

**Item
Specification-
2009-2010
Assessment**

Grade 3

Indicators reflect the highest level of cognition. Lower levels of cognition may be assessed for each indicator. (ex. Explain the main idea supported by evidence. Identification of the main idea may also be assessed.)

Indicator	Indicators	Test Specifications
1.3.3 Phonics and Structural Analysis	1.3.3 I/S Decode words in text using phonics and structural analysis through <ul style="list-style-type: none"> • short/long vowels • digraphs • diphthongs • base words • prefixes • suffixes • compound words 	Phonics and structural analysis for this indicator will be stand-alones only. Items will involve both application of rules and identification skills. (Items that ask about meaning of prefixes, suffixes, and base/root words will be coded to 1.3.4) Base words must be at grade level or below. Items associated with base words, affixes, and compound words are at the identification level in order to be coded to this indicator; items related to using structural analysis to gain meaning are coded to 1.3.4. Items will not have contextualizing sentences.
1.3.4 Vocabulary Development	1.3.4 I/S Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • homophones • synonyms • antonyms • context clues • structural analysis 	Items may be associated with literary, informational, or functional text. Synonyms/antonyms must be on grade level. The majority of synonym and antonym items will be stand-alones, but some grade-level synonym/antonym questions may be passage-based. Items may ask students to determine the meaning of above grade level words or phrases using context clues. Care must be taken to select words for which there is adequate context provided in the passage to determine the meaning. All incorrect options need to make grammatical sense within the sentence. Context clues may be either passage-based or stand-alone items. Though rare, items may include determining the meaning of a word based on an entire text. For multiple-meaning word items, all four options must be from the same part of speech. The target term may be below, at, or above grade level (with sufficient context). Items may be written so that the four meanings are presented in the answer choices. Items may focus on meaning created by structural elements (prefixes, suffixes, and base/root words) of words drawn from a passage. Items must go beyond identification of structural elements and ask about the meaning of the word parts(see 1.3.3). The base word should be on or below grade level, depending on the complexity of the affix(es). Items may require students to use structural analysis to determine the meanings of unknown words.

**** Students should have experience with various types of literary text (literature, poetry, novels, short stories, etc)

<p>3.3.1 Setting and Plot</p>	<p>3.3.1 I/S Describe • setting • sequence of events • conflict • resolution</p> <p>I/S Identify how one event may cause another event.</p> <p>I/S Make inferences and draw conclusions about setting and plot based on evidence.</p>	<p>Items will be associated with literary text.</p> <p>Items may ask students to identify, describe, make inferences about, or draw conclusions about setting and plot (sequence of events, conflict, and resolution). Students are responsible for knowing these terms.</p> <p>Items may ask students to summarize the plot.</p> <p>Items may ask students to identify how one event causes another event to occur.</p> <p>This indicator includes both literal and inferential items. Literal items must assess important information in the passage.</p> <p>Answer choices for 3.3.1 should focus on either setting or plot – not a mix of setting, plot, and character – for stronger alignment to standards. (e.g. if the question is about plot, all of the possible answers should be about plot.)</p>
<p>3.3.2 Characterization</p>	<p>3.3.2 I/S Describe physical and personality traits.</p> <p>I/S Describe the motivation for a character’s actions.</p> <p>I/S Make inferences and draw conclusions about characters based on evidence.</p>	<p>Items will be associated with literary text.</p> <p>This indicator may be used for items that focus on a character in a specific situation or on general traits of a character. (physical and personality)</p> <p>Items may focus on why a character behaves a certain way or takes certain action. (character motivation)</p> <p>This indicator includes both literal and inferential items. Literal items should still assess important information in the passage.</p> <p>Answer choices for 3.3.2 should focus on character – not a mix of character, setting, and plot – for stronger alignment to standards. (e.g. if the question is about a character, all of the possible answers should be about a character.)</p>
<p>3.3.3 Theme</p>	<p>3.3.3 I/S Explain the main idea supported by evidence.</p> <p>I/S Identify a lesson learned based on events and/or a character’s actions.</p>	<p>Items will be associated with literary text.</p> <p>Items may ask students to identify or explain the main idea of a passage if it is theme based, otherwise code to plot 4.4.1.</p> <p>Items may ask students to identify stated or implied lessons learned based on events and/or a character’s actions.</p> <p>Students at this level are not responsible for recognizing the word “theme.” “Lesson” may be used in place of this term.</p>

<p>3.3.8 Predictions</p>	<p>3.3.8 I/S Make and revise predictions based on evidence.</p>	<p>Items will be associated with literary text.</p> <p>Items will ask students to make (not revise) predictions. Any prediction – whether about plot, character, etc. – is coded to this indicator. This may include applying information learned from the passage to a new or hypothetical situation.</p>
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*** Students should have experience with various types of expository text (textbooks, magazines, brochures, websites, how-to, letters, functional text, persuasive text, warranties, speeches, articles, etc.)

<p>4.3.1 Text Features</p>	<p>4.3.1 I/S Identify the purpose of and gain information from</p> <ul style="list-style-type: none"> • illustrations • graphs • charts • titles • text boxes • diagrams • headings • maps <p>I/S Identify and explain the use of</p> <ul style="list-style-type: none"> • bold-faced words • underlined words • highlighted words • italicized words 	<p>Items will be associated with informational or functional text.</p> <p>Items associated with purpose or use of text features are coded to 4.3.1.</p> <p>Items associated with content within a text feature should be coded to 4.3.5 if the information is right there or requires little or no inference. Inferences and conclusions that are based on content will be coded to 4.3.6.</p> <p>Writers must determine whether the intent of the item is to use text features or the content within the feature to determine the answer and code. Headings, etc. are generally primarily related to content and items related to headings will most likely be coded 4.3.5. or 4.3.6.</p>
<p>4.3.3 Organizational and Structural Patterns</p>	<p>4.3.3 I/S Describe sequential and/or chronological order.</p> <p>I/S Identify a cause and its effect on events and/or relationships.</p> <p>I/S Identify a problem and its solution.</p> <p>I/S Identify main idea based on evidence.</p>	<p>Items will be associated with informational or functional text.</p> <p>Items may ask students to identify and/or describe the sequential and/or chronological order of a passage.</p> <p>Items may ask students to identify a cause and its effect on events or relationships.</p> <p>Cause and effect of a specific instance are coded to this indicator. Cause and effect items that are a generalization are coded to 4.3.6 if drawing a conclusion or 4.3.5 if literal.</p> <p>Items coded to cause and effect indicate that one event/relationship causes another event/relationship to occur. Writers are strongly encouraged to write cause/effect items that are level 2 or at least require some level of inference.</p> <p>Items may ask students to identify a problem or solution.</p> <p>Items may ask students to identify main ideas.</p> <p>Main idea items may refer to the overall passage or to section(s) of the passage.</p>

<p>4.3.5 Responding to Text</p>	<p>4.3.5 I/S Use information to answer specific questions.</p>	<p>Items will be associated with informational or functional text.</p> <p>Items will ask students to answer basic recall questions from informational or functional text. These literal items must assess important information in the passage.</p> <p>Items must be carefully evaluated to be certain that they are not more appropriately coded to 4.3.3.</p> <p>General cause and effect items that are right in the text are coded to this indicator.</p> <p>Items associated with content within a text feature should be coded here. (If the reader has to use BOTH the text feature and content to answer, then it should be coded 4.3.1.)</p> <p>All items at this indicator should be level 1.</p>
<p>4.3.6 Predictions, Inferences, and Conclusions</p>	<p>4.3.6 I/S Make and revise predictions based on evidence.</p> <p>I/S Make inferences and draw conclusions based on evidence.</p> <p>I/S Distinguish between fact and opinion.</p>	<p>Items will be associated with informational or functional text.</p> <p>Items will ask students to make predictions (not revise), make inferences, and/or draw conclusions. This may include applying information learned from the passage to a new or hypothetical situation.</p> <p>Items may ask students to identify the purpose of the passage. This may refer to the overall passage or to a section of the passage.</p> <p>Items may ask students to identify audience.</p> <p>Items may ask students to distinguish between fact and opinion.</p> <p>Items may ask students to explain the reasons why specific information is included in the passage.</p> <p>Items that are related to motivation are coded to this indicator.</p> <p>General cause and effect items that require drawing a conclusion or inference are coded to this indicator.</p> <p>Items coded to this indicator are used for level 2 and 3 items that are not a match to 4.3.3.</p>