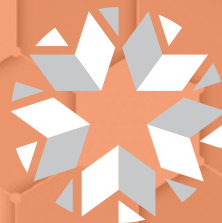


OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS

GRADE 4 ENGLISH LANGUAGE ARTS



OKLAHOMA
Education

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OKLAHOMA SCHOOL TESTING PROGRAM

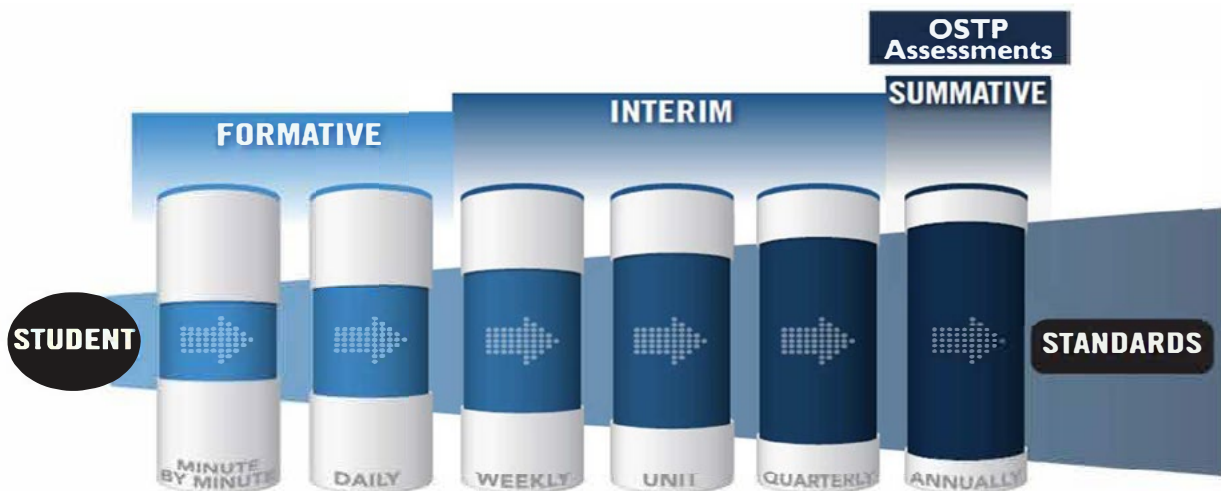
Grade 4 English Language Arts

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 4 English Language Arts operational test is meant to be administered in two sessions within one day with a break between sessions or on two consecutive instructional days. Each section of the test consists of approximately 25 operational items and 5 field-test items.

Short constructed-response items provide students with the opportunity to respond to items in their own words. A typical response is 1–3 sentences. Each multiple-choice item is scored as correct or incorrect. Technology-enhanced items are worth one point and are scored as correct or incorrect. Correct and incorrect field-test items do not contribute to a student’s score. Only the 50 operational items contribute to a student’s scaled score on the test.

The student’s test performance is converted to a scaled score using item response theory (IRT).

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 the items are measuring the assessable reading and writing OAS. The items are selected to provide 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 six corresponding assessment items.

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 4



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

IDEAL
PERCENTAGE
OF ITEMS

REPORTING
CATEGORIES

30–34%

2: READING AND WRITING PROCESS

- › Students will read and comprehend increasingly complex literary and informational texts.
- › Students will develop and strengthen writing by engaging in a recursive process.

18–22%

3: CRITICAL READING AND WRITING

- › Students will comprehend, interpret, evaluate, and respond to a variety of complex texts.
- › Students will write for varied purposes and audiences in all modes.

22–26%

4: VOCABULARY

- › Students will expand academic, domain-appropriate, and grade-level vocabularies.
- › Students will apply knowledge of vocabularies to communicate in writing.

12–18%

5: LANGUAGE

- › Students will apply knowledge of grammar and rhetorical style to analyze and evaluate texts.
- › Students will demonstrate command of Standard English grammar, mechanics, and usage.

12–18%

6: RESEARCH

- › Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.
- › Students will summarize and paraphrase, integrate evidence, and cite sources.

The English Language Arts operational test will contain a total of 50 operational items and 10 field test items.



Depth-of-Knowledge Assessed by Test Items

The Grade 4 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	10–20%
Level 2—Skill/Concept	65–75%
Level 3—Strategic Thinking	5–15%

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.

DOK 1	DOK 2	DOK 3
Recall a fact or information; only requires one cognitive step to arrive at the answer What is the knowledge? <ul style="list-style-type: none">• Who?• What?• Where?• When?	Basic application of skills and concepts; requires two or more cognitive steps to arrive at the answer How can the knowledge be used? <ul style="list-style-type: none">• How did it happen?• How did it work?• How was it used?	Strategic thinking; requires reasoning and multiple cognitive steps to arrive at the answer Why can the knowledge be used? <ul style="list-style-type: none">• Why did it happen?• What is the cause?• What is the effect?• What is the result?

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.

A more detailed framework for categorizing Depth-of-Knowledge is shown in the [appendix](#).

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 4 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.

Test Administration Details

Online Administration

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time. In ELA, passages are presented on the left with the accompanying item on the right. In cases where more than one passage is present, each passage will have its own tab on the left. Students will be able to move back and forth between the tabs as needed.

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.

Paper Administration

Paper/pencil testing is used only as a testing accommodation. Due to the nature of a paper test booklet, students may have to flip pages to read passages and to read the associated test items.

Students will be able to use scratch paper and/or unmarked grid paper for the paper Grade 4 English Language Arts Assessment. The scratch 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.

Estimated Testing Time

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

Section 1 Grade 4 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering the English Language Arts Test	50-60 minutes
Total:	70-80 minutes
Section 2 Grade 4 English Language Arts Online Test Time Schedule	
Distributing login information/logging on	Approximately 10 minutes
Administering the English Language Arts Test	50-60 minutes
Total:	60-70 minutes
Total testing time (Suggested Maximum Time: 300 minutes)	Approximately 150 minutes

ITEM SPECIFICATIONS

Introduction

- 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 4 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 Specifications

- 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.

Technology-Enhanced Item Specifications

- Technology-Enhanced Items (TEIs) should be used to more authentically address some aspects of the OAS performance expectations and/or provide more opportunity for students to construct rather than select their response.
- Each technology-enhanced item contains only one interaction type per item.
- For each TEI, the interaction type used is that which is the most appropriate and enhancing to the construct to be measured.
- Each TEI is structured to contain the question (content) first followed by directions for how to complete the interaction in that item. Consistent style and language are used in these directions (e.g., “Drag the pictures,” “Click the object,” etc.).

Constructed-Response Item Specifications

- 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 have an 800-word limit for student responses.
- 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.
- Students who score a two typically answer the question and include supporting evidence. If the item addresses a pair, then the student includes evidence from both passages.

- 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.

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 4 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 4 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 4 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 heritage 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. Accommodations, designated features embedded in the online testing platform, and paper-based test formats are available for students with an indicated need per their IEP or 504 Plan.
19. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
20. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.

In summary, Grade 4 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 4 English Language Arts Test

Each 4th-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 to vocabulary analogies; and contain relevant reading tasks as defined by the Oklahoma Academic Standards for 4th 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 heritage, and will possess sufficient structural integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 4th-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.

The majority of the selections used for the Grade 4 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.

Grade	Word Count*	Authentic Literary Selections	Expository Selections
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 4 test-level students can relate to and understand.
4. 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.
5. 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 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.

STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	<ul style="list-style-type: none"> Students will use a variety of recursive reading and writing processes. Reading—Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. Writing—Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
OAS OBJECTIVES	<p>4.2.R.1 Students will determine the key details that support the main idea of a text.</p> <p>4.2.R.2 Students will compare fiction, poetry, and nonfiction to distinguish various genres.</p> <p>4.2.R.3 Students will summarize and sequence the important events of a story.</p> <p>4.2.R.4 Students will summarize facts and details from an informational text.</p> <p>4.2.W.1 Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.</p> <p>4.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</p> <p>4.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</p> <p>4.2.W.4 Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Items will require students to attain meaning and comprehend core ideas from increasingly complex texts. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none"> 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. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 3—CRITICAL READING AND WRITING

OAS STANDARD	<ul style="list-style-type: none"> Students will apply critical thinking skills to reading and writing. Reading—Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres. Writing—Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.
OAS OBJECTIVES	<p>4.3.R.1 Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.</p> <p>4.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.</p> <p>4.3.R.3 Students will find textual evidence of literary elements:</p> <ul style="list-style-type: none"> setting plot characters (i.e., protagonist, antagonist) characterization conflict <p>4.3.R.4 Students will find textual evidence of literary devices:</p> <ul style="list-style-type: none"> metaphor idiom personification hyperbole simile alliteration onomatopoeia <p>4.3.R.5 Students will answer inferential questions using evidence from one or more texts to support answers.</p> <p>4.3.R.6 Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.</p> <p>4.3.R.7 Students will distinguish the structures of an informational text:</p> <ul style="list-style-type: none"> cause/effect problem/solution description sequential <p>4.3.W.1 Students will compose narratives reflecting real or imagined experiences that:</p> <ul style="list-style-type: none"> include plots with a climax and resolution include developed characters who overcome conflicts and use dialogue use a consistent point of view unfold in chronological sequence use sentence variety, sensory details, and vivid language to create interest model literary elements and/or literary devices from mentor texts

STANDARD 3—CRITICAL READING AND WRITING

OAS OBJECTIVES

- 4.3.W.2** Students will compose informative essays that:
- introduce and develop a topic
 - incorporate evidence (e.g., specific facts, examples)
 - maintain an organized structure with transitional words and phrases
 - use sentence variety and word choice to create interest
 - model literary devices from mentor texts
- 4.3.W.3** Students will write opinion essays that:
- introduce a topic and state an opinion
 - incorporate relevant, text-based evidence to support the opinion
 - use sentence variety and word choice to create interest
 - maintain an organized structure with transitional words and phrases

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 this ability based on a reading selection followed by an appropriate item type.

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.

STANDARD 4—VOCABULARY

OAS STANDARD	<ul style="list-style-type: none"> Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively. Reading—Students will expand their grade-level vocabularies through reading, word study, and class discussion. Writing—Students will apply knowledge of vocabulary to speak and write effectively.
OAS OBJECTIVES	<p>4.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.</p> <p>4.4.R.2 Students will use context clues to clarify the meaning of words.</p> <p>4.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.</p> <p>4.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.</p> <p>4.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</p> <p>4.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.</p> <p>4.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none"> 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. Context clue vocabulary items will be 1–2 grades above a grade 4 audience. Vocabulary test items will include inferential questions. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 5—LANGUAGE

OAS STANDARD	<ul style="list-style-type: none"> Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively. Reading—Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts. Writing—Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.
OAS OBJECTIVES	<p>4.5.R.1 Students will recognize simple and compound sentences.</p> <p>4.5.R.2 Students will recognize parts of speech in sentences:</p> <ul style="list-style-type: none"> irregular possessive nouns (e.g., children’s) irregular and past participle verbs and verb tense to identify settings, times, and sequences subject and verb agreement comparative and superlative adjectives prepositional phrases possessive pronouns and the nouns they replace (i.e., antecedents) coordinating conjunctions comparative and superlative adverbs interjections <p>4.5.W.1 Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.</p> <p>4.5.W.2 Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.</p> <p>4.5.W.3 Students will recognize and correct errors in subject and verb agreement.</p> <p>4.5.W.4 Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.</p> <p>4.5.W.5 Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.</p> <p>4.5.W.6 Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.</p> <p>4.5.W.7 Students will use commas in greetings and closings in letters and emails, to separate individual words in a series, and to indicate dialogue.</p> <p>4.5.W.8 Students will use a colon to introduce a list (e.g., Deb only needed three things from the grocery store: milk, eggs, and bread.).</p> <p>4.5.W.9 Students will use quotation marks to indicate dialogue, quoted material, and titles of works.</p> <p>4.5.W.10 Students will use underlining or italics to indicate titles of works.</p>

STANDARD 5—LANGUAGE

ITEM SPECIFICATIONS

- Emphasis:**
- Items will require students to recognize and apply appropriate grammar and rhetorical style in texts.
- Format:**
- Students may be asked to demonstrate this ability based on a reading selection followed by an appropriate item type.
 - Students may also be asked to engage with sentences and paragraphs not associated with a reading passage.
- 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.
-

STANDARD 6—RESEARCH

OAS STANDARD	<ul style="list-style-type: none"> Students will engage in inquiry to acquire, refine, and communicate accurate information. Reading—Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge. Writing—Students will synthesize information ethically through speaking and writing.
OAS OBJECTIVES	<p>4.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).</p> <p>4.6.R.2 Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.</p> <p>4.6.R.3 Students will determine the relevance of the information gathered.</p> <p>4.6.W.1 Students will generate a viable research question about a topic.</p> <p>4.6.W.2 Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).</p> <p>4.6.W.3 Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details and quotations from two or more sources.</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Items will require students to analyze and evaluate information from a variety of sources. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none"> The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

Read this passage. Then answer the questions that follow.

Why Do We Dream?

- 1 You are flying through the clouds. Down below, the earth looks like a patchwork quilt. Suddenly, an eagle flies up beside you. The beautiful bird reaches out and shakes your arm. "Wake up, sleepyhead," says your mom. "Time for school." You open your eyes. You are back in your own bedroom. Your flight in the clouds was just a dream.
- 2 Why do people dream? Scientists have been trying to answer that question for hundreds of years. They have developed many theories to explain our nightly adventures.

Boost Our Health and Skills

- 3 Some scientists believe that dreaming improves our health. The dreams give us a safe way to handle the events of our day. Our mind calmly sorts through these events while we sleep.
- 4 Have you ever dreamed about something you were learning to do, like playing the trumpet? Your dreams may have helped you master the skill. One study showed that people learning new activities dreamed much more often. Scientists think that their brains were trying to quickly memorize and organize this new information. Other research has shown that dreaming about physical skills, like playing basketball, improves a person's performance.

Solve Problems

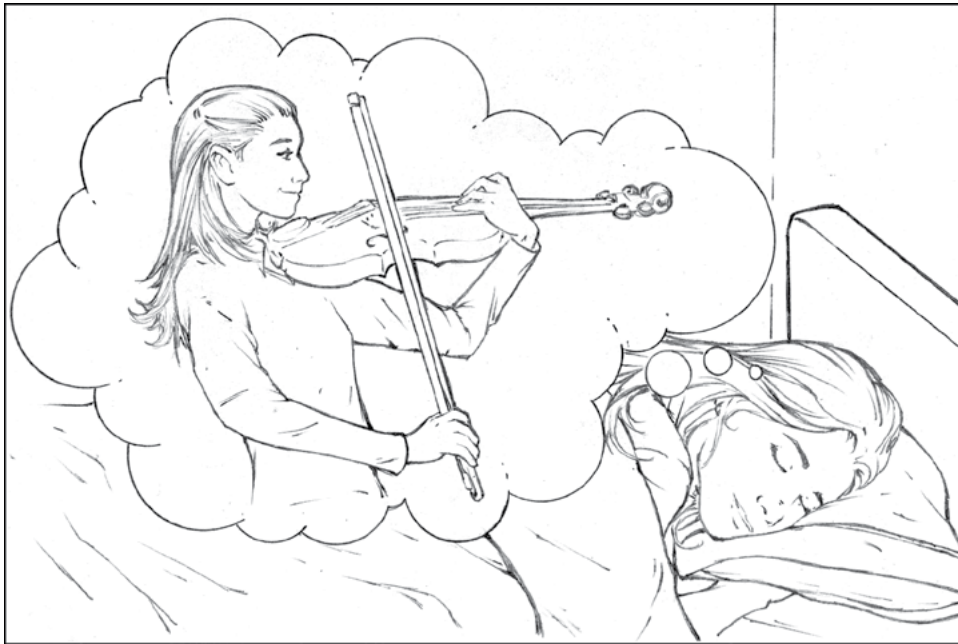
- 5 Dreams may also help people solve problems. Deirdre Barrett of the Harvard Medical School studied this idea. She asked her students to think about a problem they had before going to sleep. What happened? Two-thirds of the students dreamed about their problems. About a third of the students dreamed of solutions for their problems.

Get Creative

- 6 Some famous people have even used their dreams in creative ways. A scientist named Kekule dreamed of snakes spinning in circles with their tails in their mouths. Kekule's dream helped him discover the shape of a molecule. Many authors, painters, and musicians have been inspired by dreams too. Mary Shelley got the idea for her book *Frankenstein* from a dream. That must have been one scary nightmare!

Make Your Dreams Work for You

- 7 Would you like your dreams to work for you? You can start by keeping a dream journal. Leave a notebook next to your bed. When you wake up in the morning, write down the dreams you remember. Maybe they will help you write a bestseller or paint a masterpiece!



1 Which sentence from the passage best supports the idea that sleep is important to learning?

- A** Scientists have been trying to answer that question for hundreds of years.
- B** The dreams give us a safe way to handle the events of our day.
- C** Scientists think that their brains were trying to quickly memorize and organize this new information.
- D** She asked her students to think about a problem they had before going to sleep.

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

4.2.R.1: Students will determine the key details that support the main idea of a text.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must have a strong understanding of the text, paragraph 4 in particular, which allows him or her to evaluate specific statements in relation to an important idea and determine which of those statements best supports that idea.

Distractor Rationale

- A. This sentence is too vague to support the idea that sleep is important to learning.
- B. This sentence does not address the idea that sleep is important to learning, but addresses how dreams help us to cope with events of our day.
- C. Correct. This sentence supports the idea that sleep is important to learning by discussing how our brains are able to memorize and organize new information.**
- D. This sentence does not support the idea that sleep is important to learning.

2 A reader can tell that this passage is nonfiction because it

- A** explains something with factual information.
- B** is written with very short sentences.
- C** has words spoken by a character.
- D** is divided into several sections.

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

4.2.R.2: Students will compare fiction, poetry, and nonfiction to distinguish various genres.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must go beyond recalling the elements of nonfiction and apply that knowledge to a specific text to determine why the passage fits the nonfiction classification.

Distractor Rationale

- A. Correct. This passage relates factual information, a prominent feature of nonfiction text, about why we dream.**
- B. The length of the sentences is unrelated to whether or not the passage is nonfiction.
- C. Nonfiction passages generally do not have characters. Characters are common feature of fiction.
- D. Both fiction and nonfiction passages can be divided into several sections, so this is not a discerning feature.

3 Which sentence from “Why Do We Dream?” contains a simile?

- A** You are flying through the clouds.
- B** Down below, the earth looks like a patchwork quilt.
- C** The beautiful bird reaches out and shakes your arm.
- D** You are back in your own bedroom.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.4: Students will find textual evidence of literary devices:

- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

Depth-of-Knowledge: 1

This item is a DOK 1 because it simply requires the student to recognize a simile.

Distractor Rationale

- A. A simile is a comparison between two things. Nothing is being compared in this sentence.
- B. Correct. The way the earth looks from a cloud is being compared to a patchwork quilt.**
- C. A simile is a comparison between two things. Nothing is being compared in this sentence.
- D. A simile is a comparison between two things. Nothing is being compared in this sentence.

4 Which statement in the article is an opinion?

- A** Scientists have been trying to answer that question for hundreds of years.
- B** One study showed that people learning new activities dreamed much more often.
- C** Two-thirds of the students dreamed about their problems.
- D** That must have been one scary nightmare!

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.6: Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

Depth-of-Knowledge: 2

This is a DOK 2 because the student must be able to recall what an opinion is and then apply that information to a set of sentences to determine which one meets that criteria.

Distractor Rationale

- A. This is a fact which can be measured.
- B. This is a fact that can be verified by the scientific study.
- C. This is a fact that can be verified by Barrett's study.
- D. **Correct.** This is an opinion about the Frankenstein inspiration Mary Shelley had from a dream.

5 In paragraph 2, the word theories means

- A** ideas.
- B** plans.
- C** pictures.
- D** questions.

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

4.4.R.2: Students will use context clues to clarify the meaning of words.

Depth-of-Knowledge: 2

This item is a DOK 2. The student draws meaning from surrounding text and makes a near inference to determine the meaning of the word.

Distractor Rationale

- A. Correct.** “Ideas” is correct because the word “theories” means systems of ideas intended to explain something.
- B.** The word “theories” means systems of ideas intended to explain something, not plans.
- C.** The word “theories” means systems of ideas intended to explain something, not pictures.
- D.** The word “theories” means systems of ideas intended to explain something, not questions.

6 An antonym for remember in paragraph 7 is

- A** enjoy.
- B** forget.
- C** create.
- D** describe.

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

4.4.R.1: Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

Depth-of-Knowledge: 1

This item is a DOK 1 because it requires very basic comprehension of the text and recall to respond.

Distractor Rationale

- A.** This is not the antonym for “remember” which means to recall.
- B. Correct.** This is the opposite for the word “remember” which means to recall.
- C.** This is not the antonym for “remember” which means to recall.
- D.** This is not the antonym for “remember” which means to recall.

7 Why are the section headings in bold print?

- A** to help the reader with new information
- B** to help the reader find important information quickly
- C** to help the reader understand the information better
- D** to help the reader remember the most important information

Standard 6: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

4.6.R.2: Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to comprehend informational texts.

Depth-of-Knowledge: 1

This item is a DOK 1 because students must simply recall why headings are used in a text.

Distractor Rationale

- A. The section headings in bold print will not help the reader with new information presented.
- B. Correct. By looking at the topics of the section headings in bold print, the reader can locate particular information.**
- C. The section headings in bold print will not help the reader with understanding the new information presented.
- D. The section headings in bold print will not help the reader to remember the new information presented.

You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.

The American Buffalo



- 1 The state animal of Oklahoma is the American buffalo. It is most closely related to the European bison and the Canadian woods bison. A bison is another name for a buffalo. A long time ago it could weigh as much as 5,000 pounds. But, over the years, the American buffalo has slimmed down. Today, it weighs from 800–2,000 pounds and stands about six feet tall. People recognize the American buffalo by the large size of its head and the high hump on its shoulders. It is also recognized by its thick, dark brown, shaggy hair. It is a very impressive animal.
- 2 The American buffalo came to North America from Asia. The animals crossed a land bridge that once connected Asia to Alaska. Before long, millions of buffalo freely roamed the prairies of America. The large herds of the American buffalo were part of the landscape. This was quite a beautiful sight.
- 3 Buffalo were an important part of Native American life as Native Americans could not survive without them. They hunted them for food and used their hides to create shelter and clothing. Native Americans made sure they used every part of the animal. They were not wasteful. But things changed when the settlers arrived.
- 4 Many of the settlers were trappers and traders. They began killing the American buffalo to sell. They would send the hides of the buffalo by train or wagon back east. These settlers did not have the same respect for the buffalo as the Native Americans. These settlers killed more than what they needed. Some settlers came to shoot the animals for sport. The situation for the American buffalo only got worse as time went on. There were fewer and fewer of them. Soon there were only a few thousand of the American buffalo left. They were on their way to becoming extinct.
- 5 Today, many people are working to help the American buffalo. They want to protect them. They want to see their numbers increase. There is a herd of buffalo in Yellowstone National Park. This herd is carefully protected. There are private groups who also want to preserve the American buffalo. Similar efforts will help guarantee the future of the American buffalo.

Read this passage, which goes with the previous passage. Then answer the questions that follow.

Seeing Buffalo

We went to the Bad Lands,
My family and me.
It was buffalo
We hoped to see.
5 We drove through the park
Until it was nearly dark.
Looking. Looking. Looking.
We came to the top of a hill
and stopped.
10 Our jaws dropped open,
And our eyes almost popped!
Buffalo filled the valley below.
It was the most amazing sight.
We stared in awe before
15 Finally saying good night.

8 Which sentence best summarizes paragraph 4 of “The American Buffalo”?

- A** Settlers sold buffalo hides for money.
- B** Settlers hunted the buffalo for entertainment.
- C** Settlers did not know how many buffalo there were, and they almost hunted the buffalo out of existence.
- D** Settlers did not value the buffalo in the same way others did, which almost caused the buffalo to die out.

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

4.2.R.4: Students will summarize facts and details from an informational text.

Depth-of-Knowledge: 2

This item is labeled as DOK 2 because the student needs to not only have a deeper comprehension of the text than a DOK 1, but also because the student must draw meaning from the text, specifically paragraph 4, and determine which sentence best summarizes the important ideas in the paragraph.

Distractor Rationale

- A. This is just one detail presented in paragraph 4.
- B. This is just one detail presented in paragraph 4.
- C. This is not a detail presented in paragraph 4.
- D. **Correct.** This sentence summarizes the main ideas presented in paragraph 4.

Drag and drop **two** boxes into the table to show the features of informational text and poetry.

To drag a box, click and hold the box, and then drag it to the desired space. To change a box click and hold it, and then drag it back to the desired space.

it gives information that can be proven.

it has a beginning, middle, and end.

it has characters.

it tells a story.

it contains rhyme.

"The American Buffalo" is informational because	"Seeing Buffalo" is a poem because
it provides facts about the American buffalo.	
	it is organized using stanzas.

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

4.2.R.2: Students will compare fiction, poetry, and nonfiction to distinguish various genres.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand the differences between genres and then apply that knowledge to the passage to determine its genre.

Distractor Rationale

"The American Buffalo" is informational because	"Seeing Buffalo" is a poem because
it provides facts about the American buffalo.	it contains rhyme.
it gives information that is true.	it is organized using stanzas.

10 Which sentence from “The American Buffalo” supports the statement “These settlers did not have the same respect for the buffalo as the Native Americans”?

- A** They want to protect them.
- B** This herd is carefully protected.
- C** Many of the settlers were trappers and traders.
- D** These settlers killed more than what they needed.

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

4.2.R.1: Students will determine the key details that support the main idea of a text.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to perform mental processing that is more than simple recall. The student must comprehend what the culled sentence means and then determine which answer supports that idea.

Distractor Rationale

- A. Wanting to protect the buffalo does not support the idea of not having the same respect for the buffalo.
- B. Carefully protecting the herd does not support the idea of not having the same respect for the buffalo.
- C. The fact that many settlers were trappers and traders does not directly support the idea of not having the same respect for the buffalo.
- D. **Correct.** The idea of the settlers killing more buffalo than what was needed does support the idea of not having the same respect for the buffalo.

The information in a citation follows this order:
author, title, year of publication.

Drag the information into the boxes to show the correct order of the citation. To drag the information, click and hold the information, and then drag it to the desired space. To change the information, click and hold it, and then drag it back to the original location.

Chapter 3

Fowler, Ebonie

2022

Tulsa, OK

Little Eagle Publisher

"The Amazing Buffalo"

Standard 6: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

4.6.W.2: Students will organize information found during research, following a modified citation style (i.e., author, title, publication year).

Depth-of-Knowledge: 1

This item is a DOK 1 because the student is completing the citation using scaffolding provided in the stem.

Distractor Rationale

The information in a citation follows this order:
author, title, year of publication.

Drag the information into the boxes to show the correct order of the citation. To drag the information, click and hold the information, and then drag it to the desired space. To change the information, click and hold it, and then drag it back to the original location.

Chapter 3

Fowler, Ebonie

"The Amazing Buffalo"

2022

Tulsa, OK

Little Eagle Publisher

12 The author of “The American Buffalo” most likely wrote this passage

- A** to inform the reader with details.
- B** to persuade the reader with facts.
- C** to entertain the reader with a story.
- D** to share a personal experience with the reader.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.1: Students will determine the author’s purpose (i.e., entertain, inform, persuade) by identifying key details.

Depth-of-Knowledge: 3

This sentence is a DOK 3 because the student must not only have a deep understanding of the text but also be able to go beyond the text and make inferences to come to an answer.

Distractor Rationale

- A. Correct.** This passage presents historical and modern day information about the American buffalo to the reader.
- B.** This passage presents historical and modern day facts about the American buffalo and is not trying to persuade the reader.
- C.** This passage presents historical and modern day facts about the American buffalo and is not entertaining the reader with a story.
- D.** This passage presents historical and modern day facts about the American buffalo and is not sharing a personal experience with the reader.

13 “The American Buffalo” is told from which point of view?

- A** first person by someone who works to help buffalo
- B** first person by someone who hunts buffalo
- C** third person by an unknown narrator
- D** third person by an unknown settler

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.2: Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

Depth-of-Knowledge: 2

This is a DOK 2. In this item, the student must recall what the different points of view are and apply that knowledge to determine the correct response to the question.

Distractor Rationale

- A.** The passage is not written in the first person.
- B.** The passage is not written in the first person.
- C. Correct.** The passage is written by an unknown narrator relating information as an outsider looking in and using the pronoun “they.”
- D.** The passage is not written in the third person by an unknown settler.

14 Describe how the author structures paragraphs 4 and 5 of “The American Buffalo.” Provide details from the passage to support your answer.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.7: Students will distinguish the structures of an informational text:

- cause/effect
- problem/solution
- description
- sequential

Depth-of-Knowledge: 2

This is a DOK 2 because the student is required to deeply understand the text, paragraphs 4 and 5 in particular. Then the student must be able to identify which structure is being applied and also be able to provide evidence that supports their response. The student communicates this through a written response rather than a choice response.

Correct Response:

Score	Description
2	The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 4 and 5. The details provided are based on the text and is relevant to the task.
1	The response fulfills some requirements of the task by describing or attempting to describe how the author of “The American Buffalo” structures paragraphs 4 and 5, but some of the supporting details may lack specificity or are 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 author of “The American Buffalo” uses problem and solution to structure paragraphs 4 and 5.

Possible supporting details:

- The author uses words and phrases to indicate a problem.
 - “These settlers killed more than what they needed.” (paragraph 4)
 - “Soon there were only a few thousand of the American buffalo left.” (paragraph 4)
 - “They were on their way to becoming extinct.” (paragraph 4)
- The author uses words and phrases to indicate people are working towards a solution.
 - “Today, many people are working to help the American buffalo.” (paragraph 5)
 - “There is a protected herd of buffalo in Yellowstone National Park.” (paragraph 5)
 - “There are private groups who also want to preserve the American buffalo.” (paragraph 5)
 - “Similar efforts will help guarantee the future of the American buffalo.” (paragraph 5)

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

15 Why did the attitudes about buffalo change?

- A People realized that buffalo were going to disappear.
- B People realized that buffalo were becoming too small.
- C People realized that others depended on buffalo for survival.
- D People realized that buffalo were not crossing the land bridge anymore.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.5: Students will answer inferential questions using evidence from one or more texts to support answers.

Depth-of-Knowledge: 3

This item is a DOK 3. The student must have a strong understanding of the passage and also go outside of the passage to make inferences to respond to the question.

Distractor Rationale

- A. **Correct.** Once people realized that the American buffalo was becoming extinct, they began efforts that would preserve and protect the buffalo.
- B. The weight of the buffalo has decreased from long ago, but the passage does not support the idea that that is why people changed their attitude about buffalo.
- C. Although the passage indicates that Native Americans and early settlers depended on the buffalo for survival, the passage does not suggest that people continue to depend on buffalo for survival.
- D. The land bridge no longer connects North America and Asia.

16 Which question would be best to use to find information about preserving the American buffalo?

- A Where can the American buffalo be found besides Yellowstone National Park?
- B When was the American buffalo selected as the state animal of Oklahoma?
- C Why were laws passed to make it unlawful to hunt the American buffalo?
- D What is the lifespan of the American buffalo?

Standard 6: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

4.6.R.1: Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).

Depth-of-Knowledge: 3

This item is a DOK 3. The student must have a strong understanding of the passage and also go beyond the passage to evaluate research questions related to the passage.

Distractor Rationale

- A. This question would not lead to finding information about preserving the American buffalo.
- B. This question would not lead to finding information about preserving the American buffalo.
- C. **Correct.** This question would lead to finding information about preserving the American buffalo because it would help to find out about the laws that were enacted to help preserve the American buffalo.
- D. This question would not lead to finding information about preserving the American buffalo.

17 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 expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

4.5.W.6: Students will use apostrophes to show possession of singular and plural nouns and recognize and remove apostrophes used to form plurals.

Depth-of-Knowledge: 2

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

Distractor Rationale

- A. In the sentence "trees" is a plural noun and needs an apostrophe added after the "s" to make it a plural possessive noun.
- B. Correct. This shows that the leaves on multiple trees are turning brown.**
- C. This is the incorrect way to show the plural possessive of "trees."
- D. "Trees" is the plural form of tree, but it does not show possession.

18 Read the sentence.

My favorite relatives, uncle Juan and aunt Amalia, are coming for a visit.

Which words in the sentence should be capitalized?

- A** uncle, aunt
- B** favorite, relatives
- C** are, coming
- D** a, visit

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

4.5.W.4: Students will capitalize familial relations, proper adjectives, conventions of letter writing, and the first letter of a quotation.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must be able to recall the rules regarding capitalization and also be able to apply them.

Distractor Rationale

- A. Correct.** The familial relationships “uncle” and “aunt” should be capitalized when used in front of their actual names.
- B.** “Favorite” is a common adjective, and “relatives” is a common noun.
- C.** “Are” and “coming” are the verbs in this sentence.
- D.** “A” is an article, and “visit” is a common noun.

19 Read the sentence.

I was surprised to see how much my cousin grows since I last saw him.

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

- A** growing
- B** had grown
- C** will be growing
- D** no change

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

4.5.R.2: Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., children's)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must be able to recall the rules regarding subject-verb agreement and be able to apply them.

Distractor Rationale

- A. This is not a present perfect verb required by this sentence.
- B. Correct. This is the correct past perfect verb required by this sentence.**
- C. This is not a present perfect verb required by this sentence.
- D. This is not a present perfect verb required by this sentence.

20 Read the sentence.

I ran slowly than my friend.

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

- A** slower
- B** most slowly
- C** more slowly
- D** no change

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

4.5.R.2: Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., children's)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

Depth-of-Knowledge: 1

This item is a DOK 1 because the student must follow the rules regarding adverbs.

Distractor Rationale

- A. This is not the correct comparative form for the adverb “slowly.”
- B. This is the superlative form for the adverb “slowly,” not the comparative form.
- C. Correct. This is the correct comparative form for the adverb “slowly.”**
- D. This is not the correct comparative form for the adverb “slowly.”

21 Read the sentences.

The class picnic is next Friday. I cannot go because of my brother's birthday party.

How can the sentences be rewritten as a compound sentence?

- A** The class picnic is next Friday, I cannot go because of my brother's birthday party.
- B** The class picnic is next Friday I cannot go because of my brother's birthday party.
- C** The class picnic is next Friday. And I cannot go because of my brother's birthday party.
- D** The class picnic is next Friday, but I cannot go because of my brother's birthday party.

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

4.5.W.1: Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must be able to recall the different types of sentences and be able to apply the correct punctuation associated with them.

Distractor Rationale

- A. This is an example of a comma splice, which uses a comma to separate two independent clauses.
- B. This is an example of a run-on sentence which does not use a period to separate two independent clauses.
- C. This is an example of a sentence fragment with the word "And" used to begin the second independent clause.
- D. Correct. This sentence contains two independent clauses connected by the coordinating conjunction but and a comma.**

22 Read the sentence.

Bruce and Larry ride their bikes to school every day.

Which group of words in the sentence is a prepositional phrase?

- A** Bruce and Larry
- B** ride their bikes
- C** to school
- D** every day

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

4.5.R.2: Students will recognize parts of speech in sentences:

- irregular possessive nouns (e.g., children's)
- irregular and past participle verbs and verb tense to identify settings, times, and sequences
- subject and verb agreement
- comparative and superlative adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace (i.e., antecedents)
- coordinating conjunctions
- comparative and superlative adverbs
- interjections

Depth-of-Knowledge: 1

This item is a DOK 1 because the student must only identify a prepositional phrase.

Distractor Rationale

- A. This is a compound noun.
- B. This is a verb phrase.
- C. **Correct.** This is a prepositional phrase using the preposition “to” followed by the noun “school.”
- D. This is an adverb phrase.

23 Read the sentence.

The entire team, including the sisters, run during practice.

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

- A** The entire team, including the sisters, ran during practice.
- B** The entire team, including the sisters, runned during practice.
- C** The entire team, including the sisters, running during practice.
- D** no change

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

4.5.W.3: Students will recognize and correct errors in subject and verb agreement

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must be able to recall the rules regarding subject-verb agreement and be able to apply them.

Distractor Rationale

- A. Correct.** “Team,” a collective noun, is the subject and takes a singular past tense verb in this sentence.
- B.** “Runned” is an incorrect past tense of the irregular verb “run.”
- C.** The sentence requires a past tense verb; “running” is the present progressive tense.
- D.** “Team,” a collective noun, is the subject and takes a singular past tense verb in this sentence.

Read this passage. Then answer the questions that follow.

Cracker Jack®

molasses—a thick brown syrup

- 1 Do you like a sweet treat? If so, then Cracker Jack® may be the thing for you. It is made with popcorn, molasses, and peanuts, and it is delicious. The fact that it has been around for over one hundred years proves that.

How It Began

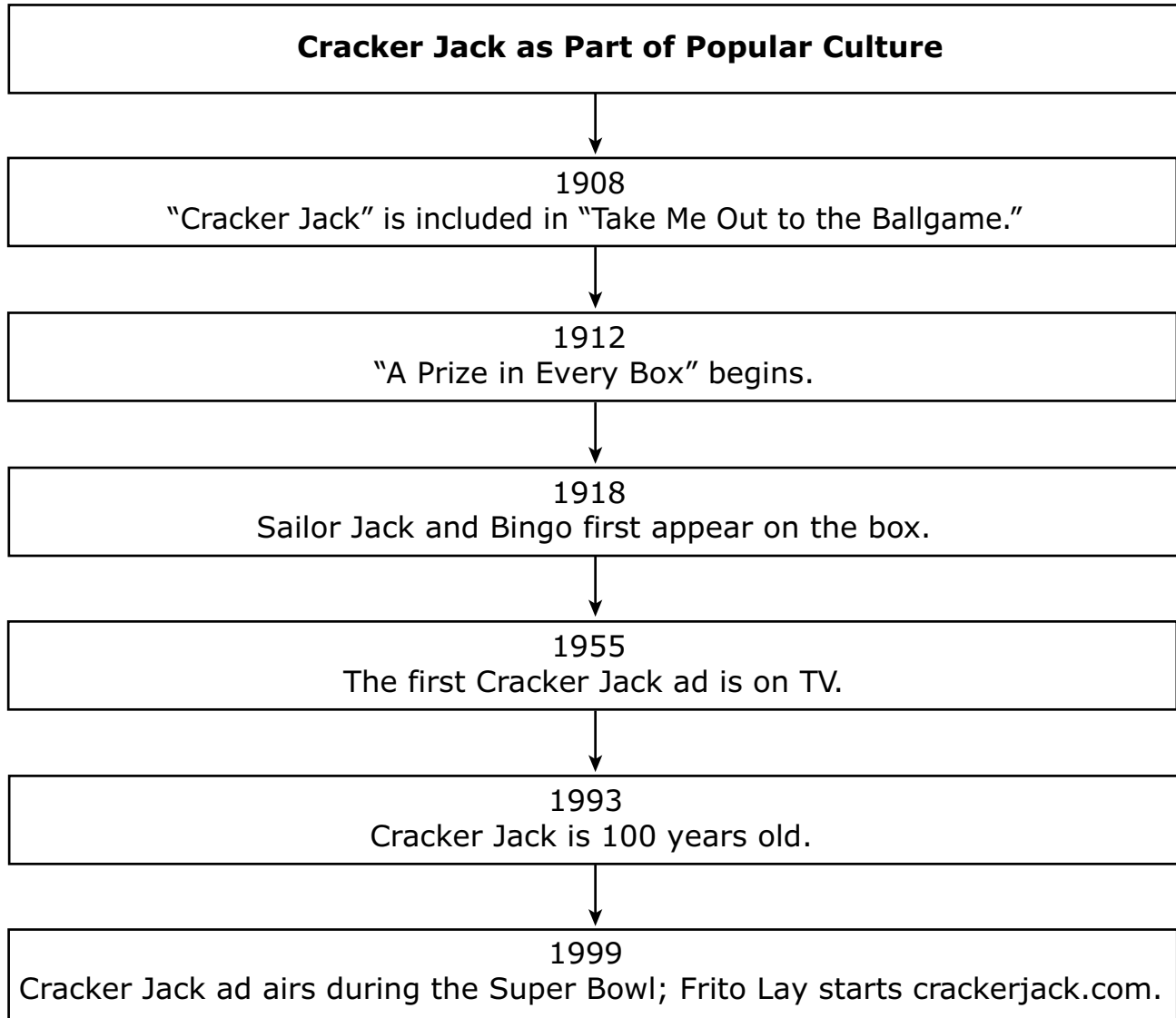
- 2 In 1872, Frederick Rueckheim left Germany and moved to Chicago. He began selling popcorn from a cart to earn money. In 1893, he and his brother Louis got an idea. They mixed popcorn, molasses, and peanuts to sell at the Chicago's World Fair. They called it Candied Popcorn and Peanuts. It was a big hit.
- 3 The brothers soon changed the name to Cracker Jack. The expression "cracker-jack" was used at that time to mean something that was very good. So this treat most likely got its new name because it tasted so good. Their slogan was "The more you eat, the more you want."
- 4 In 1908, the song "Take Me Out to the Ballgame" was written. It included the line "Buy me some peanuts and Cracker Jack." That helped make the snack a part of American culture.

The Package

- 5 There was one problem with the new treat—the mixture would stick together in chunks. So Louis made a formula for a great molasses coating that was crispy and dry. Soon after, Cracker Jack was no longer sold from large tubs. Instead, it was packaged in a wax-sealed box that kept moisture out.
- 6 Cracker Jack made their box with red, white, and blue stripes. They also put a boy named Sailor Jack on the box, along with his dog Bingo. These characters were based on Frederick's grandson and his dog.
- 7 In 1912, the company started putting a prize in every box. Over the years, billions of prizes have been given away. Children are often just as **excited** to find their prize as they are to eat the treat. Today, prizes have to meet safety guidelines, and they must also appeal to both boys and girls. Once a prize is selected, it takes about a year for it to make it into a box.

Recent Times

- 8 Cracker Jack still remains part of the American snack scene today. In addition, many fans of Cracker Jack belong to the Cracker Jack Association. There is also a Cracker Jack Box website. Fans now have a chance to share information about collecting old and new Cracker Jack prizes.



24 A reader can tell the passage is nonfiction because

- A** it is about real people and events.
- B** it has more than one character.
- C** it is written in short sentences.
- D** it takes place in the past.

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

4.2.R.2: Students will compare fiction, poetry, and nonfiction to distinguish various genres.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand the differences between genres and then apply that knowledge to the passage to determine its genre.

Distractor Rationale

- A. **Correct.** A key feature of nonfiction texts is that they share information about people and places who really exist now or have existed in the past.
- B. The number of characters is not a defining feature of nonfiction texts. Nonfiction and fiction texts can have multiple characters.
- C. Short sentences can be in both fiction and nonfiction texts.
- D. Fiction and nonfiction texts can take place in the past.

25 The reader can tell that Cracker Jack

- A** is mainly eaten at sporting events.
- B** has changed its coating many times.
- C** is the most common snack food today.
- D** has been enjoyed for many generations.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.5: Students will answer inferential questions using evidence from one or more texts to support answers.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student uses the information contained in the passage to make an inference.

Distractor Rationale

- A. There is nothing in the passage to suggest that Cracker Jack is mainly eaten at sporting events. Paragraph 4 states that Cracker Jack was mentioned in a song about baseball, but there are no other references to sports in the passage.
- B. Paragraphs 2 and 5 show that the molasses coating has only been changed twice.
- C. This information is not supported by the passage. Paragraph 8 indicates that it is still “part of the snack scene,” but no facts are provided to prove that it is the most common snack food.
- D. **Correct.** Paragraph 1 notes that Cracker Jack was first invented in 1893, and that it was “a big hit.” In 1908, the mention of Cracker Jack in the song “Take Me Out to the Ballgame” made the treat even more popular. Finally, paragraph 8 states that “Cracker Jack still remains part of the American snack scene today,” which supports the idea that it has been enjoyed for many generations.

26 Why did the brothers **most likely** choose the name Cracker Jack?

- A** They had a relative named Jack.
- B** They thought children would like it.
- C** They knew it meant something that is very good.
- D** They thought Candied Popcorn and Peanuts was too long.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.5: Students will answer inferential questions using evidence from one or more texts to support answers.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student uses the information contained in the passage to make an inference.

Distractor Rationale

- A. Paragraph 3 states that at the time Cracker Jack was invented, “cracker-jack” meant something very good. The name Cracker Jack was used to show that the treat itself was very good. In paragraph 6 it notes that the characters used to represent the treat were *based on* the inventor’s grandson, not that they were named after him or any other relative.
- B. While it is probable that the term “cracker-jack” was a popular with children, it is not supported in the passage that children would like a snack named after a popular saying.
- C. **Correct.** “Cracker-jack” meant something very good, and the treat itself was very good. This information is supported by the details in paragraph 3.
- D. While “Candied Popcorn and Peanuts” is a long name, nothing in the passage suggests that anyone thought the name was too long. Rather, they wanted a name that conveyed how tasty the treat was.

- 27** Which sentence from the passage contains an **opinion**?
- A** It is made with popcorn, molasses, and peanuts, and it is delicious.
 - B** Cracker Jack made their box with red, white, and blue stripes.
 - C** These characters were based on Frederick’s grandson and his dog.
 - D** Once a prize is selected, it takes about a year for it to make it into a box.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

4.3.R.6: Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must first know what an opinion and then apply that knowledge to a set of statements in order to select the correct response.

Distractor Rationale

- A. Correct. The first clause contains a fact—the ingredients can be verified. However, not all people will agree that the snack is delicious; it is not information that can be proven.**
- B.** This sentence is a fact. It can be proven by looking at boxes of Cracker Jack.
- C.** This sentence is a fact. It can be confirmed by looking at other sources.
- D.** This information can be verified by calling the company, so it is a fact.

28 Which word is a synonym for **excited** as used in paragraph 7?

- A** thrilled
- B** curious
- C** grateful
- D** contented

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

4.4.R.1: Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must know the definition of a specific word and then identify a different word with a similar meaning.

Distractor Rationale

- A. Correct.** Words that have the same or similar meanings are called “synonyms.” The words “excited” and “thrilled” both mean “extremely pleased.”
- B.** “Curious” relates to one’s attitude towards learning something new. Being excited is not the same as being curious.
- C.** “Grateful” means to be appreciative of “benefits received.” It has a different meaning than “excited.”
- D.** “Contented” means to be satisfied with something. It suggests a calm manner. “Excited” suggests the opposite.

29 Read these sentences from paragraph 2.

They called it Candied Popcorn and Peanuts. It was a big hit.

How could these sentences be rewritten as a compound sentence?

- A** They called it Candied Popcorn and Peanuts, and it was a big hit.
- B** They called it Candied Popcorn and Peanuts and it was a big hit.
- C** They called it Candied Popcorn and Peanuts it was a big hit.
- D** They called it Candied Popcorn and Peanuts, it was a big hit.

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

4.5.W.1: Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to understand what a compound sentence is and then apply that knowledge to create a compound sentence.

Distractor Rationale

- A. Correct.** A compound sentence consists of two independent clauses joined by a comma and a coordinating conjunction that shows the relationship between them.
- B.** Although a coordinating conjunction has been included, it is missing the comma preceding the coordinating conjunction.
- C.** This is a run-on sentence. Two independent clauses have been put together as a single clause.
- D.** A comma has been used to join the two clauses, but it is missing a coordinating conjunction.



SUBJECT	SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (DOK)			
	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
English Language Arts	<p>Requires students to recall, observe, question, or represent facts, simple skills, or abilities. Requires only surface understanding of text, often verbatim recall.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Support ideas by reference to verbatim (or only slightly paraphrased) details in text • Use a dictionary to find meanings of words • Recognize figurative language in a passage • Identify correct spelling or meaning of words 	<p>Requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text or portions of text. Involves ordering, classifying text as well as identifying patterns, relationships, and main points.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Use context to identify unfamiliar words • Predict a logical outcome • Identify and summarize main points • Apply knowledge of conventions of standard American English • Compose accurate summaries of the major events in a narrative 	<p>Requires students to go beyond text. Requires students to explain, generalize, and connect ideas. Involves deep inferencing, prediction, elaboration, and summary. Requires students to support positions using prior knowledge and evidence and to manipulate themes across passages.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Determine effect of author's purpose on text elements • Summarize information from multiple sources • Critically analyze literature • Compose focused, organized, coherent, purposeful prose • Evaluate the internal logic or credibility of a message 	<p>Requires complexity at least at the level of DOK 3 but also an extended time to complete the task, such as conducting a research project over many weeks. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require generating hypotheses and performing complex analyses and connections among texts.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across sources • Describe and illustrate common themes across a variety of texts • Create compositions that synthesize, analyze, and evaluate



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