

Nevada Grade 4 Reading Item Specifications

Grade 4 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>1.4.4 Vocabulary Development Build and extend vocabulary using</p> <ul style="list-style-type: none"> a. homophones b. homographs c. prefixes (e.g., non, mis, dis) d. suffixes (e.g., tion, ous, logy, ment) <p>e. Use text to determine the meaning of a multiple meaning word.</p>	<p>DOK 1</p>	<p>Items may require students to identify homophones and homographs and their correct use within sentences.</p> <p>Items may focus on meaning created by structural elements (prefixes, suffixes, and base/root words) of words, including meanings of unknown words. Items must go beyond identification of structural elements.</p> <p>Base words must be on grade level.</p> <p>Homophone, homograph, prefix, and suffix items will be stand-alones only.</p> <p>Items may require students to determine which meaning of a multiple-meaning word is used in a passage. The target term may be below, at, or above grade level (with sufficient context). There is a strong preference for words to be on or above grade level. Items will not appear as dictionary entries, but will have the four meanings presented in the answer choices.</p> <p>Multiple-meaning items are passage-based only.</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

**Indicates Possible Constructed Response

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Grade 4 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
**3.4.1 Setting and Plot Describe elements of plot in text with a focus on <ol style="list-style-type: none"> a. external conflict b. resolution 	DOK 2	Items may require students to describe, make inferences about, or draw conclusions related to external conflict or resolution. This may include making predictions about how the external conflict or the resolution of the plot might have been different if some element of the plot were changed. Items requiring identification of the indicated skills align, but are below the intent of the indicator. Students are responsible for the vocabulary of the standards.
**3.4.2 Characterization Describe the motivation for a character’s actions in text.	DOK 2	Items will require students to show understanding of the reasons for a character’s actions or interactions. Some items may require students to make a more sophisticated connection between a character’s traits and a character’s actions or interactions. Items requiring identification of the indicated skill align, but are below the intent of the indicator. Students are responsible for the vocabulary of the standards.
**3.4.3 Theme Explain the main idea supported by text.	DOK 2	Items will require students to make inferences, draw conclusions, or make predictions based on the main idea of the passage. Items requiring identification of the indicated skill align, but are below the intent of the indicator. Students are responsible for the vocabulary of the standards.
3.4.5 Language <ol style="list-style-type: none"> a. Identify similes in text. b. Identify hyperbole in text. c. Identify personification in text. 	DOK 1	Items will require students to identify simile, hyperbole, and personification in passages. Items may be above the intent of the indicator if all four answer choices contain figurative language and/or word choice. (DOK 2) Students are responsible for the vocabulary of the standards.

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Grade 4 CRT Item Specifications - Expository Text		
Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
**4.4.1 Text Features Explain the purpose of and/or gain information from text using <ol style="list-style-type: none"> a. charts b. graphs c. bold-faced words d. underlined words 	DOK 2	Items may require students to gain information from, show understanding of the purpose of, draw conclusions, make inferences, or make predictions based upon the indicated text features. Items may require students to go beyond the text to predict which kind of text feature would best support the reader’s understanding of the passage. Students are responsible for the vocabulary of the standards.
4.4.2 Language <ol style="list-style-type: none"> a. Identify similes in text. b. Identify hyperbole in text. c. Identify personification in text. 	DOK 1	Items may require students to identify simile, hyperbole, and personification in passages. Items may be above the intent of the indicator if all four answer choices contain figurative language or word choice. (DOK 2) Students are responsible for the vocabulary of the standards.

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<p>**4.4.3 Organizational and Structural Patterns</p> <p>a. Distinguish the main idea and supporting details in text.</p> <p>b. Identify cause and effect in text.</p> <p>c. Describe problem and solution in text.</p> <p>d. Identify important information in text.</p>	<p>DOK 2</p>	<p>Items may require students to distinguish between the main idea and supporting details in a passage or a portion of a passage. The answer must be the main idea, and the three distracters must be supporting details from the passage or from the targeted portion of the passage.</p> <p>Items may require students to identify causal relationships in passages. Some items may require students to make more sophisticated connections by making inferences, drawing conclusions, or making predictions.</p> <p>Items may require students to make inferences, draw conclusions, or make predictions related to problems and/or solutions found in passages. Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Items may require students to show understanding of important information from a passage. These items may relate to information that is explicit in the passage, or they may require students to make inferences, draw conclusions, or make predictions.</p> <p>Students are responsible for the vocabulary of the standards.</p>
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