

**Item
Specification-
2009-2010
Assessment**

Grade 5

**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. Identificat-
ion of the main idea may also be assessed.)**

Indicator	Indicators	CR OK	Test Specifications
1.5.4 Vocabulary Development	1.5.4 I/S Comprehend, build, and extend vocabulary using <ul style="list-style-type: none"> • context clues • structural analysis 		<p>Items may be associated with literary, informational, or functional text.</p> <p>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. Though rare, items may include determining the meaning of a word based on an entire text.</p> <p>If an item deals with the meaning of a phrase that is based on figurative language or imagery, code to 3.5.5 or 4.5.2.</p> <p>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.</p> <p>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.</p> <p>The base word should be on or below grade level, depending on the complexity of the affix(es).</p> <p>Items may require students to use structural analysis to determine the meanings of unknown words.</p>

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

<p>3.5.1 Setting and Plot</p>	<p>3.5.1 E/I/S Explain • setting • sequence of events • conflict • climax • resolution • turning point</p> <p>E/I/S Describe internal and external conflict.</p> <p>I/S Describe main plot and subplots.</p> <p>E/I/S Describe how one event may cause another event.</p> <p>E/I/S Make inferences and draw conclusions about setting and/ or plot based on evidence.</p>	<p>X</p>	<p>Items will be associated with literary text.</p> <p>Items may ask students to identify, describe, explain, make inferences about, or draw conclusions about setting and plot (sequence of events, conflict/problem, climax, turning point, and resolution). Students are responsible for recognizing these terms.</p> <p>Items may ask students to summarize the plot.</p> <p>Items may ask students to identify or describe internal and/or external conflict.</p> <p>Items may ask students to identify, describe, or summarize main plot and/or subplot(s).</p> <p>Items may ask students to identify and/or describe 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 3.5.1 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>3.5.2 Characterization</p>	<p>3.5.2 E/I/S Describe physical and personality traits.</p> <p>E/I/S Describe the motivation for a character’s actions.</p> <p>E/I/S Make inferences and draw conclusions about characters based on evidence.</p>	<p>X</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 ask students about the author’s development of character.</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 must assess important information in the passage.</p> <p>Answer choices for 3.5.2 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>

3.5.3 Theme	<p>3.5.3 E/I/S Describe a theme based on evidence.</p> <p>E/I/S Explain a lesson learned based on events and/or a character's actions.</p>	X	<p>Items will be associated with literary text.</p> <p>Items may ask students to identify or describe a theme.</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 are responsible for knowing the meaning of the term "theme."</p>
3.5.5 Language	<p>3.5.5 E/I/S Explain the use of</p> <ul style="list-style-type: none"> • imagery • figurative language 	X	<p>Items will be associated with literary text.</p> <p>Items will ask students to identify, explain, or interpret imagery and/or figurative language (sensory words, similes, personification, and metaphor).</p> <p>Items that reflect an understanding symbolism are coded to this indicator.</p> <p>If the item is about nonfigurative word meaning it is coded to 1.5.4.</p> <p>Items coded to this indicator are used only for DOK level 2 and 3.</p>
3.5.6 Tone, Mood, and Irony	<p>3.5.6 E/I/S Identify words and phrases that reveal tone.</p> <p>I/S Identify examples of irony.</p>	X	<p>Items will be associated with literary text.</p> <p>This indicator may ask students to determine or describe the tone of parts of the passage or of the passage in its entirety.</p> <p>Items may ask students to identify words, phrases, or details from the passage that create its tone.</p> <p>All answer choices should be plausible, requiring students to distinguish between closely related concepts, but with one defensibly the correct answer. All answer choices should be either positive or negative.</p> <p>Items may ask students to identify examples of irony.</p> <p>Students are responsible for recognizing and understanding the terms "tone," "irony," and "ironic."</p>
3.5.8 Predictions	<p>3.5.8 E/I/S Make and revise predictions based on evidence.</p>	X	<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>

*** 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>4.5.1 Text Features</p>	<p>4.5.1 E/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>X</p>	<p>Items will be associated with informational, persuasive, or functional text.</p> <p>Items associated with purpose or use of text features are coded to 4.5.1.</p> <p>Items associated with content within a text feature should be coded to 4.5.5 if the information is right there or requires little or no inference. Inferences and conclusions that are based on content will be coded to 4.5.6.</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 4.5.5. or 4.5.6.</p>
<p>4.5.2 Language</p>	<p>4.5.2 I/S Explain the use of</p> <ul style="list-style-type: none"> • figurative language • analogies <p>I/S Identify words and phrases that reveal author's tone.</p> <p>I/S Identify language used for the purpose of</p> <ul style="list-style-type: none"> • persuasion • propaganda 	<p>X</p>	<p>Items will be associated with informational, persuasive, or functional text.</p> <p>Items will ask students to identify, explain, or interpret imagery and/or figurative language (e.g., sensory words, similes, personification, and metaphor) and/or analogies.</p> <p>Items that reflect an understanding of symbolism are coded to this indicator.</p> <p>If the item does not use figurative language or imagery it is coded to 1.5.4.</p> <p>This indicator may ask students to determine or describe the tone of parts of the passage or of the passage in its entirety.</p> <p>Items may ask students to identify words, phrases, or details from the passage that create its tone.</p> <p>All answer choices should be plausible, requiring students to distinguish between closely related concepts, but with one defensibly the correct answer. All answer choices should be either positive or negative.</p> <p>Items may ask students to explain the use of words/language to persuade or otherwise affect the reader.</p> <p>Items may ask students to identify and/or explain persuasive and propaganda techniques. (Items assessing reasons why specific information is included in the passage for expository text types are coded to 4.5.6.)</p>

<p>4.5.3 Organizational and Structural Patterns</p>	<p>4.5.3 I/S Describe a theme supported by evidence.</p> <p>I/S Describe the importance of sequential and/or chronological order.</p> <p>E/I/S Explain cause and effect on events and/or relationships.</p> <p>E/I/S Explain a problem and its solution.</p> <p>I/S Describe main idea based on evidence.</p> <p>E/I/S Trace the development of an author's argument, viewpoint, and/or perspective.</p>	<p>X</p>	<p>Items will be associated with informational, persuasive, or functional text.</p> <p>Items may ask students to identify and/or describe theme.</p> <p>Items may ask students to identify and/or describe the sequential and/or chronological order of a passage. Items may ask students to identify, describe, and/or explain 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 4.5.6 if drawing a conclusion or 4.5.5 if literal.</p> <p>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 and/or describe a problem or solution.</p> <p>Items may ask students to identify, describe, or summarize main ideas. This may refer to the overall passage or to section(s) of the passage.</p> <p>Items may ask students to identify or show understanding of an author's argument, viewpoint, or perspective.</p> <p>Items requiring understanding of the overall organizational pattern (e.g., problem/solution, cause/effect, etc.) for a passage or section of a passage are also coded to this indicator.</p> <p>Items may ask about author's purpose in a persuasive text.</p>
<p>4.5.5 Responding to Text</p>	<p>4.5.5 E/I/S Use information to answer specific questions.</p>	<p>X</p>	<p>Items will be associated with informational, persuasive, or functional text.</p> <p>Items will ask students to answer basic recall questions from informational, persuasive, 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 4.5.3.</p> <p>All items at this indicator should be level 1.</p> <p>Items associated with literal 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 4.5.1.)</p> <p>General cause and effect items that are right in the text are coded to this indicator.</p>
<p>4.5.6</p>	<p>4.5.6 E/I/S</p>	<p>X</p>	<p>Items will be associated with informational, persuasive, or functional text.</p>

<p>Predictions, Inferences, and Conclusions</p>	<p>Make and revise predictions based on evidence.</p> <p>E/S Make inferences and draw conclusions based on evidence.</p> <p>E/S Distinguish between fact and opinion.</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. (Items asking about author's purpose for persuasive passages are coded to 4.5.3.)</p> <p>Items may ask students to identify audience.</p> <p>Items may ask students to identify and/or distinguish between fact and opinion.</p> <p>Items may ask students to explain the reasons why specific information is included in the passage. (Items about persuasive strategies are coded to 4.5.2.)</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 4.5.3.</p>
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