Introduction

The English Language Arts (ELA) Test Specifications provide an overview of the structure and content of Ohio's State Test for ELA. This overview includes a description of the test design as well as information on the types of items that appear on the test. A test blueprint is included that identifies the range and distribution of points grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio's ELA test. This document is intended to be a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

General Description of the ELA Tests

In 2017, Ohio's Learning Standards for English Language Arts were revised. Test items are based on these revised standards. Additional supports are provided in the Model Curriculum.

The test is administered online, in two parts, to measure progress toward the standards and to provide instructional data to teachers and administrators.

Test Design

In order to provide flexibility in test administration for school districts, the structure of the test will consist of two parts. Both parts of the test are fixed forms that are administered in an online format. The test contains selected response items that require the student to select a response, and extended response items that require the student to type a response into the computer interface. After the student has completed both parts of the test, his or her scores will be combined to yield a comprehensive view of the student's progress.

Test Blueprint

The following test blueprint displays the distribution of the content standards across the two parts of the test and categories for reporting test results for Grade 6.

Ohio Grade 6 English Language Arts Blueprint

Reporting Categories	Related Standards		Reporting Category Point Range	Total Test Point Range
Reading Literary Text – Approximately 45%			(16-20 points)	**Total Test 60-62 points**
• Key Ideas and Details	RL.6.1, RL.6.2, RL.6.3			
• Craft and Structure	RL.6.4, RL.6.5, RL.6.6			
• Integration of Knowledge and Ideas	RL.6.7, RL.6.9			
• Vocabulary	L.6.4, L.6.5			
Reading Informational Text – Approximately 55%			(20-24 points)	
• Key Ideas and Details	RI.6.1, RI.6.2, RI.6.3 RST.6.1, RST.6.2, RST.6.3	RH.6.1, RH.6.2, RH.6.3		
• Craft and Structure	RI.6.4, RI.6.5, RI.6.6 RST.6.5, RST.6.6	RH.6.5, RH.6.6		
• Integration of Knowledge and Ideas	RI.6.7, RI.6.8, RI.6.9 RST.6.7, RST.6.8, RST.6.9	RH.6.7, RH.6.8, RH.6.9		
• Vocabulary	L.6.4, L.6.5, RST.6.4, RH.6.4			
Writing			(20 points)	
• Argument	W.6.1, W.6.4 – W.6.9 WHST.6.1, WHST.6.4 – WHST.6.9 L.6.1, L.6.2, L.6.3, L.6.5, L.6.6			
• Informative/Explanatory	W.6.2, W.6.4 – W.6.9 WHST.6.2, WHST.6.4 – WHST.6.9 L.6.1, L.6.2, L.6.3, L.6.5, L.6.6			

Reading and Writing Stimuli

Students are presented with a stimulus. A stimulus consists of one or more passages. A passage can be literary, informational, literary non-fiction, or visual. Graphics such as infographics, photographs, tables, and diagrams can be included within a passage or stand alone as an independent passage. The graphics used must be purposeful, clearly connected to the topic, and should supplement the student's understanding.

After reading the stimulus, students respond to a set of reading items. In the case of an extended response, students first respond to the reading items and then to a writing prompt based on the same stimulus. Students provide a text-based response in which they present or analyze information, or support an opinion/argument.

The complexity of the passages used as stimuli should be accessible for the applicable grade. In choosing the passage(s), qualitative and quantitative aspects of text complexity must be balanced by the task considerations required of the reader. During the passage review process, professional judgment, experience, and both qualitative and quantitative data are used to

determine whether the reading level of each selection is appropriate for the grade level. The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position. Thorough and convincing support for ideas must be evident in all stimuli.

Passages used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant, reflect real-world settings or events that are interesting to students, and not be limited to classroom or school-related situations. Passages with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided.

The stimulus will consist of **one to four** passages. The number of passages may vary by grade level. The combined word count of the passages should not significantly exceed the word counts listed in the table below.

Grade Level	Word Count
3	300 - 650
4	350 - 750
5	350 - 750
6	450 - 950
7	450 - 950
8	450 - 950
9	600 - 1100
10	600 - 1100

Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Lexile scores for passages associated with writing prompts should generally be lower than those for passages intended for reading only. The ranges below provide guidelines, but passages are evaluated in their totality.

Grade	Lexile Range
3	420 - 820
4-5	740 - 1010
6-8	925 - 1185
9-10	1050 - 1335

Passages also need to be evaluated based on qualitative measures. Qualitative measures such as the levels of meaning within a text, the complexity of the overall structure used in a text, and the type of language used within the text are important in determining appropriate grade level placement for a passage.

Depth of Knowledge (DOK)

Depth of Knowledge (DOK) refers to the complexity of thinking required to complete a task in a given item. Items with a DOK 1 designation focus on the recall of information, such as definitions and terms, and simple procedures. Items with a DOK 2 designation require students to make decisions, solve problems, make accurate generalizations, or locate supportive details. Items with a DOK 3 designation feature higher-order cognitive tasks such as critiquing a statement and forming a conclusion, explaining, justifying, or proving a statement, or approaching abstract and complex problems. For ELA, 2-3 items will be developed at the DOK 3 level for each set of items written to a passage or passage set. Items with a DOK 4 designation require the need for information to be synthesized, applied, and analyzed. The DOK 4 designation may be used for the development of extended response items in ELA.

Item Format and Interaction Types

Ohio's State Tests are composed of items containing one or several interaction types. An interaction type is the manner in which a response to an item is provided. The items on each ELA test are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. These interaction types are designed to assess deep levels of understanding.

Currently, there are five interaction types that may appear on an ELA computer-based test:

- Selectable Hot Text (HT)
- Table Matching (MI)
- Multiple Choice (MC)
- Multi-Select (MS)
- Extended Response (ER)

These interaction types can stand alone or be combined to create an item. When used together, they will create Evidence-Based Selected Response Items and Multi-Interaction items. For paper-based tests (including those for students with an IEP or 504 plan that specifies a paper-based accommodation), the items will be modified so they can be scanned and scored electronically or hand-scored.

See the table below for a description of each item type. For examples of each interaction described, see the item type tutorials at http://oh.portal.airast.org/resources/student-tutorials-and-tools-spr/.

Item Type	Description
Selectable Hot Text Item (HT)	Excerpted material from the text is presented in this interaction type. When the student hovers over certain words, phrases, or sentences, the options become highlighted. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. Once the text is selected the highlighting remains. For paper-based tests, a "selectable" hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.
Table Matching Item (MI)	The student checks a box to indicate whether information from a column header matches information from a row header. For paper-based tests, the interaction is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the response.

Item Type	Description
Multiple Choice Item (MC)	The student selects the correct answer from among four options. For paper-based tests, the student fills in a circle to indicate the correct response.
Multi-Select Item (MS)	The student is directed to select a certain number of correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. For paper-based tests, the student fills in circles to indicate the correct response.
Extended Response Item (ER)	The student constructs a multi-paragraph response that is typed into the space provided. For paper-based tests, the student will write the response in the space provided in the answer document.
Evidence-Based Selected Response Item (EBSR)	The student is directed to answer a Part A and Part B of a single item. The two parts are composed of the same or different interaction types. These items are worth a total of 2 points. For full credit (2 pts.), a correct response must be provided for Part A and Part B. For partial credit (1 pt.), a correct response must be provided for Part A. Partial credit is not awarded if the answer in Part A is incorrect even if the student answers Part B correctly. For paper-based tests, the interaction is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the response. Points are awarded using the same scoring guidelines as described above.
Multi-Interaction Item	The student is directed to answer two or more parts. The parts are composed of the same or different interaction types. The item is worth a minimum of 2 points and the points are not part dependent. For paper-based tests, the interaction is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the response.

Content Standard	Reading Literature — Key Ideas and Details
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Content Notes	The item should reference explicit details, examples, or textual material as the basis for the answer. The options can be direct quotations from the text or details related to information from the text. Distractors need to be textually accurate but incorrect support for the understanding being demonstrated.
	The item may present details from the text and ask the student to explain what the text states explicitly or what conclusions can be drawn based on explicit information.
	The item may provide an inference or information to be supported by the student through specific references to the text.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 **Example:** Select the sentence that shows [specific character action]. **Example:** Select **two** sentences that support the idea that [an idea about a character].	The item may focus on evidence from the text that is less explicit and requires a conclusion to be drawn. There may be several examples that provide acceptable evidence that are located within a narrow range of the text. The item requires closer examination but concentrates on a specific location in which the student can locate the correct answer. The item focuses on evidence from the text that is somewhat less obviously found in the text. Based on a general statement, which incorporates details from the entire text, the student must locate appropriate evidence. The evidence selected will require the student to draw a conclusion or make an inference in order to make a connection to the general statement provided in the stem.
DOK 3 **Example:** Part A: What inference can be made about [a character]? Part B: Which detail from the passage supports the inference in Part A?	The item may require comprehension of the entire text to arrive at a conclusion. Less explicit evidence may be used as support of the conclusion. The item requires the consideration of several details that, when taken together, allow for a conclusion to be drawn. The item may require an accurate conclusion based on the text along with the evidence or multiple pieces of evidence that support that conclusion.

Content Standard	Reading Literature — Key Ideas and Details
	RL.6.2 Analyze literary text development.
	RL.6.2a Determine a theme of a text and how it is conveyed through particular details. **RL6.2b** Incorporate a theme and story details into an objective summary of the text.
Content Notes	The item may ask the student to use details from a text to determine a theme. A theme may be explicitly or implicitly stated and may be based on the reading of the entire text. Distractors need to be textually plausible but incorrect interpretations of a developed theme. Themes should be constructed as sentences.
	The item may ask the student to identify particular details and explain how they convey a theme. Distractors need to be textually accurate but incorrect support of the theme. The options can be direct quotations from the text or details related to information from the text.
	The item may reference the details that should be used in an objective summary of a text. The objective summary should incorporate both the theme and details that should be included in a summary. Distractors need to be textually accurate but not significant moments that should be included in a summary. Distractors may include options that are not objective summarizations.
	The Example Response Mechanisms may include, but are not limited to, the examples below.

DOK 2 ***Example:*** The passage suggests that [a theme from the text]. What event in the passage helps develop this theme? ***Example:*** Select **three** sentences that should be included in a summary of the passage.	The item may require the identification of a clearly developed theme along with the details that help convey that theme. The item may present a more complex theme and ask which details help convey that theme. The item may focus on details from the entire text that are not explicit but are clearly supportive of the identified theme. The item may require the student to consider a series of options to determine which would be appropriate to be included in an objective summary. The options should include both thematic statements and significant details that would be appropriate for a summary. Distractors should be accurate text-based responses that are not ideas that would be appropriate to include in the summary. The item may require the student to distinguish objective summarizing statements about the text from those that are subjective or a misreading of the events of the text.
DOK 3 ***Example:*** Part A: What is a theme of the story? Part B: How does the setting of the story help to develop the theme?	The item may require the identification of a more complex or subtly developed theme along with the details that help convey that theme. The item may focus on evidence from the entire text that is not explicit but is clearly supportive of the identified theme. The item may require an understanding of the entire text in order to conclude what theme is developed. The item may present supportive details such as the purpose of events, character actions, or other text-related details that demonstrate or develop the identified theme.

Content Standard	Reading Literature — Key Ideas and Details
	RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Content Notes	The item may reference how a plot unfolds through specific events or a series of episodes. The item should consider how these events help move the plot toward the resolution.
	The item may focus on describing how a character responds or changes based on events in the text.
	Key events and inferences about the plot or character may or may not be provided to the student in the item itself. The item may ask the student to use explicit and implicit details from the text to describe a change or a response of a character.
	The item may require the student to draw inferences from the text based on the action of the plot.
	Distractors can be textually plausible but incorrect interpretations. The options can be direct quotations from the text or details related to information from the text.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How does [a character] react to [an event in the text]? *Example:* Part A: How does [a character] feel after [an event in the text]? Part B: What does this change indicate about the character?	The item may focus on details from the text to make or support an inference about a character or the plot development.
	The item may require the student to determine how character(s) respond to the key events in a text or how they change as a result of events in a text. The key events may or may not be provided in the item.
	The item focuses on more complex or subtle changes that occur within the plot of the text or within the characters and their responses to key events.

DOK 3 *Example:* Select **two** events [a specific portion of the text] that show [a character's change]. *Example:* Part A: Why does the character [a change from the text]? Part B: How does the change in Part A affect [the later responses]?	The item may require the student to make connections between character development and plot development using details drawn from the text. The item may focus on changes throughout the course of a text or from within a particular portion of text. The item may require the student to interpret character actions in order to make an inference about the character and how they have changed. The item may require the student to evaluate how events shape and frame the reaction and changes that occur in the characters.

Content Standard	Reading Literature — Craft and Structure
	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.
Content Notes	The item may focus on how words or phrases are used and function within a text, including their literal and figurative meaning. The item may require the student to analyze the impact of specific word choice on the text.
	Selected words and phrases should be ones that are important in the development of the craft and structure of the text. The item may present the context (sentence, paragraph, etc.) for a targeted word or phrase within the item or may reference back to a specific location in the text.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. Options may focus on portions of specific text surrounding the targeted word or phrase.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* What does ["a target word"] suggest about the character? *Example:* Which word has a similar meaning to [target word] as it is used in the passage?	The item may focus on a word or phrase that has textual clues that are less explicit and requires some amount of inferencing to help arrive at meaning. There is a single example that provides an acceptable answer as to what a word or phrase shows about a specific character, based on the text. The item may require the student to determine the clear impact of specific word choices on the meaning or tone of the text.
DOK 3 *Example:* How does the author's word choice in [a specific paragraph] help develop the tone of the passage? *Example:* What impact does the author's word choice [a specific sentence(s)] have on the passage?	The item may require the student to analyze and synthesize information to understand the impact of a given word or phrase on the meaning or tone of the text. The item may focus on a targeted area that is less explicit or the text as a whole. The item may focus on understanding figurative meaning instead of literal definitions. The item may require the student to determine the impact of this figurative meaning on the meaning or tone of the text. The item may require the student to consider how word choices relate to the craft and structure an author uses.

Content Standard	Reading Literature — Craft and Structure
	RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Content Notes	The item may ask the student to analyze the purpose of specific sentences, scenes, or stanzas within the context of the whole text or overall structure.
	The item should focus on sentences, scenes, or stanzas that are important moments or have a specific impact on the development of the theme, setting, or plot of the text.
	Options should focus on how parts of the text contribute to the structure and the theme, setting, or plot. Options may reference specific parts of the text. Distractors need to be textually plausible but incorrect interpretations.
	The item may specifically present targeted portions of the text being referenced or direct the student back to a specific portion of the text.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How does [a specific portion of the text] contribute to the development of the plot? *Example:* Select **two** ways [a theme] is developed in [a specific portion of the text].	The item may require the student to determine the purpose of a specific sentence, scene, or stanza or its clear impact on the text as a whole. The item may provide a specific theme, setting, or plot detail to analyze in relationship to a particular sentence, scene, or stanza.
DOK 3 *Example:* How does [a specific portion of the text] contribute to the theme of the passage? *Example:* How does the flashback in [a specific portion of the text] fit into the structure of the passage?	The item may require the student to analyze how larger portions of the text fit together and contribute to the structure and development of the overall text. The item may require the student to analyze specific sentences, paragraphs, scenes, or stanzas for their purpose and importance within the text. The item may require the student to determine the role of specific sentences, paragraphs, or stanzas and how they develop more abstract aspects of the text's theme, setting, or plot.

Content Standard	Reading Literature — Craft and Structure
	RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.
Content Notes	The item should focus on how the author develops the perspective of the narrator or speaker in a text, not on identifying from which point of view a text is told.
	The item may provide the student with a specific perspective or the student may have to determine the perspective as part of the response.
	The options can be direct quotations from the text that reflect the perspective or how it is developed through point of view. Distractors need to be textually plausible but clearly incorrect in reference to the understanding being demonstrated.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How is the speaker's perspective developed in [a specific paragraph]? *Example:* Part A: What is the narrator's perspective on [a topic]? Part B: How does the author develop the perspective in Part A?	The item may focus on how the author uses point of view to develop a more explicit perspective in the text. The item may focus on how the narrator's or speaker's perspective is developed through specific details or methods by the author.

DOK 3 *Example:* How does the author develop the speaker's perspective throughout the poem? *Example:* Part A: How does the author develop the narrator's perspective [a specific paragraph range]? Part B: Select **two** sentences in [the same paragraph range as above] that develop the narrator's perspective.	The item may require the student to analyze how the author establishes the perspective of the narrator or speaker through the point of view. The perspective may be more implicit or subtle or require a closer examination of details throughout the text. The item may ask for a perspective to be inferred and ask how that perspective is developed with specific aspects of the text.

Content Standard	Reading Literature — Integration of Knowledge and Ideas
	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.
Content Notes	The item may focus on either similarities or differences between a written text and the audio or video version of that text. The item should focus on the comparisons and contrasts made between what the student sees, hears, or perceives in the audio or video version and what they read in the text.
	Specific portions of the text may be called out to narrow the range being compared.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. Options may focus on portions of specific text or audio.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* What does the audio version of the text have in common with the passage? *Example:* How is [a specific portion of the text] changed in the audio version?	The item may focus on clear similarities or differences between the details of the text and the audio/video version of it.
DOK 3 *Example:* Part A: How is the audio of the passage different from the text version? Part B: What is the impact of the difference in Part A?	The item may focus on the impact of the differences between the text version and the audio/video version to show what makes the two experiences unique and/or how they change the listener's perception of the work.

Content Standard	Reading Literature — Integration of Knowledge and Ideas
	RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Content Notes	The item should ask the student to compare and contrast themes or topics from two or more texts that are written in a different form or genre. The item may require the student to use key details from texts to determine how they are similar or different. The themes and topics may be explicitly or implicitly stated.
	The item may provide the student with the common theme or topic between the texts or may ask the student to determine it themselves. The item should not exclusively ask the student to identify common themes or topics.
	The item should not ask about one literary text.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. The options can be direct quotations from the texts or details related to information from the texts. Options may also be inferences or conclusions that can be made based on a comparison of the two texts.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How do both passages develop the topic of [a shared topic provided]? *Example:* How does Passage 2 differ from Passage 1 in its approach to the theme [a specific theme provided]?	The item may focus on more basic or simple similarities or differences in approaches to theme or topic between the texts. The item may ask for the identification and analysis of an explicit, shared topic or theme.

DOK 3 ***Example:*** Both passages discuss [a specific topic or theme]. Select the boxes to show whether each statement describes Passage 1, Passage 2, or both. ***Example:*** Part A: Which theme is developed in both passages? Part B: How does Passage 2 develop this theme differently than Passage 1?	The item may require an analysis of the texts in order to provide more complex comparisons. The item may ask the student to make multiple comparisons and contrasts across the texts. The theme or topic common to both texts may or may not be provided to the student. The item may ask the student to identify the common topic or theme present in both texts and compare each text's approach to developing it. The item may focus on more abstract themes or topics that are not directly stated in the text.

Content Standard	Reading Informational Text — Key Ideas and Details
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Content Notes	The item should reference explicit details, examples, or textual material as the basis for the answer. The item may present details from the text and ask the student to explain what the text states by drawing conclusions or making inferences based on the information.
	The item may provide an inference or information to be supported by the student through specific references to the text.
	The options can be direct quotations from the text or details related to information from the text. Distractors need to be textually accurate but incorrect support for the understanding being demonstrated.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* Part A: What is a conclusion based on [a specific portion of the text]? Part B: Which sentence from the passage supports the answer in Part A? *Example:* Select two sentences in [a specific paragraph] that show [an inference based on the text].	The item focuses on evidence from the text that is less explicit and requires a conclusion to be drawn. There may be several examples that provide acceptable evidence that are located within a narrow range of the text. The item requires closer examination but concentrates on a specific location in which the student can locate the correct answer. The item focuses on evidence from the text that is somewhat less obviously found in the text. Based on a general statement, which incorporates details from the entire text, the student must locate appropriate evidence. The evidence selected will require the student to draw a conclusion or make an inference in order to make a connection to the general statement provided in the stem.

DOK 3	The item may require the student to make a more complex inference based on an analysis of the text. Less explicit evidence may be used as support of the conclusion/inference.
Example: Which **two** sentences from the passage show [a less explicit idea from the text]?	The item may require the consideration of several details that, when taken together, allow for a conclusion/inference to be drawn.
Example: Part A: Based on the passage, what inference can be made about [a major idea in the text]? Part B: Select **two** quotations from the passage that support the answer in Part A.	The item may focus on providing textual evidence for a conclusion/inference that is drawn from the text but may not be explicitly stated or provided. The item may ask for multiple pieces of evidence or draw on different parts of the text or the text as a whole.

Content Standard	Reading Informational Text — Key Ideas and Details
	RI.6.2 Analyze informational text development.
	RI.6.2a Determine a central idea of a text and how it is conveyed through particular details. **RI.6.2b** Provide an objective summary of the text that includes the central idea and relevant details.
Content Notes	The item may ask the student to use details from a text to determine a central idea. A central idea may be explicitly or implicitly stated and be based on the reading of the entire text. Distractors need to be textually plausible but incorrect interpretations of a developed central idea.
	The item may ask the student to identify particular details and explain how they convey a central idea. Distractors need to be textually accurate but incorrect support of the central idea. The options can be direct quotations from the text or details related to information from the text.
	The item may reference the details that should be used in an objective summary of a text. The objective summary should incorporate both the central idea(s) and details that should be included in a summary. Distractors need to be textually accurate but not significant details that should be included in a summary. Distractors may include options that are not objective summarizations.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* Select **three** details that should be included in an objective summary. *Example:* Part A: What is a central idea of the passage? Part B: Which sentence from [a specific paragraph] helps develop the central idea?	The item may require the student to consider a series of options to determine which would be appropriate to be included in a summary. The options should include both central idea statements and detail statements that would be appropriate for a summary. Distractors should be accurate text-based responses that are not ideas that would be appropriate to include in the summary.
	The item may require the student to distinguish objective summarizing statements about the text from those that are subjective or a misreading of the events of the text.
	The item may require the identification of a clearly developed central idea along with the details that help convey that central idea.
	The item may present a more complex central idea and ask which details help convey that central idea. The item may focus on details from the entire text that are not explicit but are clearly supportive of the identified central idea.

DOK 3	The item may require the identification of a more complex or subtly developed central idea along with the details that help convey that central idea. The item may focus on evidence from the entire text that is not explicit but is clearly supportive of the identified central idea.
Example: Part A: What is a central idea of the passage? Part B: How does the author convey the central idea in Part A?	The item may require analysis of the entire text in order to conclude what central idea is developed. The item may focus on larger generalizations of how the author conveyed and developed the central idea.

Content Standard	Reading Informational Text — Key Ideas and Details
	RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Content Notes	The item may ask the student to use specific details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. The item should focus on individuals, events, or ideas that are central to the meaning of the text.
	The options can be direct quotations from the text or details related to information from the text. Distractors can be textually accurate but incorrect support of the understanding being demonstrated or textually plausible but incorrect interpretations.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* In paragraph 1, the author introduces [an idea from the text]. How does paragraph 4 further develop this idea? *Example:* Select **three** examples that show [an idea being elaborated in the text].	The item may examine how a provided individual, event, or simple idea is introduced, illustrated or developed in the text. The item may focus on specific paragraphs or sections of the text. The item may examine how multiple areas help to illustrate or elaborate on the targeted focus of the item. The item may ask for multiple details across the text in order to consider the development.
DOK 3 *Example:* How does the passage introduce [an individual, event, or idea from the text]? *Example:* Part A: Which idea is developed throughout the passage? Part B: Select **two** ways the author elaborates on the idea in Part A.	The item may focus on more complex ideas or events in a text and how they are introduced, illustrated, or elaborated on throughout the text as a whole. The item may require the student to identify specific details throughout the text to demonstrate his/her understanding. The item may require the student to determine the idea first and then explain how the individual, event, or idea is introduced, illustrated, or elaborated.

Content Standard	Reading Informational Text — Craft and Structure
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
Content Notes	The item may focus on how words or phrases are used and function within a text, including their literal and figurative meaning. The item may require the student to analyze the impact of specific word choice on the text.
	Selected words and phrases should be ones that are important in the development of the craft and structure of the text. The words or phrases may be words that are specifically used for their technical meaning within the context of the topic being presented.
	The item may present the context (sentence, paragraph, etc.) for a targeted word or phrase within the item or may reference back to a specific location in the text.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. Options may focus on portions of specific text surrounding the targeted word or phrase.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 What does [a target word/phrase] mean as it is used in the sentence?	The item may focus on a word or phrase that has textual clues that are less explicit and require some amount of inferencing to help arrive at meaning. There is a single example that provides an acceptable answer as to what a word or phrase means within the given context of a technical topic.
DOK 3 *Example:* What does [a non-literal phrase] mean as it is used in [a specific paragraph]? *Example:* What does [a technical word] mean as it is used in this paragraph?	The item requires the student to analyze and synthesize information to understand the meaning of a given word or phrase. The item may focus on a targeted area that is less explicit or the text as a whole. The item may focus on words with more complex definitions that require a closer examination of the text. The item may focus on understanding non-literal meaning instead of literal definitions.

Content Standard	Reading Informational Text — Craft and Structure
	RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Content Notes	The item may ask the student to analyze the purpose of specific sentences, paragraphs, or sections within the context of the whole text or overall structure.
	The item should focus on sentences, paragraphs, or sections that are important moments or have a specific impact on the development of ideas in the text.
	Options should focus on how the parts contribute to the structure and the ideas of the text. Options may reference specific parts of the text. Distractors need to be textually plausible but incorrect interpretations.
	The item may specifically present targeted portions of the text being referenced or direct the student back to a specific portion of the text.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How does the structure of [a specific paragraph(s)] help develop ideas in the passage? *Example:* How does the author use [a specific section] to develop [an idea] in the passage?	The item may require the student to determine the purpose of sentences, paragraphs, or sections. The purpose of the specific text may be explicit.
	The item may require the student to determine the clear impact of sentences, paragraphs, or sections on the text as a whole.
	The item may provide a specific idea to analyze in relationship to particular sentences, paragraphs, or sections.
DOK 3 *Example:* Select **two** ways the information in the section contributes to the passage.	The item requires the student to analyze how larger portions of the text fit together and contribute to the structure and development of the overall text. The purpose of the specific text may be more implicit or abstract.
	The item may require the student to analyze specific sentences, paragraphs, or sections for their purpose and importance within the text.
	The item may require the student to determine the role of specific sentences, paragraphs, or sections and how they develop more abstract aspects of the text's ideas.

Content Standard	Reading Informational Text — Craft and Structure
	RI.6.6 Determine an author's perspective or purpose in a text and explain how it is conveyed in the text.
Content Notes	The item may ask the student to determine the author's purpose or perspective in a text, or it may be provided for them.
	The item may ask the student about the strategies used by the author to convey his/her purpose or perspective.
	The options can be direct quotations from the text that reflect the perspective or purpose, or they may be statements that capture the overall perspective or purpose. Distractors need to be textually plausible but clearly incorrect in reference to the understanding being demonstrated.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* What is the author's purpose for writing the passage? *Example:* Select the sentence that shows the author's perspective on [a topic]. *Example:* How does the author develop his/her perspective?	The item may focus on determining a clear perspective or purpose presented in the text. The item may also ask which details from the text support the development of that perspective or purpose. The item may focus on specific details or a portion of the text that convey the author's perspective or purpose. The item may focus on an explanation of how the author develops perspective or purpose using details from the text. The perspective or purpose may be provided.
DOK 3 *Example:* Part A: What is the author's purpose? Part B: Select **two** ways the author accomplishes this purpose.	The item may focus on determining a more implicit perspective or purpose in the text. The item may also ask which details from the text support the development of that perspective or purpose. The item may require the integration of multiple pieces of the text in order to discern the perspective or purpose of the text. The item may require the student to analyze how the author establishes his/her perspective or purpose in the text. The perspective may be more implicit or subtle or require an examination of the details throughout the text.

Content Standard	Reading Informational Text — Integration of Knowledge and Ideas
	RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
Content Notes	The item should focus on information that is presented visually (e.g., images, graphics, charts) in a text and how, when integrated with information from the body of the text, it helps to convey ideas.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. Options may focus on portions of specific text surrounding the targeted media.
	The chosen media to focus the item on should be clear and easily read. It should not contain overly complex visuals and should use limited colors.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* Which conclusion can be drawn from the information presented in the passage and [a media type]? *Example:* Select the boxes to indicate which image supports each detail from the passage.	The item may require the student to integrate information from a non-written and written format in order to support a basic inference or conclusion. The item may focus on portions of the text that are less explicit and are better clarified through the use of a visual.
DOK 3 *Example:* How does the chart improve the reader's understanding of the information in the passage? *Example:* How does the author use the information in the chart to support his/her argument in the passage?	The item may require the student to integrate information from a non-written and written format in order to support a more complex inference or conclusion. The item may focus on portions of the text that are less explicit and require the understanding and integration of both written and non-written text in order to arrive at understanding. The item may ask the student to interpret information provided in a chart or graphic and apply it based on the information provided in the text.

Content Standard	Reading Informational Text — Integration of Knowledge and Ideas
	RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.
Content Notes	The item may focus on claims and arguments made explicitly and implicitly in both informative and argumentative texts. Claims and arguments may be directly quoted or summarized.
	The item may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the entire text. The item may or may not provide the argument or claim being made.
	The item may focus on distinguishing arguments or claims that are supported with evidence from those that are not. The item should not exclusively ask the student to identify the argument or claims in a text.
	Distractors can be textually plausible but incorrect interpretations. The options can be direct quotations from the text or details related to information from the text.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* The author claims [a claim from the text]. Which detail from the passage supports this claim? *Example:* How does the author support [a claim in the text]?	The item may require the student to identify a piece(s) of evidence from the text used to support a provided claim. The item may ask the student to evaluate specific claims or arguments in a text and how they are supported by evidence.

DOK 3 *Example:* Select the claim from paragraph 2 that the author later supports with evidence. *Example:* Which claim made in the passage lacks supporting evidence? *Example:* Part A: Which statement is an argument made by the author? Part B: How does the author support the argument in Part A?	The item may ask the student to delineate the argument or claim made in a specific section or paragraph. It may or may not also ask how it is supported by evidence. The item may ask the student to delineate claims that are supported by evidence from those that are not. The item may require the student to evaluate the support used or not used by an author when claims or arguments are presented in the text.

Content Standard	Reading Informational Text — Integration of Knowledge and Ideas
	RI.6.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Content Notes	The item should ask the student to analyze similarities and/or differences in how authors present ideas or events and their approach to the same topic.
	The item may require the student to use key details from texts to determine how they are similar or different.
	The item may provide the student with the common topic between the texts or may ask the student to determine it themselves. The item should not exclusively ask the student to identify common topics.
	The item should be developed with text sets focusing on the same events or ideas. The item should not ask about one informational text.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. The options can be direct quotations from the texts or details related to information from the texts. Options may also be inferences or conclusions that can be made based on a comparison of the two texts.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* What information about [a topic] is presented in Passage 2 that is not present in Passage 1? *Example:* Which aspect of [a topic] is a focus of both passages?	The item may focus on the basic or simple similarities or differences in approaches between the different texts using explicit details. The item may focus on simple inferences and conclusions that can be drawn through a comparison of the two texts. The item may focus on explicit details that can be used in the analysis.

DOK 3	The item may require a deeper comprehension of the events in the texts to distinguish between them. The item may search for multiple points of commonality or differences.
Example: Select the boxes to indicate whether each description applies to Passage 1, Passage 2, or both.	The item may focus on more complex inferences and conclusions that can be drawn through a comparison of the two texts. The item may focus on implicit details for the analysis of the texts.
Example: Part A: How does Passage 2 differ in its presentation of [a topic] from Passage 1? Part B: Select **two** details, one from each passage, that demonstrate the difference in Part A.	The item may require the student to look at both texts as a whole and distinguish the differences in the approach and presentation of ideas. The item may ask the student to make an inference about the approaches taken by one author in contrast to another.

Content Standard	Language — Vocabulary Acquisition and Use
	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	• **L.6.4a** Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	• **L.6.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
Content Notes	Target words or phrases should be above grade level or should be word(s)/phrase(s) with multiple meanings depending on the context in which they are used.
	The item may provide the sentences around the target word or phrase in the item itself or may refer the student back to where the target word is used in the text.
	Distractors should be plausible misreadings or alternate meanings of a multiple-meaning word which are incorrect based on the context and the way the word is used in the text.
	Context for determining the meaning of the word/phrase should be relatively close to the target word/phrase.
	The focus of the item should be on word meanings. The target words or phrases should be unknown for the grade or have multiple-meanings. The student will need to utilize strategies such as context clues, affixes, and roots to determine the meaning of the word.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 1 *Example:* Which phrase from the sentence provides the meaning of [a target word]?	The item may focus on a word or phrase that has explicit textual clues to its meaning.
	Options may focus on portions of specific text surrounding the targeted word or phrase that provide the explicit context for arriving at the meaning of the targeted word or phrase.
DOK 2 *Example:* What word has the same meaning as [a target word] as it is used in the sentence?	The item may have context for understanding meaning relatively close to where the word is used in the text. The item may also ask the student to determine what word has a similar meaning as the target word.
	The item may focus on word(s)/phrase(s) with more complex definitions or context that is in the surrounding sentences.
	The item may focus on word(s)/phrase(s) that the student may be familiar with but are used in a different way.
	The item may require the student to use less clear context or use affixes and roots to determine the meaning of the word.

Content Standard	Language — Vocabulary Acquisition and Use
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	• **L.6.5a** Interpret figures of speech (e.g., personification) in context.
	• **L.6.5b** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
	• **L.6.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).
Content Notes	Target words or phrases should have figurative or non-literal meanings that can be analyzed. They should reference the relationships and nuances in the meaning of words and phrases based on context.
	The item may provide the sentences around the target word or phrase in the item itself or may refer the student back to where the target word is used in the text.
	Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. Options may focus on portions of specific text surrounding the targeted word or phrase.
	The item should focus on understanding meaning and not relate to the development of craft and structure.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 **Example:** Select **two** words that have the same connotative meaning as [a target word]. **Example:** What does [a figurative phrase] mean as it is used in [a specific sentence(s)]?	The item may focus on figurative language or nuances in word meanings that have clear context for understanding their meaning near the use of the word or phrase.
	The item may focus on a word or phrase that has textual clues that are less explicit and requires some amount of inferencing to help arrive at the meaning. The word or phrase may be focused on more subtle shades of meaning based on the context of the text.

DOK 3	The item may focus on more complex figurative language that relies on an examination and understanding of the context and manner in which it is used.
Example: What is the relationship between ["two or more target words"]?	The item may ask for the meaning or the impact of a word or phrase more broadly based on the student's understanding of the text. The item may ask for analysis on how the connotation of the word is significant.
Example: What is the significance of the description ["a target phrase"]?	

Content Standard	Writing — Argumentation
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
	W.6.1a Establish a thesis statement to present an argument. **W.6.1b** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. **W.6.1c** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **W.6.1d** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. **W.6.1e** Establish and maintain a formal style. **W.6.1f** Provide a concluding statement or section that follows from and supports the argument presented.
Content Notes	The text(s) are presented along with a set of reading items and a writing prompt that asks the student to write a multi-paragraph response. The student is required to synthesize and analyze ideas and information from the text(s). The student must use specific evidence from the text(s) to support his/her ideas. They will use these ideas to present and support a thesis that takes a position or makes a claim about the topic.
	Prompts should be broad enough to allow for multiple positions to be taken. They begin with a question that elicits an argument-driven response. Specific directions on the task will follow that reiterate the original question and provide instruction on writing the multi-paragraph response.
	The design provided in the example prompt should be closely followed.

Prompt Example	Should people try to control where wild animals live?
All extended writing prompts should be at DOK 3 or DOK 4.	Write a multi-paragraph response in which you make and support a claim about whether people should try to control where wild animals live. Your response must be based on ideas and information that can be found in the [articles, interviews, etc.].

Manage your time carefully so that you can:
- review the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to:
- include a claim/thesis statement;
- use evidence from multiple passages; and
- avoid overly relying on one passage.

Write your multi-paragraph response in the space provided. |

	Ohio's State Test Argumentation Writing Rubric, Grades 6-12 (Score points within each domain include most of the characteristics below.)		
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear claim/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following: • A strongly maintained claim/thesis statement with little or no loosely related material • Clearly addressed alternate or opposing claims* • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and tone established and maintained	The response provides thorough, convincing, and credible support, citing evidence for the writer's claim/thesis statement that includes the effective use of sources, facts, and details. The response includes most of the following: • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques to support the claim/thesis statement, demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear claim/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following: • A maintained claim/thesis statement, though some loosely related material may be present • Alternate or opposing claims included but may not be completely addressed* • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion • Appropriate style and tone established	The response provides adequate support, citing evidence for the writer's claim/thesis statement that includes the use of sources, facts, and details. The response includes most of the following: • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure	

Ohio's State Test Argumentation Writing Rubric, Grades 6–12

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a claim/thesis statement with an inconsistent organizational structure. The response may include the following: • A focused claim/thesis statement but insufficiently sustained or unclear • Insufficiently addressed alternate or opposing claims* • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the writer's claim/thesis statement that includes partial use of sources, facts, and details. The response may include the following: • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; may have an unclear claim/thesis statement and a limited organizational structure. The response may include the following: • A confusing, or ambiguous claim/thesis statement • Confusing alternate or opposing claims* • Few transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the writer's claim/thesis statement, including little use of sources, facts, and details. The response may include the following: • Minimal, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	This response is minimally related to the topic and demonstrates no awareness of the purpose, audience and task; and has no focus or organizational structure. The response may: • Be blank or show a written refusal to answer • Be presented in a language other than English • Include only a restatement of the stem • Consist of random keystroke characters • Include only bulleted points • Include no transitional strategies • Have no evidence of a claim/counterclaim	The response provides no evidence related to the argument, claim/thesis statement or the passages. It may include: • Only direct copy of part of the reading selection • No relevant domain-specific vocabulary • No evidence or citations from the source material(s)	The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.

*Not applicable at grade 6

Content Standard	**Writing — Informative/Explanatory**
	W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.6.2a Establish a thesis statement to present information. **W.6.2b** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. **W.6.2c** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **W.6.2d** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **W.6.2e** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.6.2f** Establish and maintain a formal style. **W.6.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
Content Notes	The text(s) are presented along with a set of reading items and a writing prompt that asks the student to write a multi-paragraph response. The student is required to synthesize and analyze ideas and information from the text(s). The student must use specific evidence from the text(s) to support a thesis. They will develop a thesis and utilize evidence from the texts to develop an informative multi-paragraph essay.
	Prompts should be broad enough to allow for multiple points to be made. Specific directions on the focus of the explanation will follow the question and provide instruction on writing the multi-paragraph response.
	The design provided in the example prompt should be closely followed.

Prompt Example	Write a multi-paragraph response in which you analyze the effect the Great Depression had on the people who lived through it. Your response must be based on ideas and information that can be found in the [articles, interviews, etc.].
All extended writing prompts should be at DOK 3 or DOK 4.	Manage your time carefully so that you can: • review the passages; • plan your response; • write your response; and • revise and edit your response. Be sure to: • include an introduction; • use evidence from the passages to support your explanation/thesis statement; • avoid overly relying on one passage; and • include a conclusion. Write your multi-paragraph response in the space provided.

	Ohio's State Test		
	Informative/Explanatory Writing Rubric, Grades 6-12		
	(Score points within each domain include most of the characteristics below.)		
Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
4	The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following: • A strongly maintained controlling idea/thesis statement with little or no loosely related material • Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas • Logical progression of ideas from beginning to end with a satisfying introduction and conclusion • Appropriate style and objective tone established and maintained	The response provides thorough and convincing support, citing evidence for the controlling idea/thesis statement or main idea that includes the effective use of sources, facts, and details. The response includes most of the following: • Smoothly integrated, thorough, and relevant evidence, including precise references to sources • Effective use of a variety of elaborative techniques (including but not limited to definitions, quotations, and examples), demonstrating an understanding of the topic and text • Clear and effective expression of ideas, using precise language • Academic and domain-specific vocabulary clearly appropriate for the audience and purpose • Varied sentence structure, demonstrating language facility	
3	The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/thesis statement and evident organizational structure with a sense of completeness. The response includes most of the following: • A maintained controlling idea/thesis statement, though some loosely related material may be present • Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas • Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion	The response provides adequate support, citing evidence for the controlling idea/thesis statement or main idea that includes the use of sources, facts, and details. The response includes most of the following: • Generally integrated and relevant evidence from sources, though references may be general or imprecise • Adequate use of some elaborative techniques • Adequate expression of ideas, employing a mix of precise and general language • Domain-specific vocabulary generally appropriate for the audience and purpose • Some variation in sentence structure	

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (2-points)
2	The response is somewhat sustained within the purpose, audience, and task but may include loosely related or extraneous material; and it may have a controlling idea/thesis statement with an inconsistent organizational structure. The response may include the following: • A focused controlling idea/thesis statement but insufficiently sustained or unclear • Inconsistent use of transitional strategies with little variety • Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion	The response provides uneven, cursory support/evidence for the controlling idea/thesis statement or main idea that includes partial use of sources, facts, and details. The response may include the following: • Weakly integrated evidence from sources; erratic or irrelevant references or citations • Repetitive or ineffective use of elaborative techniques • Imprecise or simplistic expression of ideas • Some use of inappropriate domain-specific vocabulary • Most sentences limited to simple constructions	The response demonstrates an adequate command of basic conventions. The response may include the following: • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	The response is related to the topic but may demonstrate little awareness of the purpose, audience, and task; and it may have a limited controlling idea/thesis statement or discernible organizational structure. The response may include the following: • Confusing or ambiguous ideas • Few transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization	The response provides minimal support/evidence for the controlling idea/thesis statement or main idea, including little use of sources, facts, and details. The response may include the following: • Minimal, erroneous, or irrelevant evidence or citations from the source material • Expression of ideas that is vague, unclear, or confusing • Limited and often inappropriate language or domain-specific vocabulary • Sentences limited to simple constructions	The response demonstrates a partial command of basic conventions. The response may include the following: • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/thesis statement and it has no focus or discernible organizational structure. The response may: • Be blank or show a written refusal to answer • Be presented in a language other than English • Include only a restatement of the stem • Consist of random keystroke characters • Include only bulleted points • Include no transitional strategies	The response provides no support/evidence related to a main idea/thesis statement and includes no use of sources, facts or details. The response may include: • Only direct copy of part of the reading selection • No citations from the source material • No relevant domain-specific vocabulary • No evidence from the support material(s)	The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.