

OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND
ITEM SPECIFICATIONS **ENGLISH LANGUAGE ARTS**
GRADE 4



OKLAHOMA STATE DEPARTMENT OF
EDUCATION
— CHAMPION EXCELLENCE —

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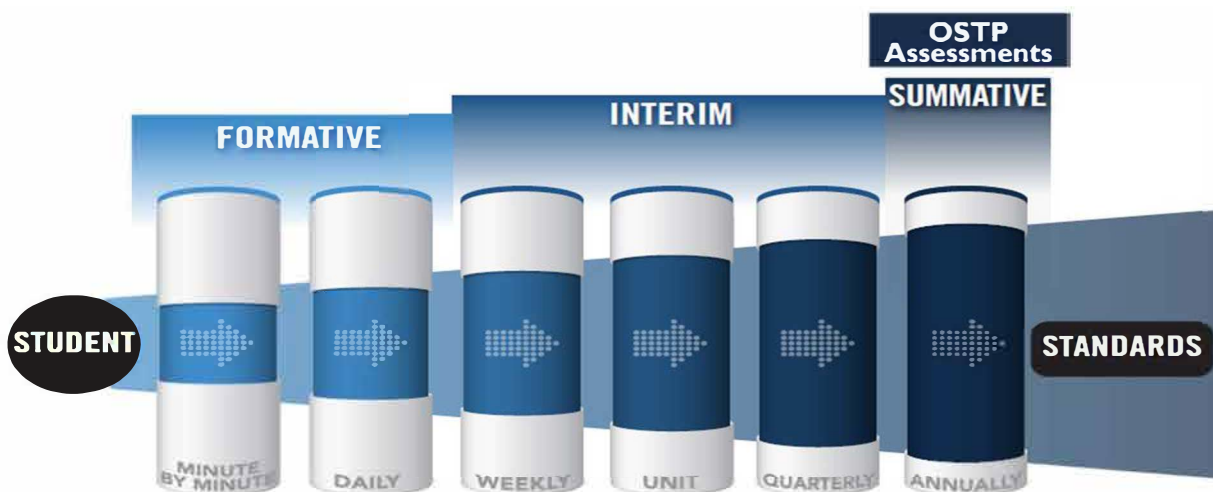
Grade 4 English Language Arts

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.

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

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



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

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

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

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

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

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

Test Structure, Format, and Scoring

The Grade 4 English Language Arts operational test is administered in two sections over the course of two sessions. Each section of the test consists of approximately 25 operational items and 5 field-test items.

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

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

Test Alignment with Oklahoma Academic Standards (OAS)

Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards

1. Categorical Concurrence

The test is constructed so that there are at least six items measuring each assessable OAS (Standards 2–6). The number of items, six, is based on estimating the number of items that could produce a reasonably reliable estimate of a student's mastery of the content measured.

2. Range-of-Knowledge Correspondence

The test is constructed so that each OAS standard has at least one corresponding assessment item.

3. Source of Challenge

Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

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 number of test items by standard of the Oklahoma Academic Standards (OAS).

| IDEAL PERCENTAGE OF ITEMS | STANDARDS |
|---------------------------|---|
| 30–34% | STANDARD 2: READING AND WRITING PROCESS Students will use a variety of recursive reading and writing processes. |
| 18–22% | STANDARD 3: CRITICAL READING AND WRITING Students will apply critical thinking skills to reading and writing. |
| 22–26% | STANDARD 4: VOCABULARY Students will expand their working vocabularies to effectively communicate and understand texts. |
| 12–18% | STANDARD 5: LANGUAGE Students will apply knowledge of grammar and rhetorical style to reading and writing. |
| 12–18% | STANDARD 6: RESEARCH Students will engage in inquiry to acquire, refine, and share knowledge. |
| 100% | TOTAL: 50 ITEMS |

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



Depth-of-Knowledge Assessed by Test Items

The Grade 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.

Reading

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

Writing/Grammar/Usage and Mechanics

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

These descriptions are taken from the following study:

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

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

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

Universal Design Considerations

Universal Design, as applied to assessments, is a concept that allows the widest possible range of students to participate in assessments and may even reduce the need for accommodations and alternative assessments by expanding access to the tests themselves. In the Oklahoma Grade 4 tests, modifications have been made to some items to simplify and clarify instructions as well as to provide maximum readability, comprehensibility, and legibility. This includes design aspects such as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus.

Online Administration

Test questions will be presented one at a time.

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

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

Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.

Students will be able to use scratch paper for all online assessments. This paper must be taken up and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

Testing Schedules

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

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

| Section 1 Grade 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 |

Item Guidelines

- All items must clearly indicate what is expected in a response and direct students how to focus their responses, and will be written at a reading level appropriate for a Grade 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 Guidelines

- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make. Items may contain graphical elements and/or text extracts.
- Each multiple-choice item stem asks a question or poses a clear problem so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

Constructed-Response Item Guidelines

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

Stimulus Materials

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

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

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 teacher committee that reviews passages provides the final decisions in regards to the readability of a passage.

General Considerations—Oklahoma School Testing Program

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.
2. Test items are varied and address all OAS standards listed in the Test Blueprint.
3. To the greatest extent possible, no item or response choice clues the answer to any other item.
4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard is represented on the test.
5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.
6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C, and D responses.
7. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.
8. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks different from the other answer choices.

9. Order of presentation of item types is dictated by logic (chronological, spatial, etc.).
10. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand it in the same way.
11. The range of items measuring an OAS standard consisting of more than one skill will provide a balanced representation of those skills.
12. Items should be focused on what all students should know and be able to do as they complete their Grade 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 diversity of Oklahoma students.
17. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be taken up and destroyed at the end of the test.
18. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.
19. Permission to use stimuli from copyrighted material is obtained as necessary by 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 for 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 diversity, 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.

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 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 (1 task-oriented/functional) |
|-------|-------------|-------------------------------|---|
| 3 | 200-600 | 3-6 | 3-5 |
| 4 | 200-600 | 4-6 | 3-5 |
| 5 | 300-700 | 4-6 | 4-6 |
| 6 | 300-700 | 4-6 | 4-6 |
| 7 | 500-900 | 4-6 | 4-6 |
| 8 | 500-900 | 4-6 | 4-6 |

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

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

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

1. Each test form contains items assessing all standards and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that Grade 4 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 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.

STANDARDS

STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD

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

OAS OBJECTIVES

- 4.2.R.1** Students will distinguish how key details support the main idea of a passage.
- 4.2.R.2** Students will compare and contrast details in literary and nonfiction/informational texts to discriminate various genres.
- 4.2.R.3** Students will summarize events or plots (*i.e., beginning, middle, end, conflict, and climax*) of a story or text.
- 4.2.R.4** Students will begin to paraphrase main ideas with supporting details in a text.
- 4.2.W.1** Students will develop drafts by categorizing ideas and organizing them into paragraphs.
- 4.2.W.2** Students will edit drafts and revise for clarity and organization.
- 4.2.W.3** Students will correctly spell grade-appropriate words while editing.
- 4.2.W.4** Students will use resources to find correct spellings of words (*e.g., word wall, vocabulary notebook, print and electronic dictionaries and spell-check*).

ITEM SPECIFICATIONS

Emphasis:

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

Format:

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

Content Limits:

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

Distractor Domain:

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

STANDARD 3—CRITICAL READING AND WRITING

OAS STANDARD

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

OAS OBJECTIVES

- 4.3.R.1** Students will determine the author’s purpose (*i.e., entertain, inform, persuade*) and infer the difference between the stated and implied purpose.
- 4.3.R.2** Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
- 4.3.R.3** Students will describe key literary elements:
- setting
 - plot
 - characters (*i.e., protagonist, antagonist*)
 - characterization
 - theme
- 4.3.R.4** Students will find examples of literary devices:
- simile
 - metaphor
 - personification
 - onomatopoeia
 - hyperbole
 - imagery
 - symbolism*
 - tone*
- *Students will find textual evidence when provided with examples.*
- 4.3.R.5** Students will distinguish fact from opinion in a text and investigate facts for accuracy.
- 4.3.R.6** Students will describe the structure of a text (*e.g., description, compare/contrast, sequential, problem/solution, cause/effect*).
- 4.3.R.7** Students will ask and answer inferential questions using the text to support answers.
- Narrative**
- 4.3.W.1** Students will write narratives incorporating characters, plot, setting, point of view, conflict (*i.e., solution and resolution*), and dialogue.
- Informative—Grade Level Focus**
- 4.3.W.2** Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.
- Opinion**
- 4.3.W.3** Students will express an opinion about a topic and provide fact-based reasons as support.

STANDARD 3—CRITICAL READING AND WRITING continued

ITEM SPECIFICATIONS

Emphasis:

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

Format:

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

Content Limits:

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

Distractor Domain:

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

STANDARD 4—VOCABULARY

OAS STANDARD

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

OAS OBJECTIVES

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

ITEM SPECIFICATIONS

Emphasis:

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

Format:

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

Content Limits:

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

Distractor Domain:

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

STANDARD 5—LANGUAGE

| | |
|----------------------------|---|
| OAS STANDARD | <ul style="list-style-type: none">• Students will apply knowledge of grammar and rhetorical style to reading and writing.• Reading—Students will apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.• Writing—Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication. |
| OAS OBJECTIVES | <p>4.5.R.1 Students will recognize pronouns and irregular possessive nouns.</p> <p>4.5.R.2 Students will recognize present perfect verbs and verb tense to identify settings, times, sequences, and conditions in text.</p> <p>4.5.R.3 Students will recognize comparative and superlative adjectives and adverbs.</p> <p>4.5.R.4 Students will recognize preposition phrases and conjunctions.</p> <p>4.5.R.5 Students will recognize the subject and verb agreement.</p> <p>4.5.W.1 Students will capitalize:</p> <ul style="list-style-type: none">• familial relations• proper adjectives• conventions of letter writing <p>4.5.W.2 Students will compose and expand grammatically correct sentences and questions with appropriate commas, end marks, apostrophes, and quotation marks as needed for dialogue.</p> <p>4.5.W.3 Students will compose simple, compound, and complex sentences and questions, create sentences with an understood subject, and correct fragments and run-on sentences.</p> <p>4.5.W.4 Students will compose declarative, interrogative, imperative, and exclamatory sentences.</p> |
| ITEM SPECIFICATIONS | <p>Emphasis:</p> <ul style="list-style-type: none">• Items will require students to recognize and apply appropriate grammar and rhetorical style in texts. <p>Format:</p> <ul style="list-style-type: none">• Students will be asked to demonstrate this ability based on text with embedded errors followed by multiple-choice stand-alone items. <p>Content Limits:</p> <ul style="list-style-type: none">• 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. <p>Distractor Domain:</p> <ul style="list-style-type: none">• 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 share knowledge.• Reading—Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge.• Writing—Students will summarize and paraphrase, integrate evidence, and cite sources to create reports, projects, papers, texts, and presentations for multiple purposes. |
| OAS OBJECTIVES | <p>4.6.R.1 Students will use their own viable research questions to find information about a specific topic.</p> <p>4.6.R.2 Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to interpret a text.</p> <p>4.6.R.3 Students will determine the relevance and reliability of the information gathered.</p> <p>4.6.W.1 Students will generate a viable research question about a specific topic.</p> <p>4.6.W.2 Students will organize information found during research, following a modified citation style (<i>e.g., author, title, publication date</i>) with guidance and support.</p> <p>4.6.W.3 Students will summarize and present information in a report.</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 multiple-choice items. <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. |

PASSAGES & SAMPLE ITEMS

Read the selection below. 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

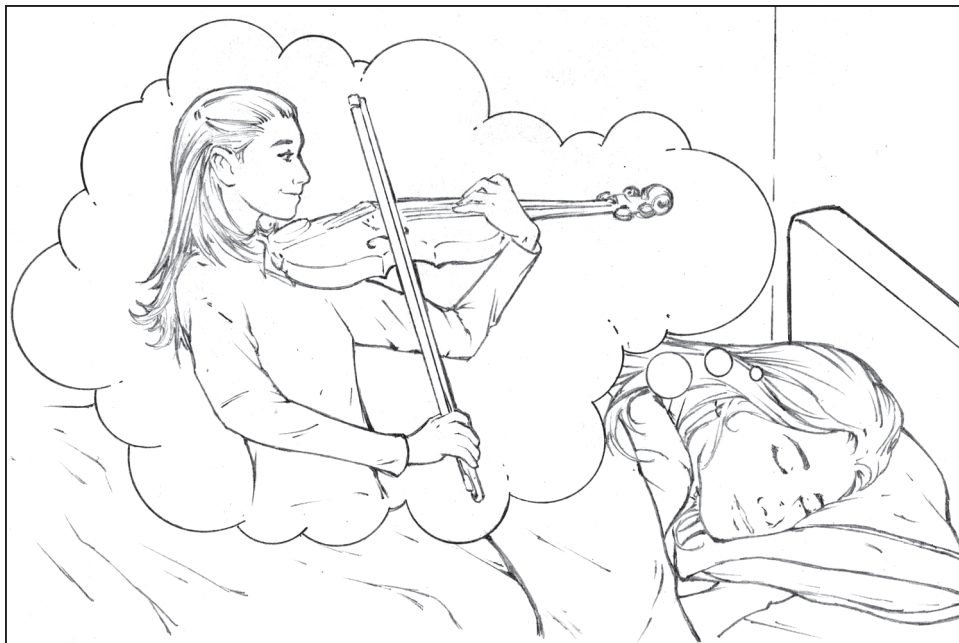
- 5 Dreams may also help people solve problems. Deirdre Barrett of the Harvard Medical School studied this idea. She asked her students to think about a problem they had before going to sleep. What happened? Two-thirds of the students dreamed about their problems. About a third of the students dreamed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

Depth-of-Knowledge: 2

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 increasingly complex literary and informational texts.

Depth-of-Knowledge: 2

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 comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Depth-of-Knowledge: 1

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 comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Depth-of-Knowledge: 2

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 academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

Depth-of-Knowledge: 2

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 academic, domain-appropriate, grade-level vocabularies through reading, word study, and class discussion.

Depth-of-Knowledge: 1

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 comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Depth-of-Knowledge: 1

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.

Read the selection below. Then answer the questions that follow.

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 as a commodity. 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. It was a tragedy.
- 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 protected 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.

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 increasingly complex literary and informational texts.

Depth-of-Knowledge: 2

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.

9 Which sentence from the passage 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 increasingly complex literary and informational texts.

Depth-of-Knowledge: 2

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.

10 The author 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 comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Depth-of-Knowledge: 3

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.

11 “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 comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Depth-of-Knowledge: 2

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.

12 Describe how the author structures paragraphs 3 through 5 of “The American Buffalo.” Provide details from the passage to support your answer.

Standard 3: Students will comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Depth-of-Knowledge: 2

Correct Response:

| Score | Description |
|--------------|---|
| 2 | The response fulfills the requirements of the task by describing how the author of “The American Buffalo” structures paragraphs 3-5. 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 3-5, 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 3-5.

Possible supporting details:

- The author uses words and phrases to indicate a problem.
 - “But things changed when the settlers arrived.” (paragraph 3)
 - “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.

13 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 comprehend, interpret, evaluate, and respond to a variety of complex texts of all literary and informational genres from a variety of historical, cultural, ethnic, and global perspectives.

Depth-of-Knowledge: 3

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.

14 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 comprehend, evaluate, and synthesize resources to acquire and refine knowledge.

Depth-of-Knowledge: 3

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.

15 Read the sentence.

The two trees leaves are turning brown.

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

- A** tree's
- B** trees'
- C** treeses
- D** no change

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

Depth-of-Knowledge: 2

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.

16 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 demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Depth-of-Knowledge: 2

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.

GO ON 

17 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 apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

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.

18 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 apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 1

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”.

19 Read the sentences.

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

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

- 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** no change

Standard 5: Students will demonstrate command of Standard English grammar, mechanics, and usage through writing and other modes of communication.

Depth-of-Knowledge: 2

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. These are two correctly written simple sentences.

20 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 apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 1

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.

21 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 apply knowledge of grammar and rhetorical style to analyze and evaluate a variety of texts.

Depth-of-Knowledge: 2

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.



