

Nevada Grade 3 Reading Item Specifications

Grade 3 CRT Item Specifications – Word Analysis		
Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
<p>1.3.3 Phonics and Structural Analysis Decode words in text using</p> <ul style="list-style-type: none"> a. base words b. compound words c. irregular spelling patterns 	<p>DOK 1</p>	<p>Items may require students to identify base words, compound words, and the correct spelling of words with irregular spelling patterns.</p> <p>Base words must be on grade level.</p> <p>Items associated with base words, compound words, and spelling of words with irregular spelling patterns must be 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.</p> <p>Students are responsible for the vocabulary of the standards.</p>
<p>1.3.4 Vocabulary Development Build and extend vocabulary using</p> <ul style="list-style-type: none"> a. antonyms b. synonyms c. prefixes (e.g., un, re, bi) d. suffixes (e.g., ing, less, ness) <p>e. Use dictionaries to determine meaning of words.</p>	<p>DOK 1</p>	<p>Items may require students to identify synonyms or antonyms. The synonyms and antonyms must be on grade level. The answer choices may be on grade level or below grade level.</p> <p>The majority of synonym and antonym items will be stand-alones, but some grade-level synonym/antonym questions may be passage-based.</p> <p>Items may focus on the meaning created by structural elements (prefixes, suffixes, and base/root words) of words. Items must go beyond the identification of structural elements (see 1.3.3).</p> <p>Base words must be on grade level.</p> <p>Items may require students to determine the meaning of words using a dictionary entry. There is a strong preference for words to be on or above grade level.</p> <p>Items may be stand-alone or passage-based.</p> <p>Students are responsible for the vocabulary of the standards</p>

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

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<p>3.3.1 Setting and Plot a Describe setting in text.</p> <p>b Describe the sequence of events in text.</p>	DOK 2	<p>Items may require students to describe, make inferences, or draw conclusions about setting.</p> <p>Items may require students to show understanding of the sequence of events in a passage.</p> <p>Items requiring identification of the indicated skills align, but are below the intent of the indicator. For example, most items requiring students to show understanding of the order of events in a passage will not require making an inference or drawing a conclusion.</p> <p>Students are responsible for the vocabulary of the standards.</p>
<p>3.3.2 Characterization a Describe character's physical and personality traits in text.</p> <p>b Describe character's emotions in text.</p>	DOK 2	<p>Items may require students to show understanding of character traits by making inferences or drawing conclusions.</p> <p>Items may focus on reasons for a character's emotions.</p> <p>Items may require students to make inferences about or draw conclusions about how a character would have felt if some element of the plot were different or to make predictions about how a character might feel in the future.</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 standards.</p>

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Grade 3 CRT Item Specifications – Literary Text		
Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
<p>3.3.3 Theme a. Identify the main idea based on text.</p> <p>b. Identify supporting details based on the main idea of text.</p>	DOK 2	<p>Items may require students to identify the main idea of a passage. This may entail, for example, recognizing the best statement of the main idea, recognizing an alternate title that reflects the main idea, make inferences, draw conclusions, or make predictions about the central idea of the passage.</p> <p>Items may assess understanding of plot events or character actions that are important to the main idea of the passage (supporting details).</p> <p>Students are responsible for the vocabulary of the standards.</p>
<p>3.3.5 Language Identify sound devices in text. (e.g., repetition, rhythm, alliteration, rhyme)</p>	DOK 1	<p>Items will require students to identify the indicated sound devices.</p> <p>Students are responsible for the vocabulary of the standards.</p>

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