

## Nevada Grade 12 Reading Item Specifications

<b>Grade 12 CRT Item Specifications –Literary Text</b>		
<b>Content Standard 3.0</b> Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.		
<b>Assessed Indicators</b>	<b>Depth of Knowledge Essence (*)</b>	<b>Item Specifications and Assessment Development Notes</b>
<p><b>3.12.1 Setting and Plot</b> a. Analyze the interrelationships among elements of plot.</p> <p>b. Analyze the interrelationships between plot and setting.</p>	DOK 2	<p>Items may require students to analyze the interrelationships among elements of plot. Items will require students to make a connection between two or more elements of plot (e.g., conflict, exposition, rising action, turning point, climax, falling action, resolution, flashback, foreshadowing). Items related to just one element of plot align, but are below the intent of the indicator.</p> <p>Items may require students to analyze the interrelationships between plot and setting. Items will require students to make a connection between setting and an element of plot (e.g., conflict, exposition, rising action, turning point, climax, falling action, resolution, flashback, foreshadowing). Items related to just one element of plot align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p><b>3.12.2 Characterization</b> Evaluate the author’s methods of characterization</p>	DOK 3	<p>Items will require students to evaluate the author’s methods of characterization, including their effectiveness. Methods of characterization include what the character says, does, or thinks; how the character interacts with others; and what other characters think or say about a character. Items requiring inferences, the drawing of conclusions, or analysis of the methods of characterization align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p><b>3.12.3 Theme</b> Analyze theme to show the text’s connections to human experience and/or lessons learned in text.</p>	DOK 2	<p>Items will require students to analyze a theme to show the passage’s connections to human experience and/or lessons learned in the passage. Items requiring identification, comparison, or analysis of theme or lesson align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>

(\*) = 50% of the assessed items must be at or above the Depth of Knowledge Essence

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<p><b>3.12.4 Point of View</b> Analyze elements of plot when the point of view is changed.</p>	<p style="text-align: center;">DOK 3</p>	<p>Items will require students to analyze elements of plot when the point of view is changed. Students will be required to connect a change in point of view to a specific element of plot, such as the climax or rising action. Items requiring identification of the point of view align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p><b>3.12.5 Language</b> Analyze the author’s use of language.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to analyze how and why an author uses language (e.g., sensory words, similes, personification, sound devices, symbolism, hyperbole, metaphor).</p> <p>Items requiring students to identify types of figurative language, interpret figurative language, interpret symbolism, or show understanding of reasons for inclusion of specific words, sentences, or ideas that incorporate figurative language align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p><b>3.12.6 Tone, Mood, and Irony</b> a. Explain the author’s stylistic devices to create tone and/or mood.</p> <p>b. Explain the author’s use of irony.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items may require students to make inferences or draw conclusions about the author’s use of stylistic devices to create tone or mood at various points in the passage or in the passage as a whole. Items requiring students to draw conclusions and making inferences about tone or mood without connecting them to stylistic devices align, but are below the intent of the indicator.</p> <p>Items may require students to make inferences or draw conclusions about the author’s use of irony (verbal, dramatic, and/or irony of situation). For example, items may require students to understand how specific details reinforce the irony in a passage, or which words most likely indicate that an author is using irony.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p><b>3.12.7 Cultures and Time Periods</b> Analyze the influence of culture on an author’s work.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to analyze how culture is reflected in or related to passages. For example, they may require students to determine what a passage reveals about what is valued in a community or to draw conclusions about the influence of cultural periods on the author.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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## Nevada Grade 12 Reading Item Specifications

<b>Grade 12 CRT Item Specifications - Expository Text</b>		
<b>Content Standard 4.0</b> Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.		
<b>Assessed Indicators</b>	<b>Depth of Knowledge Essence (*)</b>	<b>Item Specifications and Assessment Development Notes</b>
<p><b>4.12.2 Language</b></p> <p>a. Analyze the author’s use of language.</p> <p>b. Explain the author’s use of stylistic devices to create tone.</p> <p>c. Analyze intended and unintended effects of persuasive and/or propaganda techniques in text.</p> <p>d. Analyze persuasive language and techniques for intent and/or effectiveness in text.</p>	<p>DOK 2</p>	<p>Items may require students to analyze how and why an author uses language.(e.g., sensory words, similes, personification, sound devices, symbolism, hyperbole, metaphor).</p> <p>Items requiring students to recognize types of figurative language, interpret figurative language, interpret symbolism, or show understanding of reasons for inclusion of specific words, sentences, or ideas that incorporate figurative language align, but are below the intent of the indicator.</p> <p>Items may require students to make inferences or draw conclusions about the author’s use of stylistic devices to create tone at various points in the passage or in the passage as a whole. Items requiring students to draw conclusions about tone without connecting them to stylistic devices align, but are below the intent of the indicator.</p> <p>Items may require students to analyze intended and/or unintended effects of persuasive and/or propaganda techniques in a passage. This includes, for example, author’s word choice or deliberate decision to include specific information for the use of persuasion or propaganda.</p> <p>Items may require students to analyze persuasive language or techniques for intent or evaluate their effectiveness. Items requiring the identification of persuasive language or techniques align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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<p><b>4.12.3 Organizational and Structural Patterns</b>  Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"> <li>a. political essays</li> <li>b. research articles</li> <li>c. workplace documents</li> <li>d. consumer documents</li> <li>e. nostalgic pieces</li> <li>f. commentaries</li> <li>g. special interest articles</li> </ul> <p>h. Analyze the author’s use of organizational structure.</p> <p>i. Analyze the logic and/or support of an author’s argument, viewpoint or perspective.</p>	<p>DOK 2</p>	<p>Items may require students to make inferences, draw conclusions, or make predictions about the main idea and supporting details in passages, from the indicated text types. Some items may require students to show simple understanding of important information in the passage.</p> <p>Items may require students to identify the reasons for the inclusion of details that support the main idea.</p> <p>Items may require students to analyze the author’s use of the organizational structure. This may include, for example, how the organizational structure of a passage or part of a passage supports its purpose. It may include evaluating the effectiveness of the author’s use of organizational structure. Items requiring identification of this skill align, but are below the intent of the indicator.</p> <p>Items may require students to analyze the logic and/or support in an author’s argument, viewpoint, or perspective. Items may require students to identify logical flaws, unsupported ideas, or unstated author assumptions or to analyze ways to improve an author’s argument. Author’s viewpoint or perspective may be represented in a variety of texts; this is not limited to explicitly persuasive texts.</p> <p>Items requiring identification of the indicated skills align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p><b>4.12.4 Cultures and Times</b>  Analyze the influence of culture on an author’s work.</p>	<p>DOK 2</p>	<p>Items will require students to analyze how culture is reflected in or related to passages. For example, they may require students to analyze an author’s attitude toward a cultural period, how a cultural period influenced the author, or what a passage reveals about a specific culture.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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