

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 7.

Ohio Grade 7 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.7.1, RL.7.2, RL.7.3			
• Craft and Structure	RL.7.4, RL.7.5, RL.7.6			
• Integration of Knowledge and Ideas	RL.7.7, RL.7.9			
• Vocabulary	L.7.4, L.7.5			
Reading Informational Text – Approximately 55%		(20-24 points)		
• Key Ideas and Details	RI.7.1, RI.7.2, RI.7.3 RST.7.1, RST.7.2, RST.7.3			RH.7.1, RH.7.2, RH.7.3
• Craft and Structure	RI.7.4, RI.7.5, RI.7.6 RST.7.5, RST.7.6			RH.7.5, RH.7.6
• Integration of Knowledge and Ideas	RI.7.7, RI.7.8, RI.7.9 RST.7.7, RST.7.8, RST.7.9			RH.7.7, RH.7.8, RH.7.9
• Vocabulary	L.7.4, L.7.5, RST.7.4, RH.6.4			
Writing		(20 points)		
• Argument	W.7.1, W.7.4 – W.7.9 WHST.7.1, WHST.7.4 – WHST.7.9 L.7.1, L.7.2, L.7.3, L.7.5, L.7.6			
• Informative/Explanatory	W.7.2, W.7.4 – W.7.9 WHST.7.2, WHST.7.4 – WHST.7.9 L.7.1, L.7.2, L.7.3, L.7.5, L.7.6			

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)	<p>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.</p> <p>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.</p>
Table Matching Item (MI)	<p>The student checks a box to indicate whether information from a column header matches information from a row header.</p> <p>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.</p>

Item Type	Description
Multiple Choice Item (MC)	<p>The student selects the correct answer from among four options.</p> <p>For paper-based tests, the student fills in a circle to indicate the correct response.</p>
Multi-Select Item (MS)	<p>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.</p> <p>For paper-based tests, the student fills in circles to indicate the correct response.</p>
Extended Response Item (ER)	<p>The student constructs a multi-paragraph response that is typed into the space provided.</p> <p>For paper-based tests, the student will write the response in the space provided in the answer document.</p>
Evidence-Based Selected Response Item (EBSR)	<p>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.</p> <p>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.</p>
Multi-Interaction Item	<p>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.</p> <p>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.</p>

<p>Content Standard</p>	<p>Reading Literature — Key Ideas and Details</p> <p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>Content Notes</p>	<p>Items should reference explicit details, examples, or textual material as the basis for the answer. The options can be direct quotations from the text, details related to information from the text, or a summary/description of information from the text. Distractors need to be textually accurate but incorrect support for the understanding being demonstrated.</p> <p>Items may present details from the text and ask the student to explain what the text states explicitly or what inferences can be drawn based on explicit information.</p> <p>Items may provide an inference to be supported by the student through specific references to the text or may ask the student to draw inferences and support them with textual evidence.</p> <p>Items must require the student to identify more than one piece of textual evidence in support of the inference.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: Part A: What can the reader conclude about [relationship between two characters]?</p> <p>Part B: Select two details that support the inference in Part A.</p> <p>Example: Select three sentences from [a specific paragraph] that support the idea that [specific characteristic of character].</p>	<p>The item may focus on providing multiple pieces of textual evidence that are less explicit or clearly stated but supportive of an inference. There may be several examples that provide acceptable evidence that are located within a narrow range of the text.</p> <p>The item may ask the student to draw an inference based on the text and provide several pieces of explicit textual evidence to support that inference.</p> <p>Based on a general statement, which incorporates details from the entire text, the student must locate two or more pieces of 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.</p>

<p>DOK 3</p> <p>Example: Part A: What inference can be made about [a character’s motivation]?</p> <p>Part B: Select two details from [specific paragraphs] that support the inference in Part A.</p>	<p>The item may require an accurate inference based on the text along with the multiple pieces of evidence that support that inference. The item may require comprehension of the entire text to arrive at an inference. Less explicit evidence may be used as support of the inference.</p> <p>The item may require the student to consider several details that, when taken together, allow for an inference to be drawn. The item may draw on different parts of the text or the text as a whole.</p>
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<p>Content Standard</p>	<p>Reading Literature — Key Ideas and Details</p> <p>RL.7.2 Analyze literary text development.</p> <ul style="list-style-type: none"> • RL.7.2a Determine a theme of a text and analyze its development over the course of the text. • RL.7.2b Incorporate the development of a theme and other story details into an objective summary of the text.
<p>Content Notes</p>	<p>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.</p> <p>The item may ask the student to identify particular details and analyze how they develop a theme over the course of the text. Distractors need to be textually accurate but incorrect support for the theme. The options can be direct quotations from the text or details related to information from the text.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: Select three sentences that should be included in a summary of the passage.</p> <p>Example: Which sentences provide an objective summary of the passage?</p> <p>Example: Part A: What is a theme of the passage?</p> <p>Part B: Which sentence from the passage helps develop the theme in Part A?</p>	<p>The item may require the identification of a clearly developed theme along with clear ways the theme is developed in the text.</p> <p>The item may present a more complex theme and ask which details help develop that theme. The item may focus on details from throughout the text that are not explicit but clearly develop the identified theme.</p> <p>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 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.</p> <p>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.</p>

<p>DOK 3</p> <p>Example: Part A: What is a theme developed throughout the passage?</p> <p>Part B: How does the author develop the theme in Part A?</p>	<p>The item may require the identification of a more complex or subtly developed theme along with how the theme is developed in the text. The item may focus on a detail(s) or an element(s) from the entire text that is not explicit but clearly develops a theme.</p> <p>The item may require the student to analyze the events throughout the entire text in order to conclude what theme is developed and how it is developed.</p>
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Content Standard	Reading Literature — Key Ideas and Details RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Content Notes	<p>Items should focus on specific elements of a story or drama that influence or interact with other elements of the text. Items should not, however, address general questions about concepts such as setting, character, or plot.</p> <p>The interaction between different elements in the story or drama may or may not be provided to the student in the item itself. Items may ask the student to use explicit and implicit details from the text to describe the interaction of the different elements.</p> <p>The item may require the student to draw inferences about the interaction of the text elements based on specific portions of the story or drama.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: How does the setting of the story impact how [a character] feels? Example: How does the dialogue between [two characters] affect the plot?	<p>The item may focus on analyzing the connection between a provided element from the story or drama that has a clear impact on another element of the text.</p> <p>The item may ask how specific elements such as setting interact with the overall plot or character(s) in the text. The interaction may be straightforward or require some interpretation.</p>
DOK 3 Example: What does the description of [a specific element from the text] indicate about [a character]? Example: Part A: What causes the character to [specific character reaction]? Part B: Select two sentences that support the answer in Part A.	<p>The item may require the student to draw connections between different elements in a story or drama in order to demonstrate understanding of how the elements interact. The impact may be more subtle or implicit.</p> <p>The item may focus on analyzing the significance of a provided element from the story or drama that has an impact on another element of the text.</p> <p>The item may focus on more subtle details that require the student to make an inference or draw a conclusion in order to better understand how the elements interact.</p> <p>The item may require the student to evaluate how elements in a story shape and frame each other as well as what evidence demonstrates the interaction.</p>

<p>Content Standard</p>	<p>Reading Literature — Craft and Structure</p> <p>RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific language choices, such as sensory words or phrases, on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p>
<p>Content Notes</p>	<p>Items may focus on how words or phrases are used and function within a text, including their literal and figurative meaning. Items may require the student to analyze the impact of specific language choices on the text.</p> <p>Items may focus on words or phrases that rely on the senses such as sounds in order to develop meaning or tone. The item should not focus on describing or identifying the device being utilized but rather its meaning and impact in the text.</p> <p>Selected words and phrases should be ones that are important in the development of the craft and structure of the text. Items 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.</p> <p>Target words should be above grade level or at/near grade level for figurative or connotative meanings.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>

<p>DOK 2</p> <p>Example: In [a specific paragraph], what does the word [“target word”] suggest about [a specific character]?</p> <p>Example: What is the effect of the phrase [“target phrase”] in these sentences? (sentence may or may not be provided in the item)</p>	<p>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 understanding.</p> <p>The item may ask the student to determine the impact of language choices on meaning and tone in a provided sentence or paragraph.</p> <p>The item may focus on analyzing the impact of sensory language on a specific portion of the text.</p>
<p>DOK 3</p> <p>Example: Select two ways the repetition in lines [specific lines of a poem] affect the meaning of the poem?</p> <p>Example: How does the author’s word choice develop the overall tone of the passage?</p>	<p>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 or the text as a whole.</p> <p>The item may focus on understanding figurative meaning instead of literal definitions. The item may require the student to determine the impact of figurative language choices on the meaning or tone of the text.</p> <p>The item may ask the student to determine the figurative or connotative meaning of more complex words or phrases.</p> <p>The item may require the student to consider how word choices relate to and impact the craft and structure an author uses or may require an analysis of multiple impacts throughout the text. The item may ask the student to examine the more subtle impacts of specific language choices, including rhymes or repetitions of sounds on the text.</p>

Content Standard	Reading Literature — Craft and Structure RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Content Notes	<p>The item should ask the student to analyze a text in terms of how the structure contributes to the meaning of the text. The item should not simply ask the student to describe the structure used in the text.</p> <p>The item may refer to the structure of an entire piece or the structure of a particular section. The structure may be provided for the student or they may have to determine the structure themselves in addition to analyzing how it contributes to the text.</p> <p>The item may ask about structural elements such as verse, rhythm, meter, rhyme, and alliteration.</p> <p>Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: How does the structure of the [specific stanza] impact the meaning of the poem? Example: How does the speaker’s repetition of [specific phrase] impact the meaning of the passage?	<p>The item may require the student to analyze the structure of a specific sentence or stanza and its clear impact on the meaning of the text as a whole.</p> <p>The item may provide a specific structural element for the student or focus on a particular section or stanza rather than the text as a whole.</p>
DOK 3 Example: Part A: Which structural element does the author/poet use to express [an idea from the text]? Part B: Select one detail that supports the answer in Part A.	<p>Items may ask the student to determine the structure of the text, or a part of the text, and analyze how it contributes to the overall meaning of the text.</p> <p>Items may focus on more subtle or complex ways structural elements contribute to the overall meaning of the text.</p>

Content Standard	Reading Literature — Craft and Structure RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text.
Content Notes	<p>The item should focus on how the author develops and contrasts the perspectives of different characters or narrators in a text through the use of point of view, not on identifying from which point of view a text is told.</p> <p>The item may provide the student with specific perspectives or the student may have to determine the perspectives as part of the response.</p> <p>The options can be direct quotations from the text that reflect the perspectives or how they are developed through the point of view. Distractors need to be textually plausible but clearly incorrect interpretations in reference to the understanding being demonstrated.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: How does the narrator reveal a difference in perspectives between the [specific characters]?	<p>The item may focus on how the author uses point of view to develop explicit perspectives in the text.</p> <p>The item may focus on how the characters' or narrators' perspectives are developed through specific details or methods by the author.</p>
DOK 3 Example: How does the author use [a paragraph(s)] to develop differing perspectives? Example: Part A: How is [a specific character's] perspective different from [another character's] perspective? Part B: Select one sentence from [specific paragraph] that shows the difference in perspectives in Part A.	<p>The item may require the student to analyze how the author establishes the perspectives of the characters or narrator through the point of view. The perspectives may be more implicit or subtle.</p> <p>The item may ask for perspectives to be inferred and ask how those perspectives are developed with specific aspects of the text.</p>

Content Standard	Reading Literature — Integration of Knowledge and Ideas RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Content Notes	<p>The item may focus on either similarities or differences between a written text and the audio, filmed, staged, or multimedia version of that text. The item should focus on the unique techniques used in the different versions and the effects of these techniques.</p> <p>Specific portions of the text may be called out to narrow the range being compared.</p> <p>Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. Options may focus on portions of specific text, audio, film, staging, or multimedia.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: How does the speaker’s voice in the audio reflect the meaning of [idea from text].	<p>The item may focus on clear similarities or differences between the techniques utilized by the text and the audio/video version of it.</p>
DOK 3 Example: How does the lightening in the video change the intended mood of the poem?	<p>The item may focus on the impact of the difference techniques between the text version and the audio/video version to show what makes the two experiences unique and/or how they change the audience’s perception of the work.</p>

Content Standard	Reading Literature — Integration of Knowledge and Ideas RL.7.9 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Content Notes	<p>The item should focus primarily on the fictional text, not on the historical account. The focus should be on how the fictional text uses or alters the historical account. Items may ask the student to provide details from the text that support how the material has been used or altered.</p> <p>Items may ask the student about the author’s intent with regard to the use or alteration of history.</p> <p>Items should focus on the specific time, place, or characters of both texts, not general ideas they have in common.</p> <p>Items should not ask about only one text.</p> <p>Distractors need to be textually plausible but incorrect interpretations in reference to the understanding being demonstrated. The options can be direct quotations from the text(s) 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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: How does Passage 2 further develop the idea [specific historical idea] from Passage 1? Example: How does Passage 2 present [specific historical event or character] differently than Passage 1?	<p>The item may focus on the more straightforward similarities or differences between the texts. The differences may be clearly made in the text and require limited analysis.</p> <p>Elements that are different between the texts may be provided and the student may provide the analysis of the impact of the change or alteration.</p>

<p>DOK 3</p> <p>Example: Part A: How are the [specific textual detail] in both passages portrayed similarly?</p> <p>Part B: Select two sentences, one from each passage, that show the similarity in Part A.</p>	<p>The item may require the student to identify multiple similarities or differences between the texts.</p> <p>The item may provide the student with a narrower focus for analyzing how the information in the historical account is used or altered in the fictional portrayal.</p> <p>The item may focus on more subtle alterations or differences between the texts that the student must discern and analyze. The item may require analyzing the two texts as a whole as well as finding particular details that demonstrate the differences between the texts.</p>
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<p>Content Standard</p>	<p>Reading Informational Text — Key Ideas and Details</p> <p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>Content Notes</p>	<p>Items should reference explicit details, examples, or textual material as the basis for the answer. The options can be direct quotations from the text, details related to information from the text, or a summary/description of information from the text. Distractors need to be textually accurate but incorrect support for the understanding being demonstrated.</p> <p>Items may present details from the text and ask the student to explain what the text states explicitly or what inferences can be drawn based on explicit information.</p> <p>Items may provide an inference to be supported by the student through specific references to the text or may ask the student to draw inferences and support them with textual evidence.</p> <p>Items must require the student to identify more than one piece of textual evidence in support.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: Part A: Which inference can be drawn based on the information in [a specific paragraph]?</p> <p>Part B: Select two pieces of evidence in [a specific paragraph] that support the inference in Part A.</p> <p>Example: Select two sentences that support the idea that [text based inference].</p>	<p>The item may focus on providing multiple pieces of textual evidence that are less explicit or clearly stated but supportive of an inference. There may be several examples that provide acceptable evidence that are located within a narrow range of the text.</p> <p>The item may ask the student to draw an inference based on the text and provide several pieces of explicit textual evidence to support that inference.</p> <p>Based on a general statement, which incorporates details from the entire text, the student must locate two or more pieces of 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.</p>

<p>DOK 3</p> <p>Example: Part A: Based on the passage, what can readers infer about [specific texted based detail]?</p> <p>Part B: Select two sentences from the passage that support the inference in Part A.</p>	<p>The item may require an accurate inference based on the text along with the multiple pieces of evidence that support that inference. The item may require comprehension of the entire text to arrive at an inference. Less explicit evidence may be used as support of the inference.</p> <p>The item may require the student to consider several details that, when taken together, allow for an inference to be drawn. The item may draw on different parts of the text or the text as a whole.</p>
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<p>Content Standard</p>	<p>Reading Informational Text — Key Ideas and Details</p> <p>RI.7.2 Analyze informational text development.</p> <ul style="list-style-type: none"> • RI.7.2a Determine two or more central ideas in a text and analyze their development over the course of the text. • RI.7.2b Provide an objective summary of the text that includes the central ideas and their development.
<p>Content Notes</p>	<p>Items may ask the student to use supporting details from a text to determine two or more central ideas. Central ideas 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 developed central ideas.</p> <p>Items may ask the student to identify particular details and explain how they develop the central ideas. The item may focus on analyzing how supporting details relate to the central ideas and help to develop them. Distractors need to be textually accurate but incorrect support of the central ideas. The options can be direct quotations from the text or details related to information from the text.</p> <p>Items may reference the details that should be used in an objective summary of the text. The objective summary should incorporate both the central ideas and supporting 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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: Select three details that should be included in a summary of the passage.</p> <p>Example: Part A: What are two central ideas developed in the passage?</p> <p>Part B: Select two sentences that support the central ideas in Part A.</p>	<p>The item may require the identification of two or more central ideas along with clear ways the central ideas are developed in the text. The item may require the student to identify how supporting details develop the provided central ideas in the text. The item may focus on elements from throughout the text that are not explicit but clearly develop the identified central ideas.</p> <p>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 the central ideas 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.</p> <p>The item may require the student to distinguish objective summarizing statements about the text from those that are subjective or a misreading of the text.</p>

<p>DOK 3</p> <p>Example: Part A: Select two central ideas developed in the passage.</p> <p>Part B: How does the author develop the central ideas in Part A?</p>	<p>The item may require the identification of more complex or subtly developed central ideas along with how the central ideas are developed in the text. The item may focus on details from the entire text that are not explicit but clearly develop the central ideas.</p>
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Content Standard	Reading Informational Text — Key Ideas and Details RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Content Notes	<p>Items should ask the student about specific interactions between individuals, events, or ideas. Items should focus on individuals, events, or ideas that are central to the meaning of the text.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: How was [passage specific person] influenced by the [passage specific event]? Example: What impact did [passage specific person] have on [other passage specific people]?	<p>The item may ask the student to analyze the interactions between a provided individual, event, and/or idea in a text. The item may then also ask what detail or aspect of the text supports or demonstrates that analysis.</p> <p>The item may focus on specific paragraphs or sections of the text or the entire text.</p> <p>The item may ask for textual evidence that supports a provided analysis about the interaction between individuals, events, or ideas in the text.</p>
DOK 3 Example: Part A: What was the impact of [passage specific event] on [passage specific person]? Part B: Which detail from the passage supports the answer in Part A?	<p>Items may ask about more complex ideas or events in a text and how they interact or influence each other throughout the text as a whole or in specific paragraphs or sections of the text. The item may require the student to identify specific details throughout the text that support the analysis of the interactions.</p> <p>The item may ask the student to determine how the text demonstrates an interaction between individuals, events, or ideas and analyze the effect of this interaction.</p>

<p>Content Standard</p>	<p>Reading Informational Text — Craft and Structure</p> <p>RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p>
<p>Content Notes</p>	<p>Items may focus on how words or phrases are used and function within a text, including their figurative, connotative, or technical meanings. Items may require the student to analyze the impact of specific word choice on the meaning and/or tone of the text.</p> <p>Selected words and phrases should be ones that are important in the development of the craft and structure of the text. Items 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.</p> <p>Target words should be above grade level or at/near grade level for figurative or technical meanings.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: What does <u>technical word</u> mean as it is used in the sentence/paragraph?</p> <p>Example: What tone does the author create with the word choice in [specific sentence/paragraph]?</p>	<p>The item may require the student to use surrounding text to determine the meaning of a word or phrase, including its figurative, connotative, or technical meaning. 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.</p> <p>The item may ask the student to determine the impact of word choices on meaning and tone in a provided sentence or paragraph.</p>

<p>DOK 3</p> <p>Example: How does the [“target word/phrase”] impact the meaning of the passage?</p>	<p>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.</p> <p>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.</p> <p>The item may ask the student to determine the figurative, connotative, or technical meaning of more complex words or phrases.</p> <p>The item may require the student to consider how word choices relate to and impact the craft and structure an author uses or may require an analysis of multiple impacts throughout the text.</p>
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Content Standard	Reading Informational Text — Craft and Structure RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Content Notes	<p>Items should focus on different types of organizational structures: chronological, cause/effect; compare/contrast; problem/solution, etc., but should not ask for simple identification of these organizational structures.</p> <p>Items may focus on the structure of an entire text or the structure of a particular section in terms of its role or impact in contributing to the whole and developing ideas in the text. The item should focus on sections that are important moments or have a specific impact on the development of ideas in the text.</p> <p>The item may specifically present targeted portions of the text being referenced or direct the student back to a specific portion of the text.</p> <p>Options should focus on how the sections contribute to the structure and the ideas. Options may reference specific parts of the text. Distractors need to be textually plausible but incorrect interpretations.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: How does the information in section [targeted section] contribute to the ideas in the passage?</p> <p>Example: How does the structure of [specific paragraphs/section] develop ideas in the passage?</p>	<p>The item may require the student to determine the contribution of a specific section or analyze its clear impact on the text as a whole. The role of the specific text may be explicit.</p> <p>The student may have to delineate the key idea or concept and how the targeted section develops it.</p>

<p>DOK 3</p> <p>Example: Select two ways the [specific structure of section/passage] contributes to the passage.</p> <p>Example: How does the author organize the passage to develop his/her ideas? (options need to capture both the organizational structure and how it develops ideas)</p>	<p>The item may require the student to analyze how major sections of the text contribute to the structure and development of the overall text. The purpose of the specific text may be more implicit or abstract.</p> <p>The item may require the student to analyze more complex sections for their purpose and importance within the text.</p> <p>The item may require the student to consider the full text in order to analyze how an author utilized a specific organizational structure to develop the ideas within the text.</p>
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Content Standard	Reading Informational Text — Craft and Structure RI.7.6 Determine an author’s perspective or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Content Notes	<p>Items may ask about how the author develops a specific perspective or purpose in a text. Perspectives may be explicitly stated or more implicit in a text.</p> <p>Items may ask the student to determine the author’s purpose or perspective in a text or it may be provided for them. The student may need to determine how the author distinguishes his or her position from that of others. Items may ask about one or multiple perspectives in a text.</p> <p>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 interpretations in reference to the understanding being demonstrated.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: What is the author’s purpose in the passage?</p> <p>Example: Part A: What is the author’s perspective on [passage specific topic or idea]?</p> <p>Part B: How does the author develop the perspective in Part A?</p>	<p>The item may ask the student to determine the author’s purpose for writing the text or focus on determining a perspective established in the text.</p> <p>The item may focus on specific details that convey the author’s perspective or purpose. Items may ask the student to determine the author’s purpose or perspective for a specific portion of the text and then how the perspective or purpose is developed.</p> <p>Items may ask the student to determine where the author clearly distinguishes their perspective from that of others.</p>

<p>DOK 3</p> <p>Example: Part A: What is the author’s perspective on [topic from the passage]?</p> <p>Part B: How does the author distinguish his/her perspective in Part A from others?</p> <p>Example: How is the author’s perspective in [specific paragraph] different from the perspective in [specific paragraph]?</p>	<p>The item may require the student to analyze how the author establishes his/her purpose or perspective in the text. The perspective may be more implicit or subtle or require analysis of details throughout the text.</p> <p>Items may ask the student to infer the author’s position on a provided issue or viewpoint or integrate information from multiple parts of the text in order to discern the perspective or purpose.</p> <p>Items may ask how the author distinguishes his or her perspective from others. The differing perspectives or viewpoints may be less clearly stated.</p>
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Content Standard	Reading Informational Text — Integration of Knowledge and Ideas RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Content Notes	<p>The item must ask about the text version and its audio, video, or multimedia counterpart.</p> <p>The item should focus on the unique techniques of each medium.</p> <p>The multimedia source does not have to be a “version” of the text but can simply involve similar subject matter.</p>
<p>DOK 3</p> <p>Example: How do the passage and the video differ in their portrayal of [specific subject from passage]?</p> <p>Example: Part A: Which aspect of the passage is emphasized in the video?</p> <p>Part B: What is the impact of the difference in Part A?</p>	<p>Items may require the student to analyze a text and its audio, video, or multimedia equivalent by comparing and contrasting each medium’s portrayal of the subject.</p> <p>Items may require the student to analyze a text and its audio, video, or multimedia equivalent and determine similarities or differences in their portrayal of the material.</p>

<p>Content Standard</p>	<p>Reading Informational Text — Integration of Knowledge and Ideas</p> <p>RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>
<p>Content Notes</p>	<p>Items may focus on claims and arguments made explicitly and implicitly in both informative and argumentative texts. Claims and arguments as well as supporting evidence may be directly quoted or summarized.</p> <p>Items 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 for the student.</p> <p>Items may focus on distinguishing arguments or claims that are supported with relevant and sufficient evidence from those that are not.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: Which sentence from the passage supports the claim in [specific paragraph] that [specific claim from passage]?</p> <p>Example: Part A: Which argument is supported by [specific paragraph(s)]?</p> <p>Part B: Select two sentences from [specific paragraph(s)] that support the argument in Part A.</p> <p>Example: Which claim from the passage is not supported by evidence?</p>	<p>The item may ask the student to evaluate specific claims or arguments in a text and how they are supported by evidence. The item may require the student to identify a piece(s) of textual support from the text used to support a provided claim.</p> <p>The item may ask the student to determine a claim that is unsupported from a particular section or paragraph.</p>

<p>DOK 3</p> <p>Example: Part A: Which argument does the author make in the passage?</p> <p>Part B: How does the author support the argument in Part A?</p> <p>Example: How does the author support the claim that [specific claim from passage]?</p>	<p>The item may require the student to determine the claim or argument being made in a specific section or paragraph and how it is supported by evidence.</p> <p>The item may ask the student to distinguish claims that are supported by evidence or to evaluate the evidence provided in support of a claim.</p> <p>Items may ask the student to determine a claim that is unsupported. The claim may be more implicit or require a closer evaluation to determine if it is unsupported.</p>
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Content Standard	Reading Informational Text — Integration of Knowledge and Ideas RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Content Notes	<p>Items should be developed with text sets focusing on the same topic but with clearly different presentations due to differing interpretations or emphasizing different evidence. Items should ask about both texts, but may focus on one more than the other.</p> <p>The item should focus on the differences between the two texts, not the similarities. The item should focus on key information, evidence, and facts.</p> <p>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 the differences of the two texts.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
DOK 2 Example: Select the boxes to show whether each piece of evidence about [passage specific idea] is emphasized in Passage 1 or Passage 2.	<p>The item may focus on differences that are more explicit and clear between the texts or areas where the texts differ in their presentation of evidence or interpretation of facts.</p> <p>The item may narrow the focus to a specific portion(s) of the texts.</p>
DOK 3 Example: How do the authors of Passage 1 and Passage 2 differ in their presentation of [passage specific idea]?	<p>The item may require a close analysis of the ideas in the texts to distinguish the differences between them and where they differ in their presentation or interpretation of evidence or facts. Differences may be subtle or implicit.</p> <p>The item may ask the student to make multiple contrasts across texts.</p>

<p>Content Standard</p>	<p>Language — Vocabulary Acquisition and Use</p> <p>L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> • L.7.4a 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.7.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
<p>Content Notes</p>	<p>The focus of the item should be on word meanings. The target words or phrases should be unknown for the grade, be above grade level, 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.</p> <p>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.</p> <p>Distractors should represent a plausible misreading or alternate meanings of multiple-meaning words which are incorrect based on the context and the way the word is used in the text.</p> <p>Context for determining the meaning of the word/phrase should be relatively close to the target word/phrase.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 1</p> <p>Example: Which phrase from paragraph 1 helps the reader understand the meaning of the word <u>[a target word]</u>?</p>	<p>The item may focus on a word or phrase that has explicit textual clues to its meaning.</p> <p>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.</p>

DOK 2

Example: What does the word [a target word] mean as it is used in [a specific paragraph]?

Example: Part A: What is the meaning of the word [a target word] as it is used in the sentence?

Part B: Select the phrase from [a specific paragraph] that helps the reader understand the meaning of [target word].

The item may have context for understanding meaning relatively close to where the word is used in the text. Items may also ask the student to determine what word has a similar meaning as the target word.

Items 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.

<p>Content Standard</p>	<p>Language — Vocabulary Acquisition and Use</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> • L.7.5a Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. • L.7.5b Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. • L.7.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
<p>Content Notes</p>	<p>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.</p> <p>Items may provide the sentences around the target word or phrase in the stem itself or may refer the student back to where the target word is used in the text.</p> <p>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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p>DOK 2</p> <p>Example: What does [“figurative phrase”] mean as it is used in [a specific paragraph]?</p>	<p>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.</p> <p>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. The item may focus on more subtle shades of meaning of the word or phrase based on the context.</p> <p>The item may ask the student to determine multiple meanings of words or interpretations of figures of speech.</p>
<p>DOK 3</p> <p>Example: Why is the language used in [specific paragraph] significant?</p>	<p>The item may focus on more complex figurative language that relies on an analysis of the context and manner in which the language is used.</p> <p>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 of how the connotation of the word is significant.</p> <p>The item may focus on allusions and their purpose within the text.</p>

<p>Content Standard</p>	<p>Writing — Argumentation</p> <p>W.7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none"> • W.7.1a Establish a thesis statement to present an argument. • W.7.1b Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. • W.7.1c Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. • W.7.1d Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. • W.7.1e Establish and maintain a formal style. • W.7.1f Provide a concluding statement or section that follows from and supports the argument presented.
<p>Content Notes</p>	<p>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 statement that takes a position or makes a claim about the topic. The prompt must also be supportive of providing and analyzing counter claims.</p> <p>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.</p> <p>The design provided in the example prompt should be closely followed.</p>

<p>Prompt Example</p> <p>All extended writing prompts should be at DOK 3 or DOK 4.</p>	<p>Should people try to control where wild animals live?</p> <p>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.].</p> <p>Manage your time carefully so that you can:</p> <ul style="list-style-type: none"> • review the passages; • plan your response; • write your response; and • revise and edit your response. <p>Be sure to:</p> <ul style="list-style-type: none"> • include a claim/thesis; • address counterclaims;* • use evidence from multiple passages; and • avoid overly relying on one passage. <p>Write your multi-paragraph response in the space provided.</p>
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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	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>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:</p> <ul style="list-style-type: none"> • 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 	<p>The response provides no evidence related to the argument, claim/thesis statement or the passages. It may include:</p> <ul style="list-style-type: none"> • Only direct copy of part of the reading selection • No relevant domain-specific vocabulary • No evidence or citations from the source material(s) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>

*Not applicable at grade 6

<p>Content Standard</p>	<p>Writing — Informative/Explanatory</p> <p>W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none"> • W.7.2a Establish a thesis statement to present information. • W.7.2b 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 when useful to aiding comprehension. • W.7.2c Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. • W.7.2d Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. • W.7.2e Use precise language and domain-specific vocabulary to inform about or explain the topic. • W.7.2f Establish and maintain a formal style. • W.7.2g Provide a concluding statement or section that follows from and supports the information or explanation presented.
<p>Content Notes</p>	<p>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 statement. They will develop a thesis statement and utilize evidence from the texts to develop an informative multi-paragraph essay.</p> <p>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.</p> <p>The design provided in the example prompt should be closely followed.</p>

Prompt Example

All extended writing prompts should be at DOK 3 or DOK 4.

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.].

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	<p>The response is fully sustained and consistently focused within the purpose, audience, and task; and it has a clear controlling idea/<u>thesis statement</u> and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A strongly maintained controlling idea/<u>thesis statement</u> 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 	<p>The response provides thorough and convincing support, citing evidence for the controlling idea/<u>thesis statement</u> or main idea that includes the effective use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • 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	<p>The response is adequately sustained and generally focused within the purpose, audience, and task; and it has a clear controlling idea/<u>thesis statement</u> and evident organizational structure with a sense of completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> • A maintained controlling idea/<u>thesis statement</u>, 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 	<p>The response provides adequate support, citing evidence for the controlling idea/<u>thesis statement</u> or main idea that includes the use of sources, facts, and details. The response includes most of the following:</p> <ul style="list-style-type: none"> • 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	<p>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/<u>thesis statement</u> with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • A focused controlling idea/<u>thesis statement</u> 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 	<p>The response provides uneven, cursory support/evidence for the controlling idea/<u>thesis statement</u> or main idea that includes partial use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • 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 	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Some minor errors in usage but no patterns of errors • Adequate use of punctuation, capitalization, sentence formation, and spelling
1	<p>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/<u>thesis statement</u> or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> • Confusing or ambiguous ideas • Few transitional strategies • Frequent extraneous ideas that impede understanding • Too brief to demonstrate knowledge of focus or organization 	<p>The response provides minimal support/evidence for the controlling idea/<u>thesis statement</u> or main idea, including little use of sources, facts, and details. The response may include the following:</p> <ul style="list-style-type: none"> • 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 	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> • Various errors in usage • Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling
0	<p>The response is unrelated to the topic and displays little awareness of the purpose, audience and/or task. There is no controlling idea/<u>thesis statement</u> and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> • 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 	<p>The response provides no support/evidence related to a main idea/<u>thesis statement</u> and includes no use of sources, facts or details. The response may include:</p> <ul style="list-style-type: none"> • 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) 	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>