

Nevada Grade 7 Reading Item Specifications

Grade 7 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>**3.7.1 Setting and Plot</p> <p>a. Explain plot development in text focusing on turning point(s).</p> <p>b. Explain the author’s use of flashback in text.</p>	DOK 2	<p>Items may require students to explain, make inferences, or draw conclusions related to turning points. This may include showing understanding of the most important turning point in a passage or of how a turning point affects subsequent events in the passage.</p> <p>Items may require students to explain, make inferences about, or draw conclusions related to flashback. Items may require students to connect events in the passage to the concept of flashback or to understand the effect or purpose of flashback.</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>**3.7.2 Characterization</p> <p>a. Explain the relationship between/among main and supporting characters based on text.</p> <p>b. Describe the author’s development of character(s) based on text (e.g., clues the author gives in the passage to reveal the character or the evolution of the character to the reader throughout the passage).</p>	DOK 2	<p>Items may require students to explain, make inferences, draw conclusions related to, or analyze the relationships between and among characters.</p> <p>Items may require students to show understanding of how an author develops characters through details and word choices.</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>

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

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<p>**3.7.3 Theme Explain a theme based on events and/or characters' actions in text.</p>	<p>DOK 2</p>	<p>Items will require students to show understanding of how actions, events, dialogue, or specific sentences reflect the overall theme of the passage.</p> <p>Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>3.7.4 Point of View Describe the author's use of point of view.</p>	<p>DOK 2</p>	<p>Items will require students to make inferences or draw conclusions about the effect of the point of view in a passage.</p> <p>Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>3.7.5 Language a. Identify symbolism in text. b. Explain the meaning of an analogy in text. c. Identify slang and dialect in text.</p>	<p>DOK 2</p>	<p>Items may require students to identify symbolism, slang, or dialect.</p> <p>Items may require students to interpret the meaning of an analogy in a passage. Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Students are responsible for the vocabulary of the standard.</p>
<p>**3.7.6 Tone, Mood, and Irony a. Identify words or phrases that reveal tone and/or mood of text. b. Identify dramatic irony in text.</p>	<p>DOK 2</p>	<p>Items may require students to make inferences or draw conclusions about how specific words or phrases contribute to or illustrate the tone or mood of the passage.</p> <p>Items may require students to identify dramatic irony. More sophisticated items may require students to explain why something is ironic.</p> <p>Students are responsible for the vocabulary of the standard.</p>

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Grade 7 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
<p>**4.7.2 Language</p> <p>a. Identify symbolism in text.</p> <p>b. Explain the meaning of an analogy in text.</p> <p>c. Identify words and phrases that reveal tone of text.</p> <p>Explain persuasive techniques in text with a focus on</p> <ul style="list-style-type: none"> d. bandwagon e. testimonial f. glittering generalities g. snob appeal h. statistics/data 	<p>DOK 2</p>	<p>Items may require students to identify or interpret symbolism.</p> <p>Items may require students to interpret the meaning of an analogy in a passage. Items requiring identification of the indicated skill align, but are below the intent of the indicator.</p> <p>Items may require students to make inferences or draw conclusions about how specific words or phrases contribute to or illustrate the tone or mood of the passage.</p> <p>Items may require students to explain the use and characteristics of the indicated techniques. More sophisticated items might require students to show understanding of how an argument might have been strengthened through the use of one of the indicated techniques. 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>

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<p>**4.7.3 Organizational and Structural Patterns Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"> a. electronic text b. autobiographies c. biographies d. letters f. history related articles <p>Determine organizational structure in text with a focus on</p> <ul style="list-style-type: none"> g. cause and effect h. compare and contrast i. fact and opinion j. order of importance <p>k. Identify an author’s viewpoint, argument, or perspective and supporting evidence.</p> <p>l. Identify opinions that are disguised as facts in text.</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 a passage, 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 determine the indicated use of the organizational structure in a passage or part of a passage.</p> <p>Items may require students to make inferences, draw conclusions, or make predictions about an author’s viewpoint, argument, or perspective and show understanding of how specific details support the author’s stance. Author’s viewpoint or perspective may be represented in a variety of texts; this is not limited to explicitly persuasive texts.</p> <p>Items may require students to recognize when information presented as factual actually represents an opinion. Items requiring identification of facts and/or opinion 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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