses and connections among texts. Level 4 activities may include analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across sources; creating compositions that synthesize, analyze, and evaluate; and describing and illustrating common themes across a variety of texts.

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\*One extended written response requiring synthesis, analysis, and evaluation

## Writing/Grammar/Usage and Mechanics

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

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.: 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](http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/ELA%20WebbAlign_DOK_Summary_Table.pdf).

## Universal Design for Learning (UDL) Considerations

Universal Design for Learning (UDL), as applied to assessments, is a framework that provides flexibility in the way information is presented and in the ways students demonstrate knowledge and skills. This reduces barriers while maintaining high expectations for all students, including students with disabilities and students who are limited English proficient. In the Oklahoma Grade 8 tests, items and instructions have been designed to provide maximum readability, comprehensibility, and legibility for all students. 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 collected 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 8 test is meant to be administered in two sessions within one day or on consecutive days with the exception of Grade 8 English Language Arts, which will be administered in three sessions over two or three days. Estimated time for scheduling is given in the table below.

<b>Day 1 OR Day 1 and Day 2</b> <b>Grade 8 English Language Arts Writing Test Time Schedule</b>	
Distributing Grade 8 login information	Approximately 20 minutes
Administering Section 1 Writing	Approximately 55 minutes
Total:	Approximately 75 minutes

<b>Day 2 OR Day 2 and Day 3</b> <b>Grade 8 English Language Arts Online Test Time Schedule</b>	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Administering Section 2 of the Grade 8 English Language Arts Online Test	Approximately 40 minutes
Administering Section 3 of the Grade 8 English Language Arts Online Test	Approximately 40 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 8 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.

## Extended Constructed-Response Item Guidelines

- Extended constructed-response items will be passage-based, and student responses must include information from both passages.
- Extended constructed-response items have a 1500-word limit for student responses.

## 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 8 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 Oklahoma educator 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 8 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 8 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 collected 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 8 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.

Written responses receive a holistic score that reflects how well the student can integrate writing techniques to produce a good essay.

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

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

### **Considerations Specific to the Grade 8 English Language Arts Test**

Each 8th-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, making an inference, being conducive for vocabulary analogies, and relevant reading tasks as defined by the Oklahoma Academic Standards for 8th 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 8th-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 8 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 900 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 seven multiple-choice questions from the OAS standards, including Standard English grammar, mechanics, and usage. Each writing prompt will allow students the opportunity to demonstrate writing skills.

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.

<b>Grade</b>	<b>Word Count*</b>	<b>Authentic Literary Selections</b>	<b>Expository Selections (1 task-oriented/functional)</b>
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 8 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

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 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.

## STANDARDS

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## STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will use a variety of recursive reading and writing processes.</li> <li>Reading— Students will read and comprehend increasingly complex literary and informational texts.</li> <li>Writing— Students will develop and strengthen writing by engaging in a recursive process that includes prewriting, drafting, revising, editing, and publishing.</li> </ul>
OAS OBJECTIVES	<p><b>8.2.R.1</b> Students will summarize and paraphrase ideas, while maintaining meaning and a logical sequence of events, within and between texts.</p> <p><b>8.2.R.2</b> Students will analyze details in literary and nonfiction/informational texts to evaluate patterns of genres.</p> <p><b>8.2.R.3</b> Students will generalize main ideas with supporting details in a text.</p> <p><b>8.2.W.1</b> Students will apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing.</p> <p><b>8.2.W.2</b> Students will plan (<i>e.g., outline</i>) and prewrite a first draft as necessary.</p> <p><b>8.2.W.3</b> Students will develop drafts by choosing an organizational structure (<i>e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.</i>) and building on ideas in multi-paragraph essays.</p> <p><b>8.2.W.4</b> Students will edit and revise multiple drafts for organization, transitions to improve coherence and meaning, sentence variety, and use of consistent point of view.</p> <p><b>8.2.W.5</b> Students will use resources to find correct spellings of words (<i>e.g., word wall, vocabulary notebook, print and electronic dictionaries, and spell-check</i>).</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to attain meaning and comprehend core ideas from increasingly complex texts and to apply the recursive writing process to their own independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>Words being tested will be at grade level.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## 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

- 8.3.R.1** Students will analyze works written on the same topic and compare the methods the authors use to achieve similar or different purposes and include support using textual evidence.
- 8.3.R.2** Students will evaluate points of view and perspectives and describe how this affects grade-level literary and/or informational text.
- 8.3.R.3** Students will analyze how authors use key literary elements to contribute to the meaning of a text:
- setting
  - plot
  - characters (*i.e., protagonist, antagonist*)
  - characterization
  - theme
  - conflict (*i.e., internal and external*)
- 8.3.R.4** Students will evaluate literary devices to support interpretations of literary texts:
- simile
  - metaphor
  - personification
  - onomatopoeia
  - hyperbole
  - imagery
  - tone
  - symbolism
  - irony
- 8.3.R.5** Students will evaluate textual evidence to determine whether a claim is substantiated or unsubstantiated.
- 8.3.R.6** Students will analyze the structures of texts (*e.g., compare/contrast, problem/solution, cause/effect, claims/evidence*) and content by making complex inferences about texts to draw logical conclusions from textual evidence.
- 8.3.R.7** Students will make connections (*e.g., thematic links, literary analysis*) between and across multiple texts and provide textual evidence to support their inferences.
- Narrative**
- 8.3.W.1** Students will write narratives incorporating characters, plot (*i.e., flashback and foreshadowing*), setting, point of view, conflict, dialogue, and sensory details.
- Informative**
- 8.3.W.2** Students will compose essays and reports about topics, incorporating evidence (*e.g., specific facts, examples, details*) and maintaining an organized structure and a formal style.

## STANDARD 3—CRITICAL READING AND WRITING

<b>OAS OBJECTIVES</b>	<p><b>Argument – Grade Level Focus</b></p> <p><b>8.3.W.3</b> Students will introduce a claim, recognize at least one claim from an opposing viewpoint, and organize reasons and evidences, using credible sources.</p> <p><b>8.3.W.4</b> Students will show relationships among the claim, reasons, and evidence and include a conclusion that follows logically from the information presented.</p>
<b>ITEM SPECIFICATIONS</b>	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"><li>• Items will require students to apply critical thinking skills when reading diverse and complex texts and to write in all modes (narrative, informative, and argument) for various audiences and purposes using refined composition skills.</li></ul> <p><b>Format:</b></p> <ul style="list-style-type: none"><li>• Students will be asked to demonstrate the ability to apply critical thinking skills based on a reading selection followed by multiple-choice items. Students will be asked to demonstrate the ability to write by producing multi-paragraph essays in response to mode-specific writing prompts.</li></ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"><li>• The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li><li>• Words being tested will be at grade level.</li><li>• Passage-based constructed response writing should be based on the writing modes in the standard: Narrative, Informative, and Argument.</li></ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"><li>• Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li></ul>

## STANDARD 4—VOCABULARY

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will expand their working vocabularies to effectively communicate and understand texts.</li> <li>Reading—Students will expand academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.</li> <li>Writing—Students will apply knowledge of vocabularies to communicate by using descriptive, academic, and domain-appropriate abstract and concrete words in their writing.</li> </ul>
OAS OBJECTIVES	<p><b>8.4.R.1</b> Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.</p> <p><b>8.4.R.2</b> Students will use word parts (<i>e.g., affixes, Greek and Latin roots, stems</i>) to define and determine the meaning of increasingly complex words.</p> <p><b>8.4.R.3</b> Students will use context clues to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p><b>8.4.R.4</b> Students will infer the relationships among words with multiple meanings and recognize the connotation and denotation of words.</p> <p><b>8.4.R.5</b> Students will use a dictionary, glossary, or a thesaurus (<i>print and/or electronic</i>) to determine or clarify the meanings, syllabication, pronunciation, synonyms, and parts of speech of words.</p> <p><b>8.4.W.1</b> Students will use domain-appropriate vocabulary to communicate ideas in writing clearly.</p> <p><b>8.4.W.2</b> Students will select appropriate language to create a specific effect according to purpose in writing.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts and to apply their vocabulary skills in their independent writing.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.</li> <li>Words being tested will be at grade level.</li> <li>Vocabulary test items will contain context clues. Vocabulary test items will include inferential questions.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## STANDARD 5—LANGUAGE

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will apply knowledge of grammar and rhetorical style to reading and writing.</li> <li>Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.</li> <li>Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.</li> </ul>
OAS OBJECTIVES	<p><b>8.5.R.1</b> Students will recognize the use of verbals (<i>e.g., gerunds, participles, infinitives</i>) and clauses.</p> <p><b>8.5.R.2</b> Students will recognize the use of active and passive voice.</p> <p><b>8.5.R.3</b> Students will recognize and correct inappropriate shifts in verb tense.</p> <p><b>8.5.R.4</b> Students will recognize the subject and verb agreement, and correct as necessary.</p> <p><b>8.5.W.1</b> Students will write using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semi-colons.</p> <p><b>8.5.W.2</b> Students will compose simple, compound, complex, and compound-complex sentences and questions to signal differing relationships among ideas.</p> <p><b>8.5.W.3</b> Students will use verbals (<i>e.g., gerunds, participles, infinitives</i>) in writing.</p> <p><b>8.5.W.4</b> Students will form and use verbs in the active and passive voice.</p> <p><b>8.5.W.5</b> Students will form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on an informative/expository selection with embedded errors followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>The reading selections will be on grade-level informative/expository selections.</li> <li>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.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.</li> </ul>

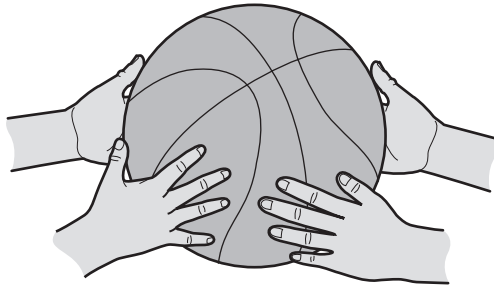
## STANDARD 6—RESEARCH

OAS STANDARD	<ul style="list-style-type: none"> <li>Students will engage in inquiry to acquire, refine, and share knowledge.</li> <li>Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.</li> <li>Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes.</li> </ul>
OAS OBJECTIVES	<p><b>8.6.R.1</b> Students will use their own viable research questions and well-developed thesis statements to find information about a specific topic.</p> <p><b>8.6.R.2</b> Students will follow ethical and legal guidelines for finding and recording information from a variety of primary and secondary sources (<i>e.g., print and digital</i>).</p> <p><b>8.6.R.3</b> Students will determine the relevance, reliability, and validity of the information gathered.</p> <p><b>8.6.W.1</b> Students will write research papers and/or texts independently over extended periods of time (<i>e.g., time for research, reflection, and revision</i>) and for shorter timeframes (<i>e.g., a single sitting or a day or two</i>).</p> <p><b>8.6.W.2</b> Students will refine and formulate a viable research question and report findings clearly and concisely, using a well-developed thesis statement.</p> <p><b>8.6.W.3</b> Students will quote, paraphrase, and summarize findings following an appropriate citation style (<i>e.g., MLA, APA, etc.</i>) and avoiding plagiarism.</p> <p><b>8.6.W.4</b> Students will summarize and present information in a report.</p>
ITEM SPECIFICATIONS	<p><b>Emphasis:</b></p> <ul style="list-style-type: none"> <li>Items will require students to analyze and evaluate information from a variety of sources and to synthesize and integrate information and cite sources in their independent reports and projects.</li> </ul> <p><b>Format:</b></p> <ul style="list-style-type: none"> <li>Students will be asked to demonstrate this ability based on a reading selection followed by multiple-choice items.</li> </ul> <p><b>Content Limits:</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Selected-response items will include only pertinent information about the citation rules for students to use in order to answer the questions. Extended writing tasks will not show preference to a specific citation format.</li> </ul> <p><b>Distractor Domain:</b></p> <ul style="list-style-type: none"> <li>Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.</li> </ul>

## **PASSAGES & SAMPLE ITEMS**

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## Lifelong Friends



- 1 Megan's family moved in down the street the summer of our third-grade year. I can still remember the feeling of excitement when Mr. Jackson, our next-door neighbor, mentioned to my dad that the new family had a girl my age. I was thrilled. I was looking forward to having a best friend!
- 2 We became inseparable almost immediately, spending every waking moment together. All of my expectations for the potential friendship turned out just as I had anticipated. The first day of school that August was a bit of a disappointment for us when we were not in the same class, but we both eventually came to the realization that it was actually in our best interest, for we would most certainly have too much fun if we were in the same class together. It is unbelievable that five years have passed since then.
- 3 Megan has a basketball net on her garage, and throughout the years, we have spent countless hours shooting baskets. We both actually became pretty good, and in sixth grade decided to try out for our school's basketball team. We both made the team and became starters, thriving on the support we gave one another. When one of us had a disappointing game, the other provided an encouraging pep talk.
- 4 We started eighth grade last August, and at the onset of the season, Coach called all of the starters into his office to discuss the added pressure that would be thrust upon us this year. With high school quickly approaching and coaches scrutinizing our every move on the court, there would be a lot of added pressure. He asked Megan and me to wait around after everyone else left. After the locker room had cleared, he told us that a number of high school coaches were talking about the two of us, and how we both seemed to be really strong candidates for the middle school all-city team. We left his office feeling self-assured, reveling at the possibility of both of us being selected for the honor.
- 5 "One thing for sure, though," Megan said in a suddenly sobering tone, "let's not let this opportunity come between us."
- 6 "What do you mean?" I questioned.
- 7 "Well, I know that we're both pretty confident about being selected," Megan said, "but what if one of us makes it, and the other doesn't?"
- 8 "No way," I said. "That's not going to happen," I insisted, squashing the idea before it could grow.

- 9 Well, the season marched on at a swift pace, and we alternated being the standout of each game. But then, things changed. Megan had three outstanding games in a row. Coach called me aside and told me to relax because he thought I was putting too much pressure on myself and was forcing too many of my shots. But the more I tried to relax, the worse I played.
- 10 It was my worst fear, but unexpectedly, things started to change between Megan and me. The friendly competition we once enjoyed transformed into a rivalry. By the end of the season, Megan and I were barely acknowledging each other.
- 11 The announcement of the middle school all-city team came about a week after the conclusion of the season, and as I anticipated, Megan made the team, and I did not. I struggled to utter a sincere "Congratulations."
- 12 The end of the school year brought the beginning of an unsettling summer. Our faltering friendship found me with plenty of time on my hands. By the beginning of July, I had recurring thoughts about how foolish I had been to let pettiness and jealousy seep into our friendship. I struggled with the thought of apologizing to Megan, but pride and embarrassment hindered me from doing the admirable thing.
- 13 Megan must possess psychic powers because, not a week later, the doorbell rang and Mom called out, "It's Megan." I struggled with the thought of facing the inevitable.
- 14 "Hey," Megan struggled to say, but continued, "how's it going?"
- 15 "I'm hanging in there," I replied.
- 16 There was an awkward moment of silence when I finally uttered, "Listen, Megan, I was wrong to let jealousy interfere with our friendship. I know it's a lot to ask for you to accept my apology, but I'm really sorry."
- 17 "No problem," Megan responded. "I was getting pretty conceited with all of the attention I was getting."
- 18 "I sure learned a valuable lesson from all of this," I said. "Nothing is worth jeopardizing a friendship like ours."
- 19 "You're right about that," she said. "Let's go shoot some baskets."

**1 Which sentence is the best summary of paragraphs 3 and 4?**

- A** Megan and the narrator are warned by the coach about pressures that may be directed toward them as starters on their school team.
- B** Megan and the narrator are confident in their individual basketball abilities and provide support to each other as they play on school teams.
- C** Because Megan and the narrator have skills in basketball and spend a great deal of time practicing and supporting each other, they have been encouraged by their coach to try out for a special city team.
- D** Since they first began playing basketball in sixth grade, Megan and the narrator have been starters on their school teams, and they continue to demonstrate their talents as members of the eighth-grade team.

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student must have a strong understanding of paragraphs 3 and 4. Then the student must identify the key points in these paragraphs to develop a summary.

**Distractor Rationale**

- A. This is a detail presented only in paragraph 4.
- B. This is a detail presented in both paragraphs, but the information about the all-city team is important to include in the summary.
- C. Correct. This sentence provides a summary of details for both paragraphs 3 and 4.**
- D. This does include details from both paragraphs but does not provide a summary of the paragraphs.

**2 How can the reader tell that the selection is a short story?**

- A** It describes different times and places.
- B** It features a plot and fictional characters.
- C** It includes relatable thoughts and feelings.
- D** It has an interesting and original main idea.

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the item requires that the student know the features of short stories and apply that knowledge to make a determination about the passage.

**Distractor Rationale**

- A. A nonfiction/informational selection could also include different times and places.
- B. Correct. Plots and characters are important components of fictional selections which a short story is a sub-genre of.**
- C. A nonfiction/informational selection could also include thoughts and feelings.
- D. A nonfiction/informational selection could also include an interesting and original main idea.

**3 What effect does the use of the first-person point of view have on the role of the narrator in the story?**

- A** The narrator provides all the thoughts, actions, and feelings of all the other characters in the story.
- B** The narrator shares with the reader her personal events, thoughts, and feelings as a main character in the story.
- C** The narrator relays the story as only an observer of the action of the other characters and not as an active participant.
- D** The narrator focuses on trying to convince the reader that her actions are more important than those of the other characters in the story.

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

**Depth-of-Knowledge: 2**

This is a DOK 2 because the student recalls the features of first-person point of view and applies that knowledge to determine its effect on the role of the narrator.

**Distractor Rationale**

- A. This is the role of the narrator when the passage is written in the omniscient third person point of view, not the first person point of view.
- B. Correct. The first-person point of view allows the reader to have an understanding of how the narrator is feeling and what she is thinking as events unfold in the story.**
- C. The narrator is an active participant in this story as one of the main characters.
- D. The narrator is not telling this story as a motive to persuade the reader to think one way or the other.

**4 Which sentence states the main theme of the passage?**

- A** Sports should not control your life.
- B** Best friends share common interests.
- C** Do not let fears determine your actions.
- D** Jealousy can ruin the best of friendships.

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

**Depth-of-Knowledge: 3**

This item is a DOK 3 because the student must analyze the passage to determine its primary theme.

**Distractor Rationale**

- A. In the passage, there is no indication that the girls' involvement with sports was controlling their lives.
- B. Though the girls both play and excel at basketball, there is no indication in the passage that best friends must always share common interests.
- C. It was not fear that determined the actions of the characters but rivalry and jealousy that caused the negative actions in the passage.
- D. Correct. The narrator let her jealousy of Megan's success come between their friendship, but fortunately, they were able to resolve their differences and understand that, "Nothing is worth jeopardizing a friendship like ours."**

**5 Read the sentence.**

The friendly competition we once enjoyed transformed into a rivalry.

**This sentence contributes to the meaning of the passage by**

- A** identifying the conflict.
- B** introducing the theme.
- C** describing the characters.
- D** developing the point of view.

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

**Depth-of-Knowledge: 3**

This item is a DOK 3 because it requires the student to analyze a portion of the text and make an inference as to how it contributes to the passage as a whole.

**Distractor Rationale**

- A. Correct.** This sentence introduces the conflict that the narrator and Megan experience.
- B.** The theme of the passage is stated in paragraph 18. This sentence does not support the theme of the passage.
- C.** This sentence is not describing Megan or the narrator but the conflict they are experiencing.
- D.** This sentence is not stating or developing a point of view.

**6 Read the sentence from the passage.**

"We became inseparable almost immediately, spending every waking moment together."

**What does the hyperbole suggest about the girls' relationship?**

- A** The girls had no other friends.
- B** The girls played no other sports.
- C** The girls had the same teachers.
- D** The girls spent a great deal of time together.

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student applies knowledge about hyperbole to determine what it tells about a particular relationship.

**Distractor Rationale**

- A.** That is not what is suggested by the hyperbole.
- B.** That is not what is suggested by the hyperbole.
- C.** That is not what is suggested by the hyperbole.
- D. Correct.** The hyperbole "spending every waking moment together" suggests that the girls were never out of each other's sight, which would be impossible since they did not even live in the same house.

**7 In paragraph 4, the word scrutinizing means**

- A** unfairly judging.
- B** closely watching.
- C** quietly criticizing.
- D** passionately cheering.

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student must draw meaning from the text to determine the meaning of an unfamiliar word.

**Distractor Rationale**

- A. As used in paragraph 4, the high school coaches are looking closely at every move the players make on the court, not unfairly judging them.
- B. Correct. The coaches are looking closely at every move the players make on the court as a consideration for future placement on a high school team.**
- C. As used in paragraph 4, the high school coaches are looking closely at every move the players make on the court, not loudly criticizing them.
- D. As used in paragraph 4, the high school coaches are looking closely at every move the players make on the court, not passionately cheering them.

**8 Which research question would best help a student find information about the importance of friendly competition?**

- A** Which sports activities are the most competitive?
- B** Is competition important for people to be successful?
- C** What are some strategies that promote healthy competition?
- D** Which professional athlete has the best reputation for being a positive competitor?

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student must comprehend the passage and apply the skill of developing research questions to respond to the question.

**Distractor Rationale**

- A. Knowing what sports are the most competitive would not provide the best information about the importance of friendly competition.
- B. Knowing if competition is important for people to be successful would not provide the best information about the importance of friendly competition.
- C. Correct. Knowing how to promote healthy competition would provide the best information about the importance of friendly competition.**
- D. Knowing which professional athlete is known for having a good reputation as a positive competitor would not provide the best information about the importance of friendly competition.

Read this passage. Then answer the questions that follow.

### Ice Cube On a Wire



- 1 When the pressure's on, ice can get a grip.
- 2 For this activity you need a thin, strong wire about two feet long. You can find a good one by carefully unraveling a strand from the bundle of thin wires used to make a thicker wire for hanging up a picture frame.
- 3 Using this wire and two sticks or pencils, make a one-foot-long wire with a handle at each end. To do it, wind one end of the wire around one stick. Then twist the short end of the wire around the longer end to hold it tightly to the pencil. Repeat these steps to attach the opposite end of the wire to the other stick.
- 4 Place an ice cube on top of a tin can. Holding one of the pencils in each hand, press the wire down across the top of the ice cube.
- 5 Now comes the only tricky part. You must keep pressing down steadily and firmly—but not so hard that you break the wire. Slowly, the wire will sink into the ice.
- 6 It is strange to think that you can cut into ice with a wire. But if you look carefully, you will see that you are not cutting the ice cube into two pieces. The wire ends up threaded right through the ice.

#### How It Works

- 7 Like heat, pressure can prevent water from freezing into ice. Pressure can also melt ice.
- 8 If you force a fine wire down hard enough against ice, the pressure underneath the wire can be great enough to melt the ice. As the wire sinks, the water freezes again above the wire.

- 9 A thick wire doesn't work. A person would have to press down very hard to create enough pressure under a large wire.
- 10 To create an interesting effect, use ten-pound nylon fishing line instead of wire. Fishing line is harder to press into the ice, but it can be more fun because the fishing line is almost invisible in dim light.

**9 This selection is mainly about**

- A** a surprising fact about wires.
- B** an entertaining science activity.
- C** a lesson in temperature changes.
- D** an experiment showing how ice forms.

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student needs to understand what the passage is about and determine its main idea.

**Distractor Rationale**

- A. Though some of the information may be surprising to the reader, the selection is mainly about how to do the activity.
- B. Correct. This science activity appears to be fun and easy to do.**
- C. Though information is presented about temperature changes, the selection is mainly about how to do the activity.
- D. The experiment is not about how ice forms, but how pressure melts ice.

**10 Which sentence is an opinion?**

- A** "For this activity you need a thin, strong wire about two feet long."
- B** "Now comes the only tricky part."
- C** "Like heat, pressure can prevent water from freezing into ice."
- D** "Pressure can also melt ice."

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student must recall what an opinion is and apply that knowledge to determine the correct response.

**Distractor Rationale**

- A. This sentence is a fact because it provides information about materials needed for the activity.
- B. Correct. This is an example of an opinion because the next part being described may not be tricky for all persons doing the activity.**
- C. This sentence is a fact because it provides information about how pressure affects water.
- D. This sentence is a fact because it provides information about how pressure affects water.

**11 How does the author organize the information in paragraphs 7 through 10?**

- A** by sequencing the processes and steps for using pressure in the ice activity
- B** by describing problems and providing solutions for applying pressure in the wire activity
- C** by providing the cause and effect of different wire sizes on the pressure used in the ice activity
- D** by making a claim about how pressure is used in the ice activity and providing evidence to support the claim

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student needs to analyze the structure in paragraphs 7–10 and determine the structure being used.

**Distractor Rationale**

- A. Sequencing of process and steps occurs in paragraphs 2–6, not paragraphs 7–10.
- B. A problem and solution structure is not presented in paragraphs 7–10.
- C. **Correct.** Paragraphs 7–10 detail the effect of pushing different sizes of wire through ice and how it causes the ice to melt or not.
- D. The passage does not make a claim or provide evidence to support a claim about how pressure is used in the activity.

**12 Which would be the best way to test the accuracy of this information?**

- A** ask a teacher
- B** do the activity
- C** search the Internet
- D** read about it in a book

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student must evaluate different options and come to a conclusion about which one is best.

**Distractor Rationale**

- A. This activity is not something that would have to be done in a classroom, so asking a teacher is not the best way to test the accuracy of the information.
- B. **Correct.** Hands-on experience with the activity is the best way to test the accuracy of the information.
- C. You could research the information provided about the activity on the internet, but doing it yourself is the best way to test the accuracy of the information.
- D. You could get additional information from a book, but experiencing the activity is the best way to test the accuracy of the information.

**A student wrote a report on a historic home. Read the first part of the report, think about what suggestions you would make, and then answer the questions.**

### **The Mount Laurel Home and Estate—Part 1**

1 The Mount Laurel Home and Estate was built in 1780 and was the primary  
2 residence for the Robert Clayton family for several generations. In 1927, the  
3 home and grounds were placed on the historical register and donated to the  
4 public.

5 Last year, conservationists restored the home and opened it for tours.

#### **About Robert Clayton**

6 Robert Clayton (1742–1793) was an American colonist in Massachusetts.  
7 Although he was only marginally involved in early American politics. Robert  
8 Clayton was a contemporary of the Founding Fathers. And reportedly once dined  
9 with George and Martha Washington. Excused from serving in the Revolutionary  
10 War because of health problems, he earned his wealth through trading. He  
11 marries Mary Culpepper in 1770, and together they raise five sons and three  
12 daughters. He died of pneumonia at the age of 51.

**13** What change, if any, should be made to the sentence in line 5 to make it the active voice?

- A** Last year, tours were opened for the home after it was restored by conservationists.
- B** Last year after being restored by conservationists, tours were opened for the home.
- C** Last year, the home was restored by conservationists, and tours were being opened for the home.
- D** no change

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student needs to apply knowledge about active and passive voice to correct the sentence.

**Distractor Rationale**

- A. This sentence is passive voice because the home was restored and opened by the conservationists.
- B. This sentence is passive voice because the home was restored and opened by the conservationists.
- C. This sentence is passive voice because the home was restored and opened by the conservationists.
- D. Correct. The sentence is in active voice because the conservationists restored and opened the home.**

**14** What change, if any, should be made to the sentences in lines 7–9?

- A** Although he was only marginally involved in early American politics, and he was a contemporary of the Founding Farmers. And reportedly once dined with George and Martha Washington.
- B** Although only marginally involved in early American politics. Clayton was a contemporary of the Founding Fathers, and he reportedly once dined with George and Martha Washington.
- C** Although only marginally involved in early American politics, Clayton was a contemporary of the Founding Fathers, and he reportedly once dined with George and Martha Washington.
- D** No change

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student needs to apply knowledge about sentence structure to correct the sentence.

**Distractor Rationale**

- A. This format incorrectly contains sentence fragments.
- B. This format incorrectly has a sentence fragment.
- C. Correct. This format contains a complete sentence, with no fragments or run-ons.**
- D. This format incorrectly has two sentence fragments.

**15 How is the underlined verbal in lines 9 and 10 being used?**

- A** as a gerund
- B** as an infinitive
- C** as a participial phrase
- D** as a prepositional phrase

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student is doing more than recalling what a verbal is. The student must also make a determination as to how the verbal is being used.

**Distractor Rationale**

- A. The verbal is not a gerund because it is not being used as a noun but as an adjective describing Clayton.
- B. The verbal is not an infinitive because it does not have a verb preceded by “to.”
- C. Correct. This verbal is a participial phrase being used as an adjective to describe Clayton.**
- D. The verbal is not a prepositional phrase because prepositional phrases cannot be verbals.

**16 How is the gerund trading being used in line 10?**

- A** as a verb
- B** as a noun
- C** as an adverb
- D** as an adjective

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

**Depth-of-Knowledge: 2**

This item is a DOK 2 because the student is doing more than recalling what a gerund is. The student must also make a determination as to how the gerund is being used.

**Distractor Rationale**

- A. Gerunds can only be used as nouns.
- B. Correct. The word “trading” is a noun being used as the object of the preposition “through.”**
- C. Gerunds can only be used as nouns.
- D. Gerunds can only be used as nouns.

**17** What change, if any, should be made to the verbs marries and raise in line 11?

- A** married, raise
- B** marries, raised
- C** married, raised
- D** no change

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

**Depth-of-Knowledge: 1**

This item is a DOK 1 because the student is using knowledge of verb tenses.

**Distractor Rationale**

- A. The passage is in past tense, but “raise” is in present tense.
- B. The passage is in past tense, but “marries” is in present tense.
- C. Correct. Both “married” and “raised” are in the past tense which aligns with the tense of the passage.**
- D. The passage is in past tense, but the underlined verbs are in present tense.

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

### **About the Mount Laurel Home and Estate—Part 2**

- 13 The Mount Laurel Home and Estate includes five structures: the main house,  
14 the kitchen, the icehouse, the barn, and the blacksmith shed. The division of the  
15 kitchen from the main house was common at the time because of the risk of fire.  
16 The grounds of the estate covers approximately 250 acres. The gardens, the barn,  
17 and the blacksmith's shed are maintained as they were during Clayton's lifetime.  
18 Visitors can talk with a blacksmith as he works, and see live animals in the barn.

#### **18 What is the mood of the verb includes in line 13?**

- A** indicative
- B** imperative
- C** conditional
- D** subjunctive

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#### **Depth-of-Knowledge: 1**

This item is a DOK 1 because the student is identifying the mood of a verb.

#### **Distractor Rationale**

- A. Correct.** The verb is in the indicative mood because it is just stating a fact.
- B.** The imperative mood is a command, but this verb is just stating a fact.
- C.** The conditional mood depends on something else to happen, but this verb is just stating a fact.
- D.** The subjunctive mood is stating a wish or something contrary to fact, but this verb is stating a fact.

**19** What change, if any, should be made to covers in line 16?

- A** cover
- B** covered
- C** covering
- D** No change

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**Depth-of-Knowledge: 1**

This is a DOK 1 because the student is recalling the rules around subject-verb agreement.

**Distractor Rationale**

- A. Correct.** The subject “grounds” is plural, so the verb must use the plural verb “cover” for subject and verb agreement.
- B.** This is the incorrect verb tense since the passage is written in present voice.
- C.** This verb is the incorrect verb form for subject and verb agreement.
- D.** The subject “grounds” is plural, so the verb must use the plural verb “cover” not the singular verb “covers” for subject and verb agreement.

**20** Visitors can talk with a blacksmith as he works, and see live animals in the barn.

**What change, if any, should be made to the underlined words as he works, and see live animals in line 18?**

- A** as he works and see live animals
- B** as he works and, see live animals
- C** as he works and see live animals,
- D** no change

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**Depth-of-Knowledge: 1**

This is a DOK 1 because the student is recalling the rules around comma usage.

**Distractor Rationale**

- A. Correct.** This sentence has a compound verb and does not need a comma before the conjunction “and.”
- B.** This is a sentence with compound verbs “talk” and “see,” and the sentence does not need the comma after the conjunction “and.”
- C.** This is a sentence with compound verbs “talk” and “see,” and the sentence does not need the comma after the word “animals.”
- D.** This is a sentence with compound verbs “talk” and “see,” and the sentence does not need the comma before the conjunction “and.”





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