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 8.

Ohio Grade 8 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.8.1, RL.8.2, RL.8.3			
• Craft and Structure	RL.8.4, RL.8.5, RL.8.6			
• Integration of Knowledge and Ideas	RL.8.7, RL.8.9			
• Vocabulary	L.8.4, L.8.5			
Reading Informational Text – Approximately 55%			(20-24 points)	
• Key Ideas and Details	RI.8.1, RI.8.2, RI.8.3 RST.8.1, RST.8.2, RST.8.3	RH.8.1, RH.8.2, RH.8.3		
• Craft and Structure	RI.8.4, RI.8.5, RI.8.6 RST.8.5, RST.8.6	RH.8.5, RH.8.6		
• Integration of Knowledge and Ideas	RI.8.7, RI.8.8, RI.8.9 RST.8.7, RST.8.8, RST.8.9	RH.8.7, RH.8.8, RH.8.9		
• Vocabulary	L.8.4, L.8.5, RST.8.4, RH.8.4			
Writing			(20 points)	
• Argument	W.8.1, W.8.4 – W.8.9 WHST.8.1, WHST.8.4 – WHST.8.9, L.8.1, L.8.2, L.8.3, L.8.5, L.8.6			
• Informative/Explanatory	W.8.2, W.8.4 – W.8.9 WHST.8.2, WHST.8.4 – WHST.8.9 L.8.1, L.8.2, L.8.3, L.8.5, L.8.6			

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.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Content Notes	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.
	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.
	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.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* Part A: What can the reader infer about [a character/setting/event]? Part B: Which detail supports the answer in Part A?	The item focuses on providing less explicit textual evidence for an inference. The item may also ask the student to draw an inference based on the text and provide clear textual evidence that supports that inference.
	There may be several examples that provide acceptable evidence that are located within a narrow range of the text. The item requires closer analysis 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 does [a character's] reaction to [an event] suggest about [that character]? Part B: Which sentence(s) from the passage support the inference in Part A?	The item may require a 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. Items may ask for multiple pieces of evidence or draw on different parts of the text or the text as a whole.
	The item may require an accurate inference based on the text along with the evidence or multiple pieces of evidence that support that inference.

Content Standard	Reading Literature — Key Ideas and Details
	RL.8.2 Analyze literary text development.
	• **RL.8.2a** Determine a theme of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
	• **RL.8.2b** Incorporate a theme and its relationship to other story elements into an objective summary of the text.
Content Notes	Items 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.
	Items may ask the student to identify particular details and explain how they develop a theme. The item may focus on analyzing how characters, setting, or plot relate to the theme and help to develop it. 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.
	Items 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:* How does [an aspect of character/setting/plot] develop [a theme]? *Example:* Select **three** sentences that belong in an objective summary of the passage. *Example:* Which paragraph is an objective summary of the passage?	The item may require the identification of a clearly developed theme along with clear ways the theme is developed in the text. The item may require the student to identify how a particular aspect of the text (characters, setting, or plot) develops a provided theme in the text.
	The item may present a more complex theme and ask which elements help develop that theme. The item may focus on elements from throughout the text that are not explicit but clearly develop 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 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.

| DOK 3

Example: Part A: Which theme is developed in the passage?

Part B: How do the main character's actions contribute to the development of the theme? | 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 an element(s) from the entire text that is not explicit but clearly develops a theme.

The item may require an analysis of the entire text in order to conclude what theme is developed. The item may present elements such as character, setting, plot, or other text-related details that develop an identified theme. |
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Content Standard	Reading Literature — Key Ideas and Details
	RL.8.3 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Content Notes	Items should focus on specific dialogue or actions that are significant and contribute to the development of the plot or the characters. It should not, however, address general questions about a character or events in the plot.
	Key events, dialogue, and/or inferences about the plot or character 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 impact of the dialogue or specific events on the plot or character(s).
	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:* What does this sentence reveal about the main character? [specific portion of text provided in the item] *Example:* How do these lines of dialogue propel the action in the passage? [specific portion of text provided in the item]	The item may focus on analyzing the impact of a provided line of dialogue or incident in a text that has a clear impact on the plot or on a character(s). The item may ask how specific lines of dialogue or particular details or incidents in a story impact the overall plot in a text or reveal aspects of the character. The impact may be straightforward or require some interpretation. The item may ask the student to determine a specific line of dialogue or incident in a text that provokes or causes a character's action. The item may ask the student to recognize how a character's own words or reaction to events reveal aspects of their character. Items may require making an inference or identifying multiple character traits or may focus on larger portions of the text.
DOK 3 *Example:* Part A: What does the phrase [specific dialogue from the text] suggest about the main character? Part B: What impact does the answer in Part A have on the rest of the passage?	The item may require the student to draw connections between lines of dialogue or events in the text and the development of characters and plot. The impact of the lines of dialogue or incidents may be more subtle or implicit. Items may focus on more subtle details that require a closer analysis of the text or understanding of the events in the text as a whole. The item may require that a conclusion be drawn about a character or the plot and select a line(s) of dialogue or incident from the text as support.

Content Standard	Reading Literature — Craft and Structure
	RL.8.4 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 on meaning, mood, and tone, including analogies or allusions to other texts.
Content Notes	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 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. 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.
	Target words should be above grade level or at/near grade level for figurative or connotative meanings.
	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 the word ["a target word"] emphasize? *Example:* How does the author's word choice in [a specific sentence(s)] affect the mood of the paragraph?	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. Items may ask the student to determine the impact of word choices on meaning, mood, and tone in a provided sentence or paragraph.

DOK 3 *Example:* Part A: What is the meaning of the phrase [<u>a target phrase</u>] as it is used in the paragraph? Part B: What effect does this phrase have on the rest of the passage? *Example:* What impact does the repetition of the word ["a target word"] have on the poem?	The item may require the student to analyze and synthesize information to understand the impact of a given word or phrase on the meaning, mood, or tone of the text. The item may focus on a targeted area that is less explicit or the text as a whole. Items 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, mood, or tone of the text. The item may ask the student to determine the figurative or connotative meaning of more complex words or phrases. 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 word choices, allusions, or analogies.

Content Standard	Reading Literature — Craft and Structure
	RL.8.5 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Content Notes	Items should ask the student to compare and contrast two texts in terms of how their structure contribute to meaning and style.

The items should not simply ask the student to describe the structures of the texts, but should instead focus on the way structure contributes to meaning and style. Items should not ask about one literary text.

The item may ask for a comparison of particular section(s) from each text or may focus on a comparison of the overall structure for each text.

Distractors need to be textually plausible but incorrect answers in reference to the understanding being demonstrated. 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 does the structure of each passage impact its meaning? | The item may ask the student to analyze the impact on meaning or style of a provided similarity or difference in the structure of two texts. Items may provide the structure of one or both of the texts and ask the student to compare or contrast the contribution of that structure to meaning and style.

Items may require the student to analyze or make an inference about the structures of each text or how a structural feature found in two texts contributes to the meaning of each. The item may require the student to draw an inference about the meaning of a text and how it is reflected in the structure of the text. |

DOK 3 *Example:* Select the boxes to indicate whether each statement describes Passage 1, Passage 2, or both. *Example:* Part A: In Passage 1, how does the structure of the poem/story develop [an idea]? Part B: How does the second poem/story develop the same idea using a different structure?	The item may ask the student to make multiple comparisons between texts to analyze the impact of the differing structure of each text on meaning and style. The item may ask the student to draw a comparison or make a contrast between texts and may have the student analyze the impact of the structures. The similarity or difference is not provided for the student and the relationship between structure or form and meaning may be subtle or require a close analysis.

Content Standard	Reading Literature — Craft and Structure
	RL.8.6 Analyze how differences in the points of view and perspectives of the characters and the audience or reader (e.g., created through the use of dramatic irony) create effects such as suspense or humor.
Content Notes	Items should focus on the effects of the differences in point of view or perspective, not just on identifying the differences. The focus should be on the differences between the reader and the characters, not the differences between the characters alone.
	Items may focus on what the reader knows that the character(s) do not know.
	Items may focus on what the reader knows that the character(s) do not know. It may also focus on an unreliable narrator or character(s) who lead the reader to understand that they have not been told everything that they need to know.
	The item may provide the student with a specific difference in point of view or perspective or the student may have to determine the point of view or perspective as part of the response.
	The options can be direct quotations that reveal a difference in point of view or perspective. 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:* In [a specific paragraph(s)], what effect is created by the differing perspectives of [a specific difference]? *Example:* Select **two** ways the author creates tension in [a specific paragraph(s)].	The effect, perspective, or point of view may be identified for the student and may ask for an analysis. The item may ask the student to identify excerpts from the text that show a provided effect on the text or on the tone. The item may require a determination of the effect of specific sentences or portions of the text showing differences in point of view or perspective.

DOK 3	The item may ask the student to infer the differences in point of view between the character(s) and the reader and analyze the effect of the difference. Understanding the effect created may require a closer analysis or require making connections between different portions of the text or in the text as a whole.
Example: How does the narrator's point of view create humor in the passage?	The differences in point of view or perspective may be subtle or require a close analysis of the events of the text.
Example: How does the reader's knowledge of [a situation or idea from the text] affect the tone in the rest of the passage?	
Example: Part A: How do the perspectives of the characters and the reader differ by the end of the passage? Part B: What effect is the difference in Part A meant to create?	

Content Standard	Reading Literature — Integration of Knowledge and Ideas
	RL.8.7 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Content Notes	The item may focus on the effectiveness of the adaptation. Specific portions of the text may be called out to narrow the range being compared.
	The item may focus on analyzing the similarities and/or differences between an original text and a filmed/live adaptation.
	The item must ask about both the text version and its multimedia counterpart.
	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 script.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* This line [line provided in item] is said by the main character in both versions. How does the film's version of the line differ from its original meaning in the text?	The item may ask the student to compare aspects of the written and multimedia version and determine the differences between them. The differences may be explicit or clearly more clearly identifiable.
DOK 3 *Example:* Part A: Select **two** lines that are different in the play than in the script. Part B: What is the effect of changing the lines from the original in the adaptation? *Example:* How does the director's choice of setting in the film alter the meaning of the original text?	The item may ask the student to compare aspects of the written and multimedia version and assess the differences between them. The differences may be more subtle or require the student to make inferences. The item may ask the student to analyze differences between the written and multimedia versions and assess the impact of specific choices made.

Content Standard	Reading Literature — Integration of Knowledge and Ideas
	RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new.
Content Notes	The item should focus primarily on the modern text, not on the older text. The focus should be on how the modern text alludes to or renders anew the older text's theme, pattern of events, or archetypes. Items may ask the student to provide details from the text that support how the material alludes to or renders the older material new. Items 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 is the main character's situation in Passage 2 different from the narrator's situation in Passage 1?	The item may focus on the more straightforward transformations or differences between the texts. The differences may be clearly made in the text and require limited analysis. Elements that are different between the texts may be provided and the student may provide the analysis of the impact of the change.
DOK 3 *Example:* Select **two** ways the author of Passage 2 transforms the story in Passage 1. *Example:* Part A: How does Passage 2 transform the main character in Passage 1? Part B: Which detail from Passage 2 shows the transformation in Part A?	The item may require the student to identify multiple transformations or differences between the texts. Items may provide the student with a narrower focus for analyzing how the material in the two works is rendered new. The item may focus on more subtle transformations or differences between the texts that require closer examination to discern and analyze. The item may require analyzing the two texts as a whole or finding particular details that demonstrate the transformation between the texts.

Content Standard	Reading Informational Text — Key Ideas and Details
	RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Content Notes	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.
	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.
	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.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* Which sentence explains why [a text based conclusion]? *Example:* Which inference can be made based on the information in [a specific paragraph]?	The item focuses on less explicit textual evidence to draw an inference. The item may also ask the student to draw an inference from clearly presented ideas in the text and provide the clear textual evidence that supports that inference.
	There may be several examples that provide acceptable evidence that are located within a narrow range of the text. The item requires closer analysis 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: According to [a specific paragraph], how did [a text based inference]? Part B: Which sentence 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. Items may ask for multiple pieces of evidence or draw on different parts of the text or the text as a whole.
	The item may require an accurate inference based on the text along with the evidence or multiple pieces of evidence that support that inference.

Content Standard	Reading Informational Text — Key Ideas and Details
	RI.8.2 Analyze informational text development.
	• **RI.8.2a** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
	• **RI.8.2b** Incorporate central ideas and their relationships into an objective summary of the text.
Content Notes	Items may ask the student to use supporting details from a text to determine a central idea. A central idea 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 central idea.
	Items may ask the student to identify particular details and explain how they develop a central idea. The item may focus on analyzing how supporting details relate to the central idea and help to develop it. 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.
	Items may reference the details that should be used in an objective summary of the text. The objective summary should incorporate both the central idea 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.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How does the author develop [a central idea] throughout the passage? *Example:* Select **two** statements that complete the objective summary.	The item may require the identification of a clearly developed central idea along with clear ways the central idea is developed in the text. The item may require the student to identify how supporting details develop a provided central idea in the text.
	The item may present a more complex central idea and ask which details help develop that central idea. The item may focus on elements from throughout the text that are not explicit but clearly develop the identified central idea.
	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 idea 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 text.

DOK 3 *Example:* Part A: What is the central idea of the passage? Part B: Which detail from the passage supports the development of the central idea in Part A?	The item may require the identification of a more complex or subtly developed central idea along with how the central idea is developed in the text. The item may focus on details from the entire text that are not explicit but clearly develop a central idea. The item may require an analysis of the entire text in order to conclude what central idea is developed.

Content Standard	Reading Informational Text — Key Ideas and Details
	RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Content Notes	Items should ask the student about specific connections or distinctions made between individuals, ideas, or events. Items should focus on individuals, events, or ideas that are central to the meaning of the text.
	Items may ask the student to make comparisons or categorize individuals, events, or ideas in a 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:* How does the author distinguish between [shared idea] in the passage? *Example:* Select **two** ways [specific paragraph] develops the connection between [event 1] and [event 2].	Items may ask how connections or distinctions are made between a provided individual, event, and/or simple idea in a text. The item may also ask what detail or aspect of the text is supportive of the connection or distinction. Items may focus on specific paragraphs or sections of the text or the entire text. The item may ask for textual evidence that supports a provided analysis about the connection or distinction between individuals, ideas, or events in the text.
DOK 3 *Example:* Select the boxes to show how the ideas in [a specific paragraph(s)] are connected. *Example:* Part A: What connection does the author make between [idea 1] and [idea 2]? Part B: Which sentence from the passage illustrates this connection?	Items may ask about more complex ideas or events in a text and how they are connected or distinguished throughout the text as a whole or in specific paragraphs or sections. The items may require the student to identify specific details throughout the text. The item may ask the student to determine how the text makes a connection or distinction between individuals, ideas, or events and analyze the effect of this connection or distinction.

Content Standard	Reading Informational Text — Craft and Structure
	RI.8.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Content Notes	Items may focus on how words or phrases are used and function within a text, including their literal, figurative, or technical meaning. Items 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. 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.
	Target words should be above grade level or at/near grade level for figurative or technical meanings.
	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 the word [a technical target word] mean as it is used in the sentences? *Example:* What does the phrase ["a target phrase"] emphasize in [a specific paragraph]?	The item may require the student to use surrounding text to determine the meaning of a word or phrase, including its figurative or connotative meaning. The item may focus on a word or phrase that has textual clues that are not explicitly stated and requires inferencing to help arrive at meaning. Items may ask the student to determine the impact of word choices on meaning and tone in a provided sentence or paragraph.

DOK 3 *Example:* Part A: What tone is created by the author's word choice in [specific paragraph]? Part B: Select **two** words or phrases that help develop this tone. *Example:* How does the phrase ["a target phrase"] affect the tone of 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. Items 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 ask the student to determine the figurative, connotative, or technical meaning of more complex words or phrases. 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 word choices, allusions, or analogies.

Content Standard	Reading Informational Text — Craft and Structure
	RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Content Notes	Items may focus on a single sentence(s) or on entire paragraphs as a whole in terms of their role or impact in developing and/or refining key concepts.
	Items may focus on different types or organizational structures: chronological, cause/effect; compare/contrast; problem/solution, etc., but should not ask for simple identification of these organizational structures.
	The item may provide a specific role or structure and ask for an analysis of the provided information. Items may specifically present targeted portions of the text being referenced or direct the student back to a specific portion of the text.
	Distractors need to be textually plausible but incorrect interpretations.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* How does [a specific sentence] develop an idea introduced earlier in the passage? *Example:* How does [a specific paragraph] help develop [a specific idea]?	The item may require the student to determine a clear purpose of a specific sentence or paragraph or look at its clear impact on the text as a whole. The role of the specific text may be explicit.
	The item may provide an idea and ask the student to determine how a specific sentence or paragraph develops or refines that idea.
	The student may have to delineate the key idea or concept and how the targeted sentence or paragraph develops or refines it.

DOK 3	The item may require the student to analyze how sentences or paragraphs in the text fit together and contribute to the structure and development of the overall text. The role of the specific text may be more implicit or abstract.
Example: Select **two** ways the sentences develop the idea [idea from passage]. (sentences provided in item)	The item may require the student to analyze specific sentences or paragraphs and their overall structure and how they develop more implicit or complex ideas in the text.
Example: Part A: Which sentence describes the structure of [a specific paragraph]? Part B: How does the paragraph's structure in Part A help develop a key concept in the passage?	The student may have to determine the structure of a sentence or paragraph and then analyze how it impacts a key concept in the text.

Content Standard	Reading Informational Text — Craft and Structure
	RI.8.6 Determine an author's perspective or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Content Notes	Items may ask about how the author develops a specific perspective or purpose in a text. Perspectives may be explicitly stated or implied in a text.
	The student may need to determine the perspective or purpose and identify how conflicting perspectives are acknowledged or addressed. . Items may ask about one or multiple perspectives, including those that conflict.
	Items may ask the student to analyze how a conflicting perspective is acknowledged or addressed.
	Items may provide the author's purpose and perspective and ask the student to consider how conflicting evidence or viewpoints are acknowledged.
	The options can be direct quotations from the text that reflect the perspective or purpose (either the author's or those that conflict) 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:* The author states that he/she believes [a provided issue from text].Which sentence shows an acknowledgement of a conflicting perspective?	The item may ask the student to determine the author's purpose for writing the text or focus on determining a clear perspective presented in the text. Items may provide a perspective and ask the student to determine where alternate or conflicting viewpoints are acknowledged. The item may focus on specific details that convey the author's perspective or purpose. Items may ask about the author's purpose or perspective for a specific portion of the text and how the purpose is developed or how the author responds to conflicting evidence.
DOK 3 *Example:* Part A: How does the author address a viewpoint that is different from his/her own? Part B: How does this reflect the author's overall purpose/perspective?	The item may require the student to analyze how the author establishes his/her purpose or perspective in the text. The perspective may be implicit or subtle or require close examination of details throughout the text. Items may ask the student to infer the author's position on a provided issue or viewpoint. Items may ask how the author responds to conflicting evidence. The conflicting evidence or viewpoints may be less clearly stated.

Content Standard	Reading Informational Text — Integration of Knowledge and Ideas
	RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Content Notes	The item must address a written text and a multimedia presentation that shares a topic or idea. The item must focus on two or more mediums, but may focus on one more than another.
	The item should focus on the specific advantages or disadvantages of different mediums, not general questions about the different mediums.
	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 script.
	The Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* Select **two** advantages of using video to present information on [a topic].	The item may ask the student to compare two or more mediums and determine a clear advantage and/or disadvantage of using one over the other. The item may ask the student to analyze the use of one medium instead of another. The item may provide the topic or idea and ask for a comparison.
DOK 3 *Example:* Part A: What is an advantage of using video to present information about the topic? Part B: Select a sentence from the passage that would benefit from being presented in a video format.	The item may ask the student to compare two or more mediums and determine a more subtle advantage and/or disadvantage of using one over the other. The item may ask the student to analyze the use of one medium instead of another and evaluate the use of the mediums to convey information about a particular topic or idea. The item may provide the topic or idea and ask for an evaluation.

Content Standard	Reading Informational Text — Integration of Knowledge and Ideas
	RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Content Notes	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.
	Items may ask the student to delineate 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.
	Items may focus on distinguishing arguments or claims that are supported with relevant and sufficient evidence from those that are not. Items may focus on irrelevant evidence presented in support of an argument or claim.
	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:* Which sentence from the passage supports the claim that [provided claim from passage]? *Example:* Select one sentence from [a specific paragraph(s)] where the author makes an unsupported claim.	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. The Item may ask the student to determine a claim that is unsupported from a particular section or paragraph or to identify irrelevant information provided as evidence.

DOK 3	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.
Example: Select the boxes to indicate whether each claim is supported by evidence in the passage. (table match item)	The Item may ask the student to distinguish claims that are supported by evidence from those that are not or to evaluate the evidence provided in support of a claim.
Example: Part A: Which claim does the author make? Part B: What evidence is used to support the claim in Part A?	Items may ask the student to determine a claim that is unsupported or to identify irrelevant information provided as evidence. The claim may be more implicit or require closer evaluation to determine if it is unsupported or uses irrelevant evidence.

Content Standard	Reading Informational Text — Integration of Knowledge and Ideas
	RI.8.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Content Notes	Items should ask about both texts, but may focus on one more than the other. The item should focus on key information, evidence, and facts. The item should focus on the differences between the two texts, not the similarities. Items should be developed with text sets focusing on the same topic but with clear disagreements or differing interpretations. 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. *The Example Response Mechanisms may include, but are not limited to, the examples below.*
DOK 2 *Example:* Select **two** ways Passage 1 differs from Passage 2 in its discussion of [idea drawn from text]?	The item may focus on differences that are more explicit and clear between the texts or areas where the texts differ in their interpretation of evidence or ideas. The item may narrow the focus to a specific portion(s) of the texts.
DOK 3 *Example:* How do the authors differ in their presentation of ideas about [a provided topic]? *Example:* Part A: How does Passage 1 support the claim that [claim drawn from the passage] Part B: How does Passage 2 support [a conflicting claim]?	The item may require a close analysis and comprehension of the ideas in the texts to distinguish the differences between them and where they conflict or disagree. Differences may be subtle or implicit. The item may ask the student to make multiple contrasts across texts. The item may require the student to examine both texts and distinguish the differences or disagreements between them. The item may focus on more implicit disagreements on facts or interpretations.

Content Standard	Language — Vocabulary Acquisition and Use
	L.8.4 Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. • **L.8.4a** 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.8.4b** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
Content Notes	The focus of the item should be on word meanings. 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 student will need to utilize strategies such as context clues, affixes, and roots to determine the meaning of the word. Items 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 a plausible misreading or alternate meanings of a multiple-meaning words 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 Example Response Mechanisms may include, but are not limited to, the examples below.*
DOK 2 *Example:* Which phrase from the sentence helps explain the meaning of [a target word]? *Example:* What is the meaning of [a target word] as it is used in [a specific paragraph]?	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.

Content Standard	Language — Vocabulary Acquisition and Use
	L.8.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	L.8.5a Interpret figures of speech (e.g. verbal irony, puns) in context. **L.8.5b** Use the relationship between particular words to better understand each of the words. **L.8.5c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
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.
	Items 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 Example Response Mechanisms may include, but are not limited to, the examples below.
DOK 2 *Example:* What does the [figurative language] in this sentence mean?	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 subtle and require inferencing to help arrive at meaning. The word or phrase may be focused on more subtle shades of meaning based on the context of the text.
	The item may ask the student to determine multiple meanings of words or interpretations of figures of speech.
	The item may focus on more simplistic statements that use irony that help support meaning and understanding.
DOK 3 *Example:* What does the ["ironic phrase"] emphasize in the passage?	The item may focus on more complex figurative language that relies on an understanding of the context and manner in which it is used.
	Items 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.
	The item may focus on more complex statements that rely on irony for a reader to fully comprehend meaning and impact within the text.

Content Standard	Writing — Argumentation
	W.8.1 Write arguments to support claims with clear reasons and relevant evidence.
	W.8.1a establish a clear thesis statement to present an argument. **W.8.1b** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. **W.8.1c** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **W.8.1d** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. **W.8.1e** Establish and maintain a formal style. **W.8.1f** 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 statement that takes a position or makes a claim about the topic. The prompt must also be supportive of providing and analyzing counter claims.
	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; - address counterclaims; - use evidence from multiple passages; and - avoid overly relying on one passage.
	Write your multi-paragraph response in the space provided.

Score	Purpose, Focus, and Organization (4-points)	Evidence and Elaboration (4-points)	Conventions of Standard English (Begins at score point 2)
	Ohio's State Test **Argumentation Writing Rubric, Grades 6-12** (Score points within each domain include most of the characteristics below.)		
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.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
	W.8.2a Establish a clear thesis statement to present information. **W.8.2b** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed. **W.8.2c** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **W.8.2d** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **W.8.2e** Use precise language and domain-specific vocabulary to inform about or explain the topic. **W.8.2f** Establish and maintain a formal style. **W.8.2g** 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 statement. They will develop a thesis statement 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. 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.