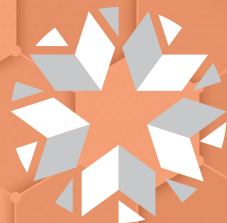


OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS

GRADE 6 ENGLISH LANGUAGE ARTS



OKLAHOMA
Education

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OKLAHOMA SCHOOL TESTING PROGRAM

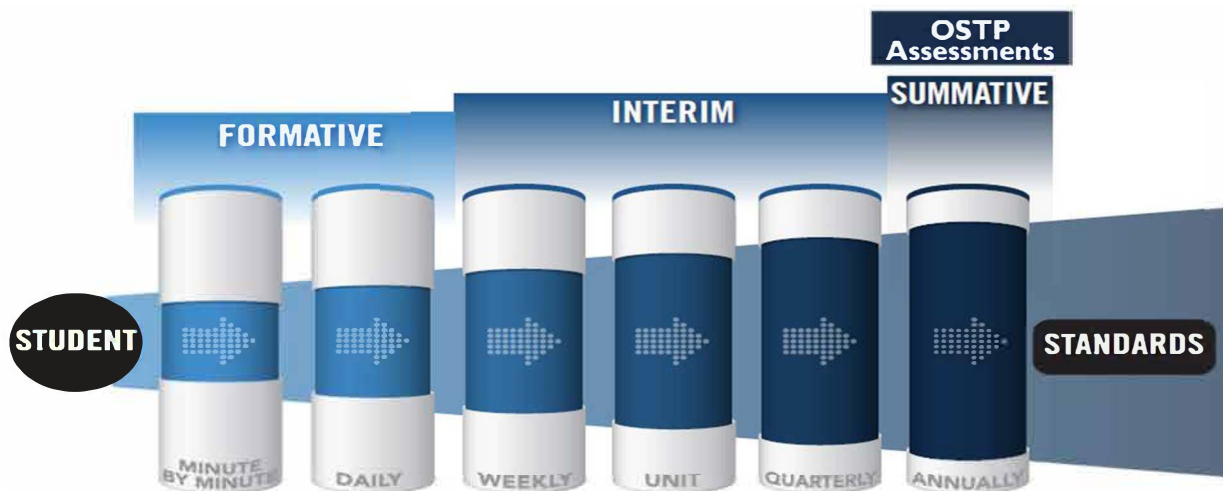
Grade 6 English Language Arts

Purpose

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

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 6 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 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 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 6



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

34–38%

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.

18–22%

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

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

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

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 6 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 6 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 6 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 6 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering the English Language Arts Test	50-60 minutes
Total:	70-80 minutes
Section 2 Grade 6 English Language Arts Online Test Time Schedule	
Distributing login information/logging on	Approximately 10 minutes
Administering the English Language Arts Test	50-60 minutes
Total:	60-70 minutes
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 6 English Language Arts audience.
- All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be “All of the following . . . except.”

Multiple-Choice Item 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 6 English Language Arts include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The 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 6 coursework.
13. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.
14. The material presented is balanced, culturally diverse, well written, and of interest to Grade 6 test level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.
15. Across all forms, a balance of gender and active/passive roles by gender is maintained.
16. Forms attempt to represent the ethnic diversity of Oklahoma students.
17. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be 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 testing vendor.

In summary, Grade 6 English Language Arts test items ask questions that address issues of importance in a text; require students to demonstrate comprehension of and knowledge about literary genres; require students to demonstrate knowledge of grammar, usage, and mechanics; and are consequential, concise, focused, and fair.

Considerations Specific to the Grade 6 English Language Arts Test

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

The passages will be well written and include a variety of sentence types and lengths. They may include dialogue, will reflect Oklahoma's cultural diversity, and will possess sufficient structural

integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 6th-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

A test form will contain at least two reading selections that will allow students to make comparisons and connections between texts.

All passages will be reviewed to eliminate cultural or other forms of bias that might disadvantage any group(s) of students. The passages will avoid subject matter that might prompt emotional distress.

Permission to use selections from copyrighted material will be obtained as necessary.

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

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed or modified items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

Grade	Word Count*	Authentic Literary Selections	Expository Selections
3	200-600	3-6	3-5
4	200-600	4-6	3-5
5	300-700	4-6	4-6
6	300-700	4-6	4-6
7	500-900	4-6	4-6
8	500-900	4-6	4-6

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

It is necessary to create test items that are reliable, fair, and targeted to the OAS standards listed on the following pages. There are some considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that Grade 6 test-level students can relate to and understand.
4. Test items are worded precisely and clearly. The better focused an item, the more reliable and fair it is likely to be, and the more likely all students will understand what is required of them.

5. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion, nor do items contain elements that are offensive to any such groups.
6. With paired passages, all items will follow the final passage.

Overview of Item Specifications

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

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

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

For each standard, the information under the heading “Item Specifications” highlights important points about a test item’s emphasis, format, content limits, and distractor domain. Sample test items are provided with each standard to illustrate these specifications. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single standard as the primary concept.

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

In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations. Sample test items are not intended to predict a student’s performance on the actual test, but rather to allow students to familiarize themselves with the item types and formats that they may see on the test.

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>6.2.R.1 Students will summarize alphabetic and/or multimodal texts, including main idea, to demonstrate comprehension.</p> <p>6.2.R.2 Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.</p> <p>6.2.R.3 Students will paraphrase a paragraph in their own words to demonstrate comprehension.</p> <p>6.2.W.1 Students will routinely and recursively prewrite (e.g., develop ideas and plan).</p> <p>6.2.W.2 Students will routinely and recursively organize and develop ideas to compose a first draft.</p> <p>6.2.W.3 Students will routinely and recursively revise drafts for intended purpose, audience, and organization (e.g., logical order and transitions).</p> <p>6.2.W.4 Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.</p> <p>6.2.W.5 Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).</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

- 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

- 6.3.R.1** Students will compare and contrast stated or implied purposes of authors writing on the same topic from a variety of historical, cultural, ethnic, and global perspectives.
- 6.3.R.2** Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.
- 6.3.R.3** Students will analyze how literary elements contribute to the meaning of a literary text:
- setting
 - plot
 - characters (i.e., protagonist, antagonist)
 - characterization
 - conflict (i.e., internal, external)
 - point of view (i.e., third person limited and omniscient)
- 6.3.R.4** Students will analyze how literary devices contribute to the meaning of a text:
- figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)
 - sound devices (i.e., onomatopoeia, alliteration)
- 6.3.R.5** Students will identify literary elements and devices that impact a text's theme.
- 6.3.R.6** Students will categorize facts included in an argument as for or against an issue.
- 6.3.R.7** Students will analyze how informational text structures support the author's purpose:
- compare/contrast
 - cause/effect
 - problem/solution
 - description
 - sequential
- 6.3.R.8** Students will analyze one or more ideas from a text, providing textual evidence to support their inferences.
- Narrative**
- 6.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots involving characters resolving conflicts
 - unfold in chronological sequence
 - include a narrator, precise language, sensory details, and dialogue to enhance the narrative
 - use sentence variety to create clarity
 - emulate literary elements and/or literary devices from mentor texts

STANDARD 3—CRITICAL READING AND WRITING

OAS OBJECTIVES

Informative

- 6.3.W.2** Students will compose informative essays or reports that:
- objectively introduce and develop topics
 - incorporate evidence (e.g., specific facts, details, charts and graphs, data)
 - maintain an organized structure
 - use sentence variety and word choice to create clarity
 - emulate literary devices from mentor texts

Opinion

- 6.3.W.3** Students will compose argumentative essays that:
- introduce precise claims
 - organize claims and evidence in a logical sequence
 - provide relevant evidence to develop arguments, using credible sources
 - use sentence variety and word choice to create clarity

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>6.4.R.1 Students will analyze the relationships among synonyms, antonyms, and analogies.</p> <p>6.4.R.2 Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.</p> <p>6.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of increasingly complex words.</p> <p>6.4.R.4 Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.</p> <p>6.4.W.1 Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.</p> <p>6.4.W.2 Students will select language in writing to create a specific effect according to purpose.</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 6 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

- 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

- 6.5.R.1** Students will recognize simple, compound, and complex sentences.
- 6.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences:
- nouns
 - verb tense to signify various times, sequences, conditions, and states
 - subject and verb agreement
 - adjectives
 - prepositional phrases
 - reflexive pronouns and their antecedents
 - singular they/them/their
 - subordinating conjunctions
 - adverbs
 - interjections
- 6.5.W.1** Students will compose simple, compound, and complex sentences to add clarity and variety in their writing.
- 6.5.W.2** Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.
- 6.5.W.3** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
- 6.5.W.4** Students will write using correct capitalization mechanics. *Grade of Mastery: 4*
- 6.5.W.5** Students will write using correct end mark mechanics. *Grade of Mastery: 4*
- 6.5.W.6** Students will write using correct apostrophe mechanics. *Grade of Mastery: 5*
- 6.5.W.7** Students will use commas to separate an introductory element from the rest of the sentence and to indicate direct address (e.g., Where are you, Sam?).
- 6.5.W.8** Students will use a colon to introduce a quotation from a source (e.g., According to *National Geographic*, meerkat homes are quite comfortable: “Each burrow is an extensive tunnel-and-room system that remains cool even under the broiling African sun.”).
- 6.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 6.5.W.10** Students will use underlining or italics to indicate titles of works.
- 6.5.W.11** Students will use a semicolon to punctuate compound sentences.

STANDARD 5—LANGUAGE

ITEM SPECIFICATIONS

Emphasis:

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

Format:

- Students will be asked to demonstrate this ability based on an informative/expository selection with embedded errors followed by multiple-choice items.
- Students may also 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 informative/expository selections.
- Test items requiring students to correct the mechanics of sentences and paragraphs should be at or below grade level so that the focus is on the language use rather than reading comprehension.

Distractor Domain:

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

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>6.6.R.1 Students will use their own viable research questions to gather information about a topic.</p> <p>6.6.R.2 Students will record and organize information from various primary and secondary sources.</p> <p>6.6.R.3 Students will determine the relevance and reliability of the information gathered.</p> <p>6.6.W.1 Students will formulate and refine a viable research question.</p> <p>6.6.W.2 Students will develop a clear, concise thesis statement.</p> <p>6.6.W.3 Students will quote findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.</p> <p>6.6.W.4 Students will create research papers and/or projects independently for shorter timeframes (e.g., a single sitting or a day or two).</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. Some selections will be informative/expository selections with embedded errors and citation guides. Selected-response items will include only pertinent information about the citation rules for students to use in order to answer the questions. <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.

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 Pirate Queen

- 1 For generations, pirates have been the subjects of legends filled with peg legs, eye patches, and parrots. But there was once a very notorious pirate who is said to have broken every mold.
- 2 Grace O'Malley was born in Ireland in 1530 with a yearning for the sea. Her father was a sailor, just like his father before him, and she had seen him set sail many times. More than anything, Grace wanted to go with him. When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest. Her family mocked her, nicknaming her "Grace the Bald."
- 3 In those days, young ladies were supposed to get married and have children, and Grace did just that. She and her husband, Donal O'Flaherty—a sea-goer himself—had two sons and a daughter. But being a wife and mother didn't suppress Grace's longing for the sea, and she soon took charge of her husband's fleet.
- 4 At that time, Ireland was falling under English rule. England was enforcing new restrictions, making it unlawful for the Irish to transport goods at sea—which took away the livelihoods of many Irish citizens. Grace believed this was unfair and refused to accept it. Whenever a merchant ship would pass by on its way to trade at the large port of Galway, Grace would sail out in one of her fastest galleys, intercept the ship, and demand that they pay a fee for safe passage. If they refused, she would signal her men to board the ship and take its cargo.
- 5 When her husband died, the law said that Grace was supposed to be given a portion of his property. However, women didn't have many rights back then, and the law was ignored. With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland. The island provided the perfect location from which to monitor the waters along the coast and continue to pirate passing merchant ships.
- 6 Grace wanted to control the entire island—and she did, except for one bothersome little section known as Rockfleet Castle, which was owned by a man named Dick Burke. In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they wanted. When the year was up, Grace is said to have shut herself up in the castle, refusing to come out and sending her husband away.

- 7 When Grace was in her sixties, her sons and brother were taken prisoner in England. Feisty as ever, Grace boldly set sail for England and visited the queen there, asking for their release. It must have been a sight to see: Grace the pirate, clothed in her finest, standing there among England's richly dressed ladies and gentlemen of the court.
- 8 But amazingly, the queen seemed to take a liking to Grace, and they became allies of sorts. The queen agreed to the release of Grace's family, and Grace agreed to fight for the queen's interests at sea.
- 9 Perhaps the Queen of England felt that Grace's skills at sea would serve England well. Or perhaps she recognized in Grace the rare spirit of independence that she herself possessed. Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to.

"The Pirate Queen." Copyright © 2022 by Cognia, Inc.

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

Grace O'Malley

- 1 Born in a castle close to the sea
In the long-ago year of 1530,
Was a fierce little babe named
Grace O'Malley.
- 5 A proper young lady she did not want to be
And she chopped off her hair so she could sail the high seas.
Grace learned to manage a great ship or two
And lead with great skill the unruly crew.
As a result of life's cruel fates
- 10 Grace moved with her people and built new gates.
She watched the sea with an eagle eye
Ships paid her taxes or did not go by.
Grace met with a queen dressed in her best
To save some family from early eternal rest.
- 15 The queen and Grace became friends
And remained so until their ends.

"Grace O'Malley." Copyright © 2022 by Cognia, Inc.

1

A student is creating a chart that identifies common elements of poetry. Complete the table by dragging two sentences into the table to correctly show common elements of poetry.

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

It includes important dates.

It is organized using stanzas.

It has a problem and solution.

It has rhythm.

Common Elements of Poetry
It has rhyme.

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

Depth-of-Knowledge: 1

This item is a DOK 1 because the student must identify the common elements of poetry from a list of possibilities.

Correct

Common Elements of Poetry
It has rhyme.
It has rhythm.
It is organized using stanzas.

Incorrect

Common Elements of Poetry
It has rhyme.
It includes important dates.
It has a problem and solution.

Distractor Rationale

The student is unsure of the common elements of poetry.

2 Why is “Grace O’Malley” considered poetry?

- A** It uses figurative language.
- B** It provides factual information.
- C** It uses a certain rhyme scheme.
- D** It is organized using sequential order.

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

Depth-of-Knowledge: 1

This item is a DOK 1 because the student must identify the common elements of poetry from a list of possibilities.

Distractor Rationale

- A. Figurative language is not unique to poetry and may be found in other genres.
- B. Factual information may be found in certain types of fiction and nonfiction.
- C. **Correct.** Stanzas 3, 4, and 5 follow an AABB rhyme scheme—the first and second lines rhyme and the third and fourth lines rhyme.
- D. Fiction and nonfiction may also be organized sequentially.

3 Which detail from the passage best supports the author’s perspective that Grace O’Malley was a courageous leader?

- A** “When her mother refused to let her go, saying that the sea was no place for young ladies, Grace angrily cut off her long hair in protest.”
- B** “With no husband and no business, Grace decided to take several hundred faithful followers and set up her own pirate fortress on Clare Island, off the coast of Ireland.”
- C** “In a clever business move, Grace arranged to marry Burke, with the agreement that after one year, they could end the marriage if they wanted.”
- D** “Either way, Grace lived out the rest of her life sailing the seas, just as she had always wanted to.”

Standard 3: Students will 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.

Depth-of-Knowledge: 2

This item is a DOK 2. The student needs to have a good understanding of the passage in order to know the author’s perspective and then needs to evaluate details from the passage to come to a conclusion.

Distractor Rationale

- A. This evidence might show that she was courageous to go up against her mother by cutting off her hair, but it does not show that she was a courageous leader.
- B. **Correct.** A person who will go out on her own without any resources to help her and to establish her own fortress while being responsible for hundreds of others is an example of a courageous person.
- C. This evidence does not demonstrate her courageous leadership abilities, just her business acuity.
- D. This does not show her courageous leadership abilities but does show a fulfillment of her lifelong dream.

- 4** In “The Pirate Queen,” how did the author **mainly** structure the information in the selection?
- A** by comparing O’Malley to other pirates of the time
 - B** by organizing the events of O’Malley’s life in sequential order
 - C** by describing the problems O’Malley faced as a female pirate
 - D** by explaining what caused O’Malley to set up her own fortress

Standard 3: Students will 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.

Depth-of-Knowledge: 2

This is a DOK 2 because the student needs a strong understanding of the passage in order to determine which organizational structure is used.

Distractor Rationale

- A. The passage does not detail a comparison of O’Malley to other pirates other than her station in life as a female, so this is not how the passage is structured overall.
- B. Correct. Since this is a biography about O’Malley’s life, the selection is organized with dates and transition words to provide a sequential order about her life.**
- C. The passage does infer some problems that O’Malley faced because she was a female, but this is not how the passage is structured overall.
- D. The passage does detail why O’Malley made the decision to set up her own pirate fortress, but this is not how the passage is structured overall.

- 5** Based on the information in **both** passages, explain why Grace O'Malley felt the need to rebel. Provide evidence from the passages 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.

Depth-of-Knowledge: 3

This item is a DOK 3. The response requires a deep understanding of the passage and of the character, Grace. The student makes near and far inferences using information from the passage and beyond to respond to the question.

Correct Response:

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

Possible responses:

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

Possible evidence for support:

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

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

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

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

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

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

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

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

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

6 Based on information in paragraph 5 of “The Pirate Queen,” what does the word **unruly** mean in line 8 of the poem, “Grace O’Malley”?

- A** not able to measure
- B** not easy to control
- C** well behaved
- D** very friendly

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

Depth-of-Knowledge: 2

This item is a DOK 2 because the student uses information in a passage to determine the meaning of a word.

Distractor Rationale

- A. There is nothing being measured in paragraph 5. Further, the root word “ruly” is not related to measurement. It means “obedient” or “orderly.”
- B. Correct. The information in paragraph 5 states that Grace and her followers “set up a pirate fortress,” and that they “...continu(ed) to pirate passing merchant ships.” Pirates are not known for their obedient behavior.**
- C. Although “well behaved” fits in the poem, paragraph 5 does not suggest that the crew was “well behaved.”
- D. Although “very friendly” fits in the poem, paragraph 5 does not suggest that the crew was “very friendly.”

7 In “The Pirate Queen,” which meaning is the **best** definition of **intercept** as it is used in paragraph 4?

- A** to stop
- B** to race
- C** to enter
- D** to change

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

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must comprehend the text, particularly in paragraph 4 and make inferences in order to determine the meaning of a word.

Distractor Rationale

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

- 8** A student wants to use the poem "Grace O'Malley" in a paper. To cite this poem using MLA style, the student should use the following format: the author, title, source of the poem, publisher, publication date, and location.

Which citation should the student use?

- A** "Grace O'Malley" by T.G. Terry. Published in *The Book of Irish Poems* written in 1985, pp 403.
- B** Terry, T. G. "Grace O'Malley." *The Book of Irish Poems*, Lucent Publishers, 1985, pp. 403.
- C** *The Book of Irish Poems*, "Grace O'Malley," Lucent Publishers, 1985, pp. 403.
- D** 1985, Terry, T.G. "Grace O'Malley. Lucent Publishers, pp. 403.

Standard 6: Students will synthesize information ethically through speaking and writing.

Depth-of-Knowledge: 1

This item is a DOK 1 because the student is provided the necessary information for the citation in the stem and identifies a citation that contains the same information.

Distractor Rationale

- A. This choice is missing the name of the publisher; further, the elements are in the wrong order.
- B. Correct. This citation includes all the elements in the correct order needed for the poem "Grace O'Malley."**
- C. This choice is missing the author of the poem, and the elements are in the wrong order.
- D. This choice is missing the source of the poem, and the elements are in the wrong order.

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

- A** *The Irish Economy from 1400–1650*
- B** *Women Sailors on the High Seas*
- C** *A History of English Royalty*
- D** *A Guide to Ships of the Past*

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

Depth-of-Knowledge: 3

This item is a DOK 3. The correct response requires that the student have a strong understanding of the information in the passage and use that information to make an inference about an external resource that will provide relevant information about a topic.

Distractor Rationale

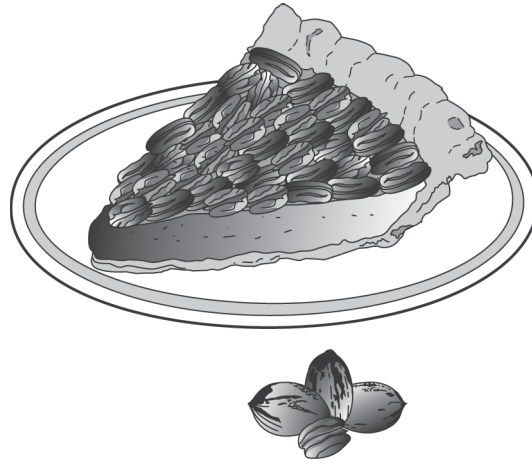
- A. Though O'Malley was Irish, a book about the Irish economy during the time she lived would not provide relevant information about O'Malley.
- B. Correct. Since O'Malley was a female pirate, a book about women sailors would provide the most relevant information about O'Malley.**
- C. A book about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

Read this passage. Then answer the questions that follow.

The Okmulgee Pecan Festival

- 1 Every year something big happens in Okmulgee, Oklahoma. Thousands of guests flock to the town. How does this small place lure so many visitors? Simple. Each June they bake the world's biggest pecan pie. Then they invite everyone in the state to come enjoy a piece! The result is a fun time and full stomachs for everyone.
- 2 Okmulgee lies just off US Highway 75. It's a hop, skip, and a jump from Tulsa, and it's a short two-hour drive from Oklahoma City. Most of the time, Okmulgee is a quiet, little town. However, that changes each June when the Okmulgee Pecan Festival opens. It transforms the town into one of Oklahoma's most famous sites.
- 3 Although the festival has gone on for years as a local celebration, it didn't become famous until the late 1980s. In the early 1980s, Okmulgee held a friendly contest with a town in Georgia. The two towns competed to see who could make the largest pecan pie. They passed the title back and forth many times over the years.
- 4 Then in 1989, Okmulgee became serious about the competition. The town invited people from the local campus of Oklahoma State University to help. Together the town and the school's culinary (cooking) department claimed a big victory.
- 5 The winning pie measured nearly 42 feet across. That is about as long as a school bus. It weighed 14 tons. That's heavier than a full-grown African elephant! The list of ingredients included 77,700 cups of flour and more than 64,000 eggs. The main ingredient, of course, was more than 3,000 pounds of shelled pecans.
- 6 Since 1989, Okmulgee has claimed more pecan prizes. It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party. Its festival is famous throughout the state.
- 7 Kris Williams, who led the 2004 festival planning team, wants to keep it that way. "Our festival has long been one of the best in the state," he said. "We want to keep it one of the best."

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



"The Okmulgee Pecan Festival." Copyright © 2022 by Cognia, Inc.

10

A student is creating a paraphrase of paragraph 2. Drag two sentences into the appropriate boxes to complete the paraphrase.

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

Generally, it is a peaceful town.

It is possible to get there in two hours.

In June, the Okmulgee Pecan Festival makes the city a popular place.

Many people enjoy eating pecans.

Okmulgee, located just off a major highway, is close to two large cities.

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

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to comprehend the text and rephrase it while maintaining fidelity to the text.

Correct

Okmulgee, located just off a major highway, is close to two large cities.
Generally, it is a peaceful town.
In June, the Okmulgee Pecan Festival makes the city a popular place.

Incorrect

Okmulgee, located just off a major highway, is close to two large cities.
It is possible to get there in two hours.
Many people enjoy eating pecans.

Distractor Rationale

The incorrect answer contains information that is not in the specific paragraph.

11 Which detail would be the least important to include in a summary of this passage?

- A** Kris Williams led the planning team in 2004.
- B** Each year, thousands of tourists visit Okmulgee for the pecan festival.
- C** Since 1989, the pecan festival has claimed other prizes for Okmulgee.
- D** The Okmulgee Pecan Festival is held each year during the month of June.

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

Depth-of-Knowledge: 2

This item is a DOK 2. The response requires comprehension of the passage in order to determine relevant main ideas and details. The student uses that knowledge to evaluate presented details to make a choice.

Distractor Rationale

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

12 Read a student's paraphrase of paragraph 2.

Okmulgee, located just off a major highway, is close to two large cities.
Generally, it is a peaceful town.

Which sentence **best** completes the paraphrase?

- A** In June, the Okmulgee Pecan Festival makes the city a popular place.
- B** There are many tourists during the summer.
- C** The Okmulgee Pecan Festival is in June.
- D** Many people enjoy eating pecans.

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

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to comprehend the text and rephrase it while maintaining fidelity to the text.

Distractor Rationale

- A. Correct.** This sentence logically follows the preceding sentence and includes the necessary information to form a paraphrase.
- B.** This information is not contained in paragraph 2.
- C.** While this sentence contains relevant information, it is incomplete.
- D.** This information is not contained in paragraph 2.

13 What is the main idea of paragraphs 6 through 8?

- A** The Okmulgee Pecan Festival has been held since 1989 and owns world records for the largest pastries ever baked.
- B** The Okmulgee Pecan Festival appeals to a wide audience because there are many different activities.
- C** The Okmulgee Pecan Festival has a reputation for being an outstanding festival because of constant efforts by the planning teams.
- D** The Okmulgee Pecan Festival planning team meets every year to make sure the festival continues to be the best in the state.

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

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must draw meaning from the passage, and paragraphs 6 through 8 in particular, to determine the main idea.

Distractor Rationale

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

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

- A** The result is a fun time and full stomachs for everyone.
- B** Together the town and the school's culinary (cooking) department claimed a big victory.
- C** That's heavier than a full-grown African elephant!
- D** It now owns world records for largest pecan brownie, largest pecan cookie, and biggest pecan party.

Standard 3: Students will 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.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to have a clear understanding of the passage in order to determine which detail supports an argument.

Distractor Rationale

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

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

- A** by giving a brief history of the pecan festival
- B** by comparing the pecan festival to other festivals
- C** by describing how problems with the festival were solved
- D** by explaining step-by-step how the festival was organized

Standard 3: Students will 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.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to have a strong understanding of paragraphs 3 through 6 in order to make a determination about how they are organized.

Distractor Rationale

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

16 In paragraph 7, Kris Williams states that, “Our festival has long been one of the best in the state.” Explain what type of organized evidence the author could add to support that claim. Provide details from the passage to support your answer.

Standard 3: Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

Depth-of-Knowledge: 3

This item is a DOK 3 because the student must analyze the passage to determine what additional information from outside the passage could help the author support a particular claim.

Scoring:

Rubric

Score	Description
2	The response fulfills the requirements of the task by explaining evidence the author could add to support that claim and provides details from the passage to support the answer. The information provided is based on the text and is relevant to the task.
1	The response fulfills the requirements of the task by explaining evidence the author could add to support that claim and provides details from the passage to support the answer. The information provided is based on the text and is relevant to the task.
0	The response fulfills the requirements of the task by explaining evidence the author could add to support that claim and provides details from the passage to support the answer. The information provided is based on the text and is relevant to the task.
Blank	no response

Sample Response

Possible responses include:

A chart, graph, or data point showing how the number of attendees has increased over time.

“Thousands of guests flock to the town.” (paragraph 1)

A chart showing the types and numbers of awards the festival has been awarded.

“Since 1989, Okmulgee has claimed more pecan prizes.” (Paragraph 6)

A list of specific musicians, arts and crafts booths, and carnival rides or attractions.

“Live music, arts and crafts booths, and a carnival are part of the annual event.” (Paragraph 8)

Other responses are acceptable if supported by relevant evidence.

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

- A** What is the title of your favorite book?
- B** My school won the district basketball title.
- C** A car's title document lists the official owner.
- D** She was given the title of Assistant Manager.

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

Depth-of-Knowledge: 2

This item is a DOK 2. The response requires the student to determine the meaning and usage of a word and apply that knowledge to respond to the question.

Distractor Rationale

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

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

The Life of Will Rogers—Part 1

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

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

"The Life of Will Rogers—Part 1." Copyright © 2022 by Cognia, Inc.

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

- A** The events of World War I remained fresh in American minds, many people had suffered through illness during a terrible flu epidemic.
- B** The events of World War I remained fresh in American minds because many people had suffered through illness during a terrible flu epidemic.
- C** The events of World War I remained fresh in American minds. And many people had suffered through illness during a terrible flu epidemic.
- D** no change

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

Depth-of-Knowledge: 2

This item is a DOK 2. It requires the student to recall what a compound sentence is and use that information to make a revision to an existing sentence.

Distractor Rationale

- A. By inserting a comma between these two sentences without including a coordinating conjunction, this becomes a comma splice, a type of run-on sentence, not a compound sentence.
- B. By inserting the subordinate conjunction “because” between these two sentences, this becomes a complex sentence, not a compound sentence.
- C. Beginning the second sentence with the conjunction “And” makes the second sentence a clause that cannot stand by itself, and a compound sentence has not been formed.
- D. **Correct.** The use of the coordinating conjunction “and” preceded by a comma correctly combines the two sentences into a compound sentence.

19 What change, if any, should be made to the verb was worried in lines 3 and 4?

- A** are worried
- B** am worried
- C** were worried
- 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.

Depth-of-Knowledge: 1

This is a DOK 1 because the student applies knowledge about subject-verb agreement.

Distractor Rationale

- A. Because the subject “people” is plural and the sentence is in the past tense, the use of “are” is incorrect.
- B. Because the subject “people” is plural and the sentence is in the past tense, the use of “am” is incorrect.
- C. Correct. For correct subject and verb agreement, the auxiliary “were” is the correct form to use with the past tense verb “worried” to agree with the plural subject “people.”**
- D. Because the subject “people” is plural and the sentence is in the past tense, the use of “was” is incorrect.

20 What change, if any, should be made to Americas’ in line 6?

- A** Americas
- B** America’s
- C** Americas’s
- D** no change

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

Depth-of-Knowledge: 1

This is a DOK 1 because the student applies knowledge about possessives.

Distractor Rationale

- A. The proper singular noun “America” needs to be possessive and requires an apostrophe before the “s.”
- B. Correct. The proper singular noun “America” needs to be possessive and requires an apostrophe before the “s.”**
- C. This form is incorrect because the proper singular noun “America” needs to be possessive and requires an apostrophe before the “s,” not an additional “s.”
- D. This would be correct if the proper noun was plural, but it is singular, so the apostrophe and “s” must come after “America.”

21 What change, if any, should be made to the reflexive pronoun hissel in line 12?

- A** his
- B** him
- C** himself
- 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.

Depth-of-Knowledge: 1

This is a DOK 1 because the student applies knowledge about reflexive pronouns.

Distractor Rationale

- A. “His” is a possessive pronoun, not a reflexive pronoun.
- B. “Him” is an objective pronoun, not a reflexive pronoun.
- C. **Correct. “Himself” is a reflexive pronoun.**
- D. “Hissel” is an incorrect example of a reflexive pronoun.

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

The Life of Will Rogers—Part 2

13 Rogers continued performing as a trick roper even after he returned to the United
14 States. For nearly ten years, he traveled with the Wirth Brothers Circus. Then, in
15 1915, he received a lucky offer. Legendary showman Florenz Ziegfeld asked
16 Rogers to appear in one of his stage shows. The show was called the Ziegfeld
17 Follies. The appearance was supposed to last only one week, but Rogers was a big
18 hit with the crowds. Ziegfeld asked him to stay with the show, he continued
19 performing in the follies. Rogers performed in the follies for several months.
20 Rogers did excellent rope tricks, but he was more popular for his humor than his
21 roping. Rogers realized that performing in the follies was different from doing
22 tricks for the circus. The circus traveled from town to town. Even when it played
23 the same town for several days different people watched the shows. This meant
24 Rogers could perform it over and over again.

"The Life of Will Rogers—Part 2." Copyright © 2022 by Cognia, Inc.

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

- A** Ziegfeld asked him to stay. With the show, he continued performing in the follies for several months.
- B** Ziegfeld asked him to stay with the show, and he continued performing in the follies for several months.
- C** Ziegfeld asked him, to stay with the show, continue performing in the follies, and perform in the follies for several months.
- D** no change

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

Depth-of-Knowledge: 2

This item is a DOK 2. The student needs to evaluate the sentence to determine its error and make a correction.

Distractor Rationale

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

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

- A** days, different
- B** days: different
- C** days; different
- D** no change

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

Depth-of-Knowledge: 1

This item is a DOK 1. The response requires the student to apply the rules surrounding punctuation in complex sentences.

Distractor Rationale

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

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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