

# 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 ELA I and ELA II.

## Ohio English Language Arts I and II Blueprint

Reporting Categories	Related Standards		Reporting Category Point Range	Total Test Point Range
Reading Literary Text – Approximately 40%			(14-18 points)	Total Test 60-62 points
• Key Ideas and Details	RL.9-10.1, RL.9-10.2, RL.9-10.3			
• Craft and Structure	RL.9-10.4, RL.9-10.5, RL.9-10.6			
• Integration of Knowledge and Ideas	RL.9-10.7, RL.9-10.9			
• Vocabulary	L.9-10.4, L.9-10.5			
Reading Informational Text – Approximately 60%			(22-26 points)	
• Key Ideas and Details	RI.9-10.1, RI.9-10.2, RI.9-10.3 RST.9-10.1, RST.9-10.2, RST.9-10.3	RH.9-10.1, RH.9-10.2, RH.9-10.3		
• Craft and Structure	RI.9-10.4, RI.9-10.5, RI.9-10.6 RST.9-10.5, RST.9-10.6	RH.9-10.5, RH.9-10.6		
• Integration of Knowledge and Ideas	RI.9-10.7, RI.9-10.8, RI.9-10.9 RST.9-10.7, RST.9-10.8, RST.9-10.9	RH.9-10.7, RH.9-10.8, RH.9-10.9		
• Vocabulary	L.9-10.4, L.9-10.5, RST.9-10.4, RH.9-10.4			
Writing			(20 points)	
• Argument	W.9-10.1, W.9-10.4 – W.9-10.9 WHST.9-10.1, WHST.9-10.4 – WHST.9-10.9 L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5, L.9-10.6			
• Informative/Explanatory	W.9-10.2, W.9-10.4 – W.9-10.9 WHST.9-10.2, WHST.9-10.4 – WHST.9-10.9 L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.5, L.9-10.6			

## 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
<b>Selectable Hot Text Item (HT)</b>	<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>
<b>Table Matching Item (MI)</b>	<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
<b>Multiple Choice Item (MC)</b>	<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>
<b>Multi-Select Item (MS)</b>	<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>
<b>Extended Response Item (ER)</b>	<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>
<b>Evidence-Based Selected Response Item (EBSR)</b>	<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>
<b>Multi-Interaction Item</b>	<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>

<b>Content Standard</b>	<b>Reading Literature — Key Ideas and Details</b>  <b>RL.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Content Notes</b>	<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 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><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p><b>DOK 2</b></p> <p><b>Example:</b> Which quotation from the passage supports the idea [idea from passage]?</p> <p><b>Example:</b> Part A: How does [a character] feel about [an event]?</p> <p>Part B: Select <b>two</b> sentences from the passage that support the inference in Part A.</p>	<p>The item may focus on providing less explicit evidence to support an inference. Items may ask for multiple pieces of evidence or draw on specific parts of the text.</p> <p>The item may ask the student to draw an inference based on the text and then provide explicit textual evidence that supports that inference.</p> <p>There may be several examples that provide evidence located within a narrow range of the text. The item may require 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.</p> <p>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.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Which inference can be made about [a character] based on this sentence(s)? (sentence(s) provided in the item)</p> <p><b>Example:</b> Part A: Which idea explains [a character's actions] in the passage?</p> <p>Part B: Which detail from the passage supports the answer in Part A?</p>	<p>The item may require a comprehension of the entire text to arrive at a conclusion. More subtle evidence may be used as support of the conclusion.</p> <p>The item may ask the student to draw an inference from the text that requires making connections between ideas, providing multiple pieces of evidence, or examining the text as a whole. The item may then also ask for supporting evidence.</p> <p>The item may require an accurate inference based on the text along with multiple potentially complex details or pieces of evidence to support the inference.</p>
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<p><b>Content Standard</b></p>	<p><b>Reading Literature — Key Ideas and Details</b></p> <p><b>RL.9-10.2</b> Analyze literary text development.</p> <ul style="list-style-type: none"> <li>• <b>RL.9-10.2a</b> Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details.</li> <li>• <b>RL.9-10.2b</b> Provide an objective summary of the text that includes the theme and relevant story elements.</li> </ul>
<p><b>Content Notes</b></p>	<p>Items may focus on the theme of a text specifically or as part of a summary of the overall text. Themes should be expressed as a full sentence rather than a word or phrase. Distractors need to be textually plausible but incorrect interpretations of a developed theme.</p> <p>Items may ask the student to determine how a theme emerges through particular details and explain how those details shape and refine a theme. Items may refer to themes that are explicitly stated or that can be implied from the text. The options can be direct quotations from the text or details related to information from the text.</p> <p>Summary items need to be objective and include a theme and story elements or essential details from the text. 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><b>DOK 2</b></p> <p><b>Example:</b> Select <b>two</b> details from the passage that support the development of the theme that [stated theme].</p> <p><b>Example:</b> How does the passage develop the theme that [stated theme]?</p> <p><b>Example:</b> Select <b>three</b> statements that should be included in a summary of the passage</p>	<p>The item may require the student to determine a straightforward theme of the text as conveyed through particular details of the text, along with clear ways the theme is developed in the text. The item may require the student to identify how a theme emerges and which details help to shape and refine it.</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 or details of the text.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Part A: Which theme is developed in the passage?</p> <p>Part B: How does the author develop the theme from Part A?</p>	<p>The item may require the student to determine a subtle or complex theme of the text, which may require close analysis or understanding of specific details of the text. The item may then require an analysis of how details or aspects of the text develop the theme.</p>
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<p><b>Content Standard</b></p>	<p><b>Reading Literature — Key Ideas and Details</b></p> <p><b>RL.9-10.3</b> Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>
<p><b>Content Notes</b></p>	<p>Items should focus on complex characters that contribute significantly to the plot of a text or the development of the theme. The item may focus on how a complex character develops throughout a text.</p> <p>Key events and inferences about the character or plot may or may not be provided to the student in the item itself.</p> <p>Items may ask the student to use explicit and implicit details from the text to describe the impact of a complex character on other aspects of the text.</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><b>DOK 2</b></p> <p><b>Example:</b> What does the narrator’s interaction with [another character] help the narrator realize about himself/herself by the end of the passage?</p> <p><b>Example:</b> How does the [the main character’s] interaction with the group in [a specific paragraph(s)] advance the plot?</p>	<p>The item may ask the student to analyze how a character’s words or actions support understanding of how that character develops, interacts with other characters, or helps to advance the plot or theme.</p> <p>The item may ask the student to determine a specific line of dialogue, incident in a story, or interaction with another character that provokes or causes a character’s action or development. The item may ask for what change is demonstrated.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Select <b>two</b> ways the main character demonstrates that his/her perspective has changed by the end of the passage.</p> <p><b>Example:</b> Part A: How does the main character display conflicting motives over the course of the text?</p> <p>Part B: Select <b>two</b> statements that support the answer in Part A.</p>	<p>The item may require the student to draw connections between changes in character, character interactions, or events in the text and character, plot, and theme development. Items may focus on subtle details that require a closer analysis of the text or understanding of the events in the text as a whole.</p> <p>The item may require that a conclusion be drawn about a character and evidence from the text provided as support.</p>
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<p><b>Content Standard</b></p>	<p><b>Reading Literature — Craft and Structure</b></p> <p><b>RL.9-10.4</b> Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p>
<p><b>Content Notes</b></p>	<p>Items should focus on how words or phrases are used and function within the context of a text, including their literal and figurative meaning. Items may require the student to analyze the impact of specific word choice on the meaning, mood, or tone of a 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 or phrases 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><b>DOK 2</b></p> <p><b>Example:</b> In [a specific paragraph], why does the author use the phrase [“a target phrase”]?</p> <p><b>Example:</b> How does the poet’s choice of words in [specific line(s)] enhance the tone of the poem?</p>	<p>The item may require the student to use surrounding text or less explicit clues in the text to determine the meaning of a word or phrase, including its figurative or conative meaning.</p> <p>Items may ask the student to determine the cumulative impact of the word choice in a given sentence(s) on meaning, mood, and tone.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> How does word choice in the passage establish a mood?</p> <p><b>Example:</b> In [a specific paragraph], what is the effect of comparing the main character’s situation to [“a target phrase”]?</p> <p><b>Example:</b> Part A: What does the word [“a target word”] emphasize about [the setting]?</p> <p>Part B: Select <b>two</b> details from the passage that support the interpretation of [“target word”] in Part A.</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, mood, 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>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.</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 word choices, allusions, or analogies.</p>
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<b>Content Standard</b>	<b>Reading Literature — Craft and Structure</b>  <b>RL.9-10.5</b> Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
<b>Content Notes</b>	<p>The item should ask the student to analyze a text in terms of how the structure impacts the reader. The item should not simply ask the student to describe the structure used in the text.</p> <p>The item may refer to the effect of the structure of an entire text or 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 what effects are created through the structure.</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 text or details related to information from the text. Options may also be inferences or conclusions that can be made based on the text.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<b>DOK 2</b>  <b>Example:</b> Which effect is created by the author’s decision to [a structural technique]?	<p>The item may require the student to analyze a provided structure of a text and how it contributes to or creates effects within the text.</p> <p>The item may require the student to analyze the structure of a specific sentence or stanza and its clear effect within the text as a whole.</p>
<b>DOK 3</b>  <b>Example:</b> How does the structure of the poem create [an effect]?  <b>Example:</b> Part A: What device does the author use to structure [a specific paragraph]?  Part B: What impact does the use of the device in Part A have on the passage?	<p>The item may require the student to analyze the cumulative impact of the structure in the text and how the author’s choices concerning structure creates effects. The structure and the effect are not provided for the student and may be subtle or require close analysis.</p>

<b>Content Standard</b>	<b>Reading Literature — Craft and Structure</b>  <b>RL.9-10.6</b> Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
<b>Content Notes</b>	<p>Items should ask the student to analyze how the point of view, perspective, or cultural experience is reflected in the text. Items should not focus on general identification of point of view or perspective.</p> <p>Items may assume general familiarity with world cultures and well-known literature from other cultures or may provide simple generalizations as needed.</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 text or details related to information from the text. Options may also be inferences or conclusions that can be made based on the text.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<b>DOK 2</b>  <b>Example:</b> What do [a specific paragraph(s)] reveal about [a character’s culture]?	<p>The point of view, perspective, or cultural experience may be identified for the student and the item may ask for an analysis.</p> <p>The item may ask the student to identify excerpt(s) from the text that show a provided cultural experience.</p> <p>The item may require the student to analyze a character’s point of view or perspective that is reflective of a specific cultural experience.</p> <p>The item may ask the student to determine the impact of specific sentences or portions of the text in demonstrating points of view, perspective, or cultural experiences. The intended impact is relatively straightforward or clear based on the surrounding context.</p>



<p><b>DOK 3</b></p> <p><b>Example:</b> What does the conversation between [two characters] reveal about [a specific culture]?</p> <p><b>Example:</b> Part A: How does [a specific sentence(s)] reflect the culture from which [a character] comes?</p> <p>Part B: How does the cultural experience in Part A impact the meaning of the story's ending?</p>	<p>The item may require the student to analyze in depth a character's point of view or perspective that is reflective of a specific cultural experience.</p> <p>The item may ask the student to determine the impact of specific sentences or portions of the text in demonstrating points of view, perspective, or cultural experiences. The intended impact will require an analysis and integration of information over a larger portion of the text or the text as a whole.</p> <p>The student may need to determine the point of view, perspective, or cultural experience in a given portion of the text or the text as a whole. The item may then also ask for supporting evidence or an analysis of the significance of that the point of view, perspective, or cultural experience in the text.</p>
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<b>Content Standard</b>	<b>Reading Literature — Integration of Knowledge and Ideas</b>  <b>RL.9-10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i> ).
<b>Content Notes</b>	<p>Items should focus on the similarities and differences between two artistic mediums. At least one of the representations should be artistic.</p> <p>Specific portions of the text may be called out to narrow the range being compared. The item may focus on what from that portion of text is emphasized or absent in the artistic medium.</p> <p>The item must ask about two different mediums. The item may not rely on technical or background knowledge related to specific artistic mediums.</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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<b>DOK 2</b>  <b>Example:</b> Which idea from the [written text] is absent in [the painting]?  <b>Example:</b> Complete the chart to show which details are emphasized in [the text], in [the painting], or in both.	<p>The item may require the student to analyze both mediums to determine what is emphasized or absent between them.</p>
<b>DOK 3</b>  <b>Example:</b> How does the emphasis of [the text] differ from the emphasis of [the art]?	<p>The item may require the student to analyze both mediums to determine what is emphasized or absent.</p> <p>The item may ask the student to demonstrate an understanding of the significance of what is emphasized or absent.</p>

<p><b>Content Standard</b></p>	<p><b>Reading Literature — Integration of Knowledge and Ideas</b></p> <p><b>RL.9-10.9</b> Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
<p><b>Content Notes</b></p>	<p>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 transforms the older source material. Items may ask the student to provide details from the text that support how the material alludes to or transforms the older material.</p> <p>Items should not ask about one literary text, but can rely more heavily on the more modern work.</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 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>
<p><b>DOK 2</b></p> <p><b>Example:</b> How is the relationship between the characters portrayed differently in Passage 2 than in Passage 1?</p> <p><b>Example:</b> Select <b>two</b> elements of the legend that Passage 1 emphasizes but Passage 2 does not.</p>	<p>The item focuses on the more straightforward transformations 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.</p> <p>The item may focus on the significance of an explicit allusion in the modern work to the older work.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Part A: How does the author of Passage 2 present [element of story] differently than Passage 1?</p> <p>Part B: How does this difference in presentation effect the story?</p> <p><b>Example:</b> Select <b>two</b> ways the author of Passage 2 draws upon Passage 1 to develop [an element of writing]?</p>	<p>The item focuses on more subtle or multiple transformations or differences between the texts that require closer analysis of the text to discern or analyze.</p> <p>The item may require analyzing the two texts as a whole or finding particular details that demonstrate the transformation between the texts.</p> <p>Items may provide the student with a narrower focus for analyzing how the material in the two works is rendered new.</p> <p>The item may focus on analyzing the significance of a less explicit allusion in the modern work to the older work.</p>
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<b>Content Standard</b>	<b>Reading Informational Text — Key Ideas and Details</b>  <b>RI.9-10.1</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Content Notes</b>	<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 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><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p><b>DOK 2</b></p> <p><b>Example:</b> Select <b>two</b> details from [a specific paragraph(s)] that display the author’s concern that [idea from the text].</p> <p><b>Example:</b> Part A: According to the passage, which inference can be made about [idea from passage]?  Part B: Which detail from the passage supports the answer in Part A?</p>	<p>The item may focus on providing less explicit evidence to support an inference. Items may ask for multiple pieces of evidence or draw on specific parts of the text.</p> <p>The item may ask the student to draw an inference based on the text and then provide explicit textual evidence that supports that inference.</p> <p>There may be several examples that provide evidence located within a narrow range of the text. The item may require 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.</p> <p>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.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Part A: What can be concluded about [topic of passage] based on the information in [a specific section]?</p> <p>Part B: Which sentence from the section supports the conclusion in Part A?</p>	<p>The item may require a comprehension of the entire text to arrive at a conclusion. More subtle evidence may be used as support of the conclusion.</p> <p>The item may ask the student to draw an inference from the text that requires making connections between ideas, providing multiple pieces of evidence, or examining the text as a whole. The item may then also ask for supporting evidence.</p> <p>The item may require an accurate inference based on the text along with multiple potentially complex details or pieces of evidence to support the inference.</p>
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<p><b>Content Standard</b></p>	<p><b>Reading Informational Text — Key Ideas and Details</b></p> <p><b>RI.9-10.2</b> Analyze informational text development.</p> <ul style="list-style-type: none"> <li>• <b>RI.9-10.2a</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details</li> <li>• <b>RI.9-10.2b</b> Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</li> </ul>
<p><b>Content Notes</b></p>	<p>Items may focus on the central idea of a text specifically or as part of a summary of the overall text. Distractors need to be textually plausible but incorrect interpretations of a developed central idea.</p> <p>Items may ask the student to determine how a central idea emerges through particular details and explain how those details shape and refine a central idea. Items may refer to central ideas that are explicitly stated or that can be implied from the text. The options can be direct quotations from the text or details related to information from the text.</p> <p>Summary items need to be objective and include a central idea and essential details from the text. 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><b>DOK 2</b></p> <p><b>Example:</b> Select <b>three</b> sentences that should be included in a summary of the passage.</p> <p><b>Example:</b> How does the author develop the central idea that [stated theme]?</p>	<p>The item may require the student to determine a straightforward central idea of the text as conveyed through particular details of the text, along with clear ways the central idea is developed in the text. The item may require the student to identify how a central idea emerges and which details help to shape and refine it.</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 a central idea and details that would be appropriate for a summary. Distractors should be accurate text-based responses that are not ideas that would be appropriate to include in the summary.</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 ideas or details of the text.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Part A: What is a central idea of the passage?</p> <p>Part B: How does the author use [a writing technique] to support the central idea?</p>	<p>The item may require the student to determine a subtle or complex central idea of the text, which may require close analysis or understanding of specific details of the text. The item may then require an analysis of how details or aspects of the text develop the central idea.</p>
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<b>Content Standard</b>	<b>Reading Informational Text — Key Ideas and Details</b>  <b>RI.9-10.3</b> Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
<b>Content Notes</b>	<p>Items should focus on how the author unfold his/her ideas in a text. The item may ask how connections are made between ideas or events.</p> <p>Items may ask how the author introduces, develops, orders, or unfolds an analysis or series of ideas or events.</p> <p>Items may address smaller portions of the text or the text as a whole.</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>
<p><b>DOK 2</b></p> <p><b>Example:</b> What is the connection between the ideas in [a set of provided paragraphs]?</p> <p><b>Example:</b> How does [a specific paragraph] develop the author’s analysis of [an idea]?</p> <p><b>Example:</b> Part A: In what way are [a set of events] connected?</p> <p>Part B: Which sentence from the passage supports the answer in Part A?</p>	<p>Items may ask how connections are made between a provided idea or event in a text. The item may also ask what detail or aspect of the text is supportive of the connection.</p> <p>The item may ask for textual evidence that supports a provided analysis about the development or manner in which ideas or events are introduced in a text.</p> <p>Items may ask the student to identify how the author introduces, develops, orders, or unfolds an analysis or series of provided ideas or events. Items may ask the student to determine an idea or event that is developed by a provided method, technique, or structure.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Part A: How does the author develop his ideas in [a specific section]?</p> <p>Part B: What impact does this development have on the meaning of the passage?</p>	<p>Items may ask the student to analyze more complex ideas or events in a text and how they are connected or developed in the text. Items may require the student to make connections across the text.</p> <p>Items may ask the student to identify how the author introduces, develops, orders, or unfolds an analysis or series of complex ideas or events. Items may ask the student to analyze the purpose of a connection that is developed by a particular method, technique, or structure used by the author.</p>
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<b>Content Standard</b>	<b>Reading Informational Text — Craft and Structure</b>  <b>RI.9-10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
<b>Content Notes</b>	<p>Items should focus on how words or phrases are used within the context of a text, including their literal, figurative, or technical meanings. Items may require the student to analyze the impact of specific word choice on the meaning, mood, or tone of a 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>
<b>DOK 2</b>  <b>Example:</b> What does the word <u>technical word</u> mean as it is used in the sentences?  <b>Example:</b> What does the phrase [“a target phrase”] emphasize as it is used in [a specific paragraph]?	<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 not explicitly stated and require inferencing to help arrive at meaning.</p> <p>The item may ask the student to determine the impact of the word choice in a provided sentence or paragraph.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> What is revealed through the author’s word choice in [a specific paragraph]?</p> <p><b>Example:</b> Part A: How does the author develop [a specific tone] in [a specific paragraph]?</p> <p>Part B: Select <b>two</b> phrases that support the answer in Part A.</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 the impact of a targeted area or the text as a whole.</p> <p>The item may ask the student to determine the figurative, connotative, or technical meanings 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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<b>Content Standard</b>	<b>Reading Informational Text — Craft and Structure</b>  <b>RI.9-10.5</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
<b>Content Notes</b>	<p>Items may focus on single sentences or on entire paragraphs as a whole in terms of looking at their role in developing and/or refining the author’s claims or ideas.</p> <p>Items should ask the student to analyze, not just determine, the author’s ideas or claims. However, a two-part item may ask the student to determine then analyze.</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 text or details related to information from the text. Options may also be inferences or conclusions that can be made based on the text.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<b>DOK 2</b>  <b>Example:</b> What is the purpose of including information about [an idea] in [a specific paragraph]?  <b>Example:</b> How do [a specific paragraph(s)] expand on the claim in [a specific paragraph]?	<p>The item may require the student to determine the explicit purpose or role of sentences or paragraphs relative to the development of the author’s ideas or claims.</p> <p>The student may have to delineate the idea or claim and how specific sentences, paragraph(s), or section develops it.</p>
<b>DOK 3</b>  <b>Example:</b> What impact does this sentence have on the development of the author’s ideas? (sentences provided in the item)  <b>Example:</b> Part A: Which claim about [topic from passage] does the author make in the passage?  Part B: Select <b>two</b> ways the author develops the claim from Part A in the passage.	<p>The item may require the student to analyze specific sentences, paragraphs, or sections and how they contribute to the development of ideas or claims in the text. The targeted ideas or claims may be subtle or implicit.</p> <p>The item may ask for an idea or claim to be determined and then specific details provided that show how that idea or claim is developed or refined by the author.</p>

<b>Content Standard</b>	<b>Reading Informational Text — Craft and Structure</b>  <b>RI.9-10.6</b> Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
<b>Content Notes</b>	<p>Items should focus on the use of rhetorical devices in order to develop the author’s perspective or purpose in a text. The perspective or purpose may be explicitly stated or implied in a text.</p> <p>Items should not rely on simple identification of rhetorical devices.</p> <p>Items may provide the author’s perspective or purpose and ask the student to consider how the author utilizes rhetorical devices in the 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 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>
<b>DOK 2</b>  <b>Example:</b> How does the author use rhetoric to advance [a stated purpose] in [a specific paragraph(s)]?  <b>Example:</b> How does the author’s word choice convey [a stated perspective]?	<p>The item may focus on an analysis of specific examples of rhetoric that convey the author’s perspective or purpose.</p> <p>The item may ask what the author’s explicit perspective or purpose is in a specific portion of the text and then ask how it is revealed through rhetoric.</p> <p>Items may ask about how the author uses rhetoric to advance a provided perspective or purpose in a portion of or throughout the text.</p>
<b>DOK 3</b>  <b>Example:</b> How does the author use rhetorical devices to advance his/her purpose?  <b>Example:</b> Part A: What is the author’s perspective regarding [idea from passage]?  Part B: How is the perspective in Part A developed?	<p>The item may require the student to analyze how the author establishes a perspective or purpose in the text through the rhetoric. The perspective may be implicit, more subtle, or require close analysis and understanding of the text as a whole.</p> <p>The item may ask the student to determine an implicit or more subtle perspective or purpose in a text and determine how the author conveys that perspective or purpose through the rhetoric in the text.</p>

<b>Content Standard</b>	<b>Reading Informational Text — Integration of Knowledge and Ideas</b>  <b>RI.9-10.7</b> Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
<b>Content Notes</b>	<p>Items should focus on the similarities and differences between two mediums.</p> <p>Items should focus on which details are emphasized between two accounts based on a comparison between the two mediums.</p> <p>The item may not focus solely on either medium or rely exclusively on technical or background knowledge related to the features of a specific medium.</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.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<b>DOK 2</b>  <b>Example:</b> Which idea in the passage does the image help clarify?	<p>The item may require the student to analyze both mediums to determine what is emphasized.</p>
<b>DOK 3</b>  <b>Example:</b> Part A: What is emphasized in [the first medium] that is not emphasized in [the second medium]?  Part B: How does this impact the reader’s understanding?	<p>The item may require the student to analyze both mediums to determine what information is emphasized and why.</p> <p>The item may ask the student to synthesize and integrate the information between the two mediums to demonstrate an understanding of the topic.</p> <p>The comparisons may be more subtle or complex and require the student to make inferences.</p>

<p><b>Content Standard</b></p>	<p><b>Reading Informational Text — Integration of Knowledge and Ideas</b></p> <p><b>RI.9-10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>
<p><b>Content Notes</b></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 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.</p> <p>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 false statements or fallacious reasoning presented in support of an argument or claim.</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><b>DOK 2</b></p> <p><b>Example:</b> Select <b>two</b> details the author uses to support the claim that [claim from the passage]?</p> <p><b>Example:</b> How does the author develop the argument that [a specific argument]?</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>Items may ask the student to determine a claim that is unsupported from a particular section or paragraph or to identify false statements or fallacious reasoning provided as evidence.</p>



<p><b>DOK 3</b></p> <p><b>Example:</b> Part A: What claim does the author make about the relationship between [two ideas from the passage]?</p> <p>Part B: What is one weakness in the author’s support for the claim in Part A?</p> <p><b>Example:</b> Select one claim from the passage that is <b>not</b> supported by sufficient evidence.</p>	<p>The item may ask the student to delineate arguments or claims that are supported by evidence from those that are not.</p> <p>The Item may ask the student to evaluate the evidence provided in support of an argument or claim. The claim may be more implicit or require closer evaluation to determine if it is unsupported or uses irrelevant evidence.</p> <p>Items may ask the student to determine a claim that is unsupported or to identify false or fallacious reasoning.</p>
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<p><b>Content Standard</b></p>	<p><b>Reading Informational Text — Integration of Knowledge and Ideas</b></p> <p><b>RI.9-10.9</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s <i>Four Freedoms</i> speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p>
<p><b>Content Notes</b></p>	<p>Items should focus on analyzing related themes or topics between two texts that are of literary or historical significance. Items should ask about both texts, but may focus on one more than the other.</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 comparison of the two texts.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p><b>DOK 2</b></p> <p><b>Example:</b> Select <b>two</b> ways Passage 1 addresses concepts related to [idea from passage] differently from Passage 2.</p> <p><b>Example:</b> [Quote from Passage 1 provided] Which sentence from Passage 2 echoes this idea?</p>	<p>The item may require the student to find similarities or differences between both texts.</p> <p>The item may ask the student to demonstrate a simple understanding of the impact of provided similarities or differences.</p>

<p><b>DOK 3</b></p> <p><b>Example:</b> Select the boxes to show whether each idea applies to [author 1], [author 2], or both. (table match item)</p> <p><b>Example:</b> How does each passage address the connection between the two main ideas?</p> <p><b>Example:</b> Select a detail from each passage that shows how the two passages take a similar view about the main idea/theme.</p>	<p>The item may require the student to analyze and comprehend the ideas of both texts to distinguish similarities or differences between them. Those similarities or differences may be subtle or implicit.</p> <p>The item may ask the student to demonstrate a complex understanding of the impact of similarities or differences between the texts. The similarities or differences may be more subtle or require the student to make inferences or a close analysis of the texts. The item may ask the student to make multiple contrasts across texts.</p>
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<p><b>Content Standard</b></p>	<p><b>Language — Vocabulary Acquisition and Use</b></p> <p><b>L.9-10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>• <b>L.9-10.4a</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• <b>L.9-10.4b</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> </ul>
<p><b>Content Notes</b></p>	<p>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 and the patterns of word changes to determine the meaning of the word or phrase.</p> <p>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.</p> <p>Distractors should be a plausible misreading or alternate meanings of a multiple-meaning word which are incorrect based on the context and the way the word is used in the text.</p> <p>Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed implicitly throughout the text.</p> <p><i>The Example Response Mechanisms may include, but are not limited to, the examples below.</i></p>
<p><b>DOK 2</b></p> <p><b>Example:</b> What is an example of [a <u>target word</u>] as it is used in paragraph 4?</p> <p><b>Example:</b> Select the <b>two</b> phrases that have the same meaning as [a <u>target phrase</u>].</p>	<p>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.</p> <p>Items may focus on word(s)/phrase(s) with more complex definitions or context that is in the surrounding sentences.</p> <p>The item may focus on word(s)/phrase(s) that the student may be familiar with but are used in a different way.</p> <p>The item may require the student to use less clear context or pattern of word changes to determine the meaning of the word.</p>

<b>Content Standard</b>	<b>Language — Vocabulary Acquisition and Use</b>  <b>L.9-10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>• <b>L.9-10.5a</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</li> <li>• <b>L.9-10.5b</b> Analyze nuances in the meaning of words with similar denotations.</li> </ul>
<b>Content Notes</b>	<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 item 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>
<b>DOK 2</b>  <b>Example:</b> What is expressed through the figurative language in these sentences? (sentences provided in item)  <b>Example:</b> What does [a character] mean when he/she says [ <u>a figurative phrase</u> ]?	<p>The item may focus on figurative language or nuances in word meaning that rely on close analysis and an understanding of the context of a given sentence.</p> <p>Items may ask the student to determine nuances in the meaning of words or interpretations of figures of speech.</p> <p>The item may focus on a word or phrase that requires some amount of inferencing to help arrive at meaning or has textual clues that are implicit. The word or phrase may be focused on more subtle shades of meaning based on the context of the text.</p>
<b>DOK 3</b>  <b>Example:</b> How does the author’s metaphor add meaning to the passage?	<p>The item may focus on more complex figurative language or nuances in word meaning that rely on close analysis and understanding of the context and manner in which it is used in the text. Context may be implicit or subtle.</p> <p>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.</p>

<p><b>Content Standard</b></p>	<p><b>Writing — Argumentation</b></p> <p><b>W.9-10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>• <b>W.9-10.1a</b> Establish a clear and thorough thesis to present an argument.</li> <li>• <b>W.9-10.1b</b> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>• <b>W.9-10.1c</b> Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</li> <li>• <b>W.9-10.1d</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>• <b>W.9-10.1e</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• <b>W.9-10.1f</b> Provide a concluding statement or section that follows from and supports the argument presented.</li> </ul>
<p><b>Content Notes</b></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><b>Prompt Example</b></p> <p>All extended writing prompts should be at DOK 3 or DOK 4.</p>	<p>Should students be responsible for helping to resolve conflicts at school?</p> <p>Construct a multi-paragraph written response in which you make and support a claim about whether students should be responsible for helping resolve conflicts at school. 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"> <li>• review the passages;</li> <li>• plan your response;</li> <li>• write a thorough response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to:</p> <ul style="list-style-type: none"> <li>• include a claim/thesis statement;</li> <li>• address counterclaims;</li> <li>• use evidence from multiple passages; and</li> <li>• avoid overly relying on one passage.</li> </ul> <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"> <li>• A strongly maintained claim/thesis statement with little or no loosely related material</li> <li>• Clearly addressed alternate or opposing claims*</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and tone established and maintained</li> </ul>	<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"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• Effective use of a variety of elaborative techniques to support the claim/thesis statement, demonstrating an understanding of the topic and text</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
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"> <li>• A maintained claim/thesis statement, though some loosely related material may be present</li> <li>• Alternate or opposing claims included but may not be completely addressed*</li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> <li>• Appropriate style and tone established</li> </ul>	<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"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	



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"> <li>• A focused claim/thesis statement but insufficiently sustained or unclear</li> <li>• Insufficiently addressed alternate or opposing claims*</li> <li>• Inconsistent use of transitional strategies with little variety</li> <li>• Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<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"> <li>• Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>• Repetitive or ineffective use of elaborative techniques</li> <li>• Imprecise or simplistic expression of ideas</li> <li>• Some use of inappropriate domain-specific vocabulary</li> <li>• Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Some minor errors in usage but no patterns of errors</li> <li>• Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
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"> <li>• A confusing, or ambiguous claim/thesis statement</li> <li>• Confusing alternate or opposing claims*</li> <li>• Few transitional strategies</li> <li>• Frequent extraneous ideas that impede understanding</li> <li>• Too brief to demonstrate knowledge of focus or organization</li> </ul>	<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"> <li>• Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>• Expression of ideas that is vague, unclear, or confusing</li> <li>• Limited and often inappropriate language or domain-specific vocabulary</li> <li>• Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>• Various errors in usage</li> <li>• Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
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"> <li>• Be blank or show a written refusal to answer</li> <li>• Be presented in a language other than English</li> <li>• Include only a restatement of the stem</li> <li>• Consist of random keystroke characters</li> <li>• Include only bulleted points</li> <li>• Include no transitional strategies</li> <li>• Have no evidence of a claim/counterclaim</li> </ul>	<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"> <li>• Only direct copy of part of the reading selection</li> <li>• No relevant domain-specific vocabulary</li> <li>• No evidence or citations from the source material(s)</li> </ul>	<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><b>Content Standard</b></p>	<p><b>Writing — Informative/Explanatory</b></p> <p><b>W.9-10.2</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ul style="list-style-type: none"> <li>• <b>W.9-10.2a</b> Establish a clear and thorough thesis to present information.</li> <li>• <b>W.9-10.2b</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</li> <li>• <b>W.9-10.2c</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>• <b>W.9-10.2d</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>• <b>W.9-10.2e</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• <b>W.9-10.2f</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>• <b>W.9-10.2g</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ul>
<p><b>Content Notes</b></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. 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>

<p><b>Prompt Example</b></p> <p>All extended writing prompts should be at DOK 3 or DOK 4.</p>	<p>Construct a multi-paragraph written response in which you critically examine the purpose of Dr. Martin Luther King’s speech, “What Is Your Life’s Blueprint?” and analyze how he uses rhetoric to advance that purpose. Your response must be based on ideas that can be found in the [poems, stories, articles, interviews, etc].</p> <p>Manage your time carefully so that you can:</p> <ul style="list-style-type: none"> <li>• review the passages;</li> <li>• plan your response;</li> <li>• write a thorough response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to:</p> <ul style="list-style-type: none"> <li>• include an introduction;</li> <li>• use evidence from the passages to support your explanation/thesis statement; and</li> <li>• include a conclusion.</li> </ul> <p>Write your multi-paragraph response in the space provided.</p>
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**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/thesis statement and effective organizational structure creating coherence and completeness. The response includes most of the following:</p> <ul style="list-style-type: none"> <li>• A strongly maintained controlling idea/thesis statement with little or no loosely related material</li> <li>• Skillful use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Logical progression of ideas from beginning to end with a satisfying introduction and conclusion</li> <li>• Appropriate style and objective tone established and maintained</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Smoothly integrated, thorough, and relevant evidence, including precise references to sources</li> <li>• 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</li> <li>• Clear and effective expression of ideas, using precise language</li> <li>• Academic and domain-specific vocabulary clearly appropriate for the audience and purpose</li> <li>• Varied sentence structure, demonstrating language facility</li> </ul>	
3	<p>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:</p> <ul style="list-style-type: none"> <li>• A maintained controlling idea/thesis statement, though some loosely related material may be present</li> <li>• Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas</li> <li>• Adequate progression of ideas from beginning to end with a sufficient introduction and conclusion</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>• Generally integrated and relevant evidence from sources, though references may be general or imprecise</li> <li>• Adequate use of some elaborative techniques</li> <li>• Adequate expression of ideas, employing a mix of precise and general language</li> <li>• Domain-specific vocabulary generally appropriate for the audience and purpose</li> <li>• Some variation in sentence structure</li> </ul>	

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/thesis statement with an inconsistent organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>A focused controlling idea/thesis statement but insufficiently sustained or unclear</li> <li>Inconsistent use of transitional strategies with little variety</li> <li>Uneven progression of ideas from beginning to end with an inadequate introduction or conclusion</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>Weakly integrated evidence from sources; erratic or irrelevant references or citations</li> <li>Repetitive or ineffective use of elaborative techniques</li> <li>Imprecise or simplistic expression of ideas</li> <li>Some use of inappropriate domain-specific vocabulary</li> <li>Most sentences limited to simple constructions</li> </ul>	<p>The response demonstrates an adequate command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Some minor errors in usage but no patterns of errors</li> <li>Adequate use of punctuation, capitalization, sentence formation, and spelling</li> </ul>
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/thesis statement or discernible organizational structure. The response may include the following:</p> <ul style="list-style-type: none"> <li>Confusing or ambiguous ideas</li> <li>Few transitional strategies</li> <li>Frequent extraneous ideas that impede understanding</li> <li>Too brief to demonstrate knowledge of focus or organization</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>Minimal, erroneous, or irrelevant evidence or citations from the source material</li> <li>Expression of ideas that is vague, unclear, or confusing</li> <li>Limited and often inappropriate language or domain-specific vocabulary</li> <li>Sentences limited to simple constructions</li> </ul>	<p>The response demonstrates a partial command of basic conventions. The response may include the following:</p> <ul style="list-style-type: none"> <li>Various errors in usage</li> <li>Inconsistent use of correct punctuation, capitalization, sentence formation, and spelling</li> </ul>
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/thesis statement and it has no focus or discernible organizational structure. The response may:</p> <ul style="list-style-type: none"> <li>Be blank or show a written refusal to answer</li> <li>Be presented in a language other than English</li> <li>Include only a restatement of the stem</li> <li>Consist of random keystroke characters</li> <li>Include only bulleted points</li> <li>Include no transitional strategies</li> </ul>	<p>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:</p> <ul style="list-style-type: none"> <li>Only direct copy of part of the reading selection</li> <li>No citations from the source material</li> <li>No relevant domain-specific vocabulary</li> <li>No evidence from the support material(s)</li> </ul>	<p>The response demonstrates a lack of command of conventions, with frequent and severe errors often obscuring meaning.</p>