

# Iowa Statewide Assessment of Student Progress (ISASP)

English Language Arts Test Specifications,  
Grades 3-11



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# English Language Arts Test Specifications

## Introduction

The Iowa Statewide Assessment of Student Progress (ISASP) includes individual assessments in English Language Arts (ELA), Mathematics, and Science intended for use within the last 12 weeks of the academic year. These summative assessments measure student achievement, growth and college and career readiness based on the Iowa Core Standards. The ELA assessments of ISASP address Iowa Core Standards in Reading, Language, and Writing.

Constructing meaning from print, or reading comprehension, should be the main focus of reading instruction regardless of grade level. The ISASP Reading tests are designed with this underlying philosophy in mind. The scope and sequence provide a framework for assessing reading skills that align with the Iowa Core Standards. How well students can comprehend a variety of written materials is measured across a broad range of reading purposes and content. The content measured is a developmentally appropriate continuum of reading skills designed to reflect students' learning processes and progressions from grade to grade, as defined by the Iowa Core. At each level, the tests measure how well students construct meaning from reading prompts of various lengths, difficulties, and genres with a focus on key ideas and details, authors' craft and the integration of knowledge and ideas.

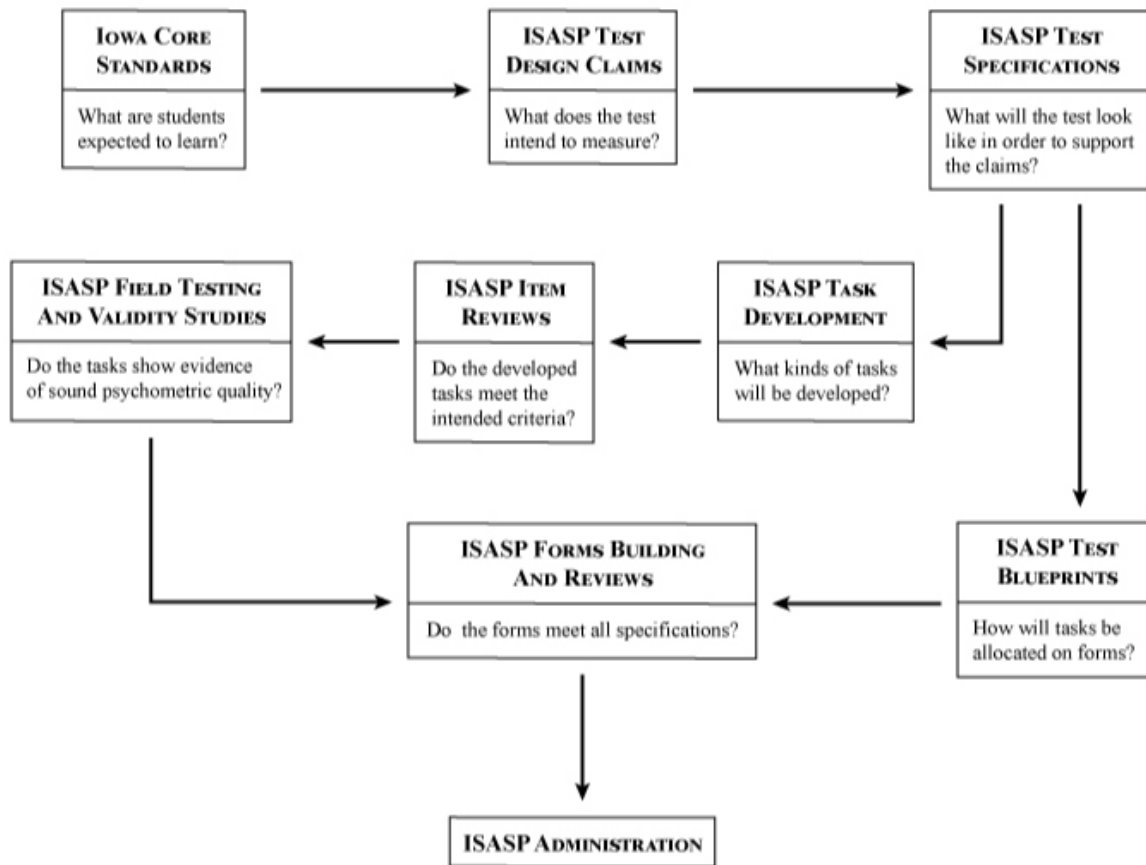
The Language/Writing tests in the ISASP are designed to measure students' proficiency in using the conventions of standard written English and their ability to understand how language is used to express ideas. Students respond to editing tasks as well as producing their own writing samples in an evidence-based direct writing assessment. The language and writing skills measured are aligned with the Iowa Core Standards.

This document presents the ELA test specifications for grades 3-11. Specifically, this document includes: 1) test design claims, 2) test and design specifications, and 3) enhanced blueprints.

## Evidence-Centered Design and the Iowa Statewide Assessment of Student Progress

Evidence-Centered Design (ECD) presents a rigorous framework for building assessments to ensure "that the way in which evidence is gathered and interpreted [during the test development process] is consistent with the underlying knowledge and purposes the assessment is intended to address." (Mislevy, Almond, & Lukas, 2003. p. 2). While ECD in the largest sense encompasses all aspects of the assessment program, it has particular significance for test development. ECD provides test developers with a means for decision making and documenting essential validity evidence around the claims the assessment is intending to measure, the selection and development of the specific tasks that will be given to elicit student responses, and the creation of the test specifications to be followed in forms assembly. Figure 1 provides a conceptual overview of the various stages of an evidence-based process.

Figure 1. An evidence-based approach to building the ISASP



Following ECD principles results in the development of ISASP assessments that can be mapped back directly to claims based on the Iowa Core Standards. As Herman and Linn (2015) noted, “The transparency of the various ECD stages also provides a means for trying to assure that an assessment will represent the depth and breadth of standards and claims it is intended to measure. Each stage influences and constrains subsequent ones...” (p. 6). These stages work together to produce assessments that elicit the intended evidence to support the claims made by the ISASP.

### Test Design Claims

The ELA assessments of ISASP have been designed and developed to support the following claims with respect to student performance.

- Students demonstrate progress toward college and career readiness in English Language Arts in the areas of Reading, Language, and Writing.
- Students demonstrate growth from grade to grade in English Language Arts in the areas of Reading, Language and Writing.

Students will demonstrate their understanding of the Iowa Core Standards in English Language Arts. Content related claims for ELA are given in Tables 1-3.

Table 1. Reading Content Related Claims

| <b>Reading</b>                     | <b>Claims</b>  |
|------------------------------------|--|
| Key Ideas and Details              | Students can determine what the text says and make inferences from it related to central ideas and their development.  |
| Craft and Structure                | Students can interpret words/phrases in the text, analyze the structure of texts, and assess point of view or purpose.   |
| Integration of Knowledge and Ideas | Students can integrate and evaluate content from multiple sources and formats, delineate and evaluate specific claims or arguments, including validity and sufficiency of evidence, and analyze or compare how two or more texts build knowledge |

Table 2. Writing Content Related Claims

| <b>Writing</b>                          | <b>Claims</b>  |
|---|--|
| Text Types and Purposes                 | Students can write arguments to support claims, to inform/explain complex ideas and information, or to develop real or imagined experiences or events. |
| Production and Distribution of Writing  | Students can produce coherent writing in which development, organization and style are appropriate to task, purpose, and audience.                     |
| Research to Build and Present Knowledge | Students can gather information from print sources to build an argument.   |
| Conventions of Standard English         | Students can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing.         |
| Knowledge of Language                   | Students can demonstrate understanding of how language functions in different contexts and make effective choices for meaning and style.               |

Table 3. Language Content Related Claims

| Language                        | Claims   |
|---------------------------------|--|
| Conventions of Standard English | Students can demonstrate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling when writing.   |
| Knowledge of Language           | Students can demonstrate understanding of how language functions in different contexts and make effective choices for meaning and style.   |
| Vocabulary Acquisition and Use  | Students can determine the meaning of words and phrases through context clues and analysis or word parts and understand figurative language, word relationships, and nuances of meaning. |
| Text Types and Purposes         | Students can demonstrate understanding of writing that supports claims, informs/explains complex ideas and information, or develops real or imagined experiences or events.              |

### Test and Design Specifications

ELA test and design specifications provide guidelines for developing sound and aligned assessments to support the claims of the assessment. The summary test specifications presented here reflect the depth and breadth of the performance expectations of the Iowa Core Standards. The ISASP ELA assessments include two tests: Reading, and Language/Writing.

The following sections include critical information about the domains of the Iowa Core to be assessed, the types of items to be used, the cognitive complexity and breadth of the items, and the statistical targets.

### Domains Assessed

Table 4 provides the domains and domain coverage targets in the Iowa Core that are assessed and reported for the English Language Arts tests of the ISASP at Grades 3–11. For each Iowa Core domain, the content-related claim referenced in the previous section is made based on student performance.

Table 4. Iowa Core ELA/Literacy domains assessed

| Iowa Core ELA/Literacy Domains                          | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grades 9-11 |
|---|---------|---------|---------|---------|---------|---------|-------------|
| Key Ideas and Details                                   | 45-55%  | 45-55%  | 45-55%  | 45-55%  | 45-55%  | 45-55%  | 40-55%      |
| Craft and Structure                                     | 30-38%  | 30-38%  | 32-44%  | 34-44%  | 34-44%  | 34-44%  | 35-43%      |
| Integration of Knowledge and Ideas                      | 10-20%  | 10-20%  | 10-20%  | 10-20%  | 9-18%   | 9-18%   | 10-20%      |
| Conventions of Standard English / Knowledge of Language | 35-45%  | 35-45%  | 35-45%  | 38-48%  | 38-48%  | 38-48%  | 36-46%      |
| Vocabulary Acquisition and Use                          | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 4-12%       |
| Text Types and Purposes                                 | 22-32%  | 22-32%  | 22-32%  | 25-35%  | 25-35%  | 25-35%  | 25-35%      |
| Production and Distribution of Writing                  | 7-15%   | 7-15%   | 7-15%   | 5-15%   | 5-15%   | 5-15%   | 6-14%       |
| Research to Build and Present Knowledge                 | 7-15%   | 7-15%   | 7-15%   | 5-15%   | 5-15%   | 5-15%   | 6-14%       |

### Item Types

Measuring the depth and breadth of the current Iowa Core Standards requires a balanced and layered approach that incorporates a range of tasks and stimulus materials. Selected-response items are excellent for efficiently evaluating student knowledge and understanding of a variety of concepts and content included within the Iowa Core. However, additional assessment formats are needed to measure those skills that are not easily assessed by these more traditional formats. The intent of increasing the types of item formats in the assessments is to expand and improve the measurement of student understanding and proficiency overall.

The ISASP is designed to mirror the rigor of the current Iowa Core by employing a robust suite of traditional and nontraditional item types, including:

- **Short constructed response items:** These items challenge students to draw upon higher-order thinking and cognitive processes and generate their own responses. For example, a short constructed-response Reading item may require the student to write an objective summary of a reading passage. Short constructed-response items are designed to be answered in 5-7 minutes testing time.
- **Extended-constructed response items:** Extended constructed-response items require the student to craft an extended response to a writing prompt. Extended constructed-response items are designed to be answered in 30 minutes testing time.

- **Technology-enhanced items (TEIs):** These online items require students to engage in tasks designed to use complex thought processes. These items take advantage of the latest computer-based technologies. They may include response interfaces such as hot spots, drag-and-drop, point-and-click, cloze, and graphing; or require students to provide or select multiple responses to a single question. All TEIs are machine scored. Some specific examples of technology-enhanced items types are included in Table 5.
- **Selected-response items:** These items are efficient to administer and offer strong technical properties. These items can be written to address varying levels of cognitive complexity to measure students' skills and knowledge at three cognitive levels. All selected-response items on the ELA assessments contain four-options.

Table 5. Examples of TEI types

| Item Type       | Description  |
|-----------------|--|
| Drop-down Item  | This item type allows students to make a selection from a drop-down menu.                                    |
| Fill-in Item    | This item type allows students to type in a text-based response using a keyboard (virtual or physical).      |
| Open-ended Item | This item type allows students to type in a text-based response using a keyboard (virtual or physical).      |
| Order Item      | This item type allows students to order options into a sequence.   |
| Hot Spot Item   | This item type allows students to select one or more regions on a graphic or image to identify their choice. |

For the ISASP Reading Test, the number of items per item type for grades 3-11 are given in Table 6. Table 7 provides the number of items per item type for grades 3-11 for ISASP Writing Test. Lastly, the number of items per item type for grades 3-11 for ISASP Language Test is presented in Table 8.



Table 6. ISASP Reading Test – Number and Types of Items

| <b>Grade</b> | <b>Selected-Response Items</b> | <b>Technology-Enhanced Items</b> | <b>Short Constructed-Response Items</b> | <b>Total Items</b> |
|--------------|--------------------------------|----------------------------------|---|--------------------|
| <b>3</b>     | 23-25                          | 2-4                              | 1                                       | 28                 |
| <b>4</b>     | 24-26                          | 2-4                              | 1                                       | 29                 |
| <b>5</b>     | 25-27                          | 2-4                              | 1                                       | 30                 |
| <b>6</b>     | 26-28                          | 2-4                              | 1                                       | 31                 |
| <b>7</b>     | 27-29                          | 2-4                              | 1                                       | 32                 |
| <b>8</b>     | 28-30                          | 2-4                              | 1                                       | 32                 |
| <b>9</b>     | 23-25                          | 2-4                              | 1                                       | 28                 |
| <b>10</b>    | 23-25                          | 2-4                              | 1                                       | 28                 |
| <b>11</b>    | 23-25                          | 2-4                              | 1                                       | 28                 |

Table 7. ISASP Writing Test—Number and Types of Items

| <b>Grade</b> | <b>Extended Constructed-Response Items</b> | <b>Types of Writing</b>            |
|--------------|--|------------------------------------|
| <b>3</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>4</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>5</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>6</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>7</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>8</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>9</b>     | 1  | Explanatory, Persuasive, Narrative |
| <b>10</b>    | 1  | Explanatory, Persuasive, Narrative |
| <b>11</b>    | 1  | Explanatory, Persuasive, Narrative |

Table 8. ISASP Language Test – Number and Types of Items

| Grade | Selected-Response Items | Technology-Enhanced Items | Total Items |
|-------|-------------------------|---------------------------|-------------|
| 3     | 20-22                   | 2-4                       | 24          |
| 4     | 21-23                   | 2-4                       | 25          |
| 5     | 22-24                   | 2-4                       | 26          |
| 6     | 23-25                   | 2-4                       | 27          |
| 7     | 24-26                   | 2-4                       | 28          |
| 8     | 24-26                   | 2-4                       | 28          |
| 9     | 25-27                   | 2-4                       | 29          |
| 10    | 25-27                   | 2-4                       | 29          |
| 11    | 25-27                   | 2-4                       | 29          |

#### Cognitive Complexity

The depth-of-knowledge (DOK) should be consistent between what is required by the Iowa Core Standards and the items on the ISASP. To ensure this consistency, all items have been reviewed for their cognitive demand to ensure that what students are expected to know and do is consistent between the two and that the item-level DOKs meet or exceed the DOK levels specified for each standard in the Iowa Core. Table 9 describes these levels, and Table 10 summarizes the percentage of items per DOK level. The result is an assessment with a full range of item complexity, where each item in the new assessment has been assigned one of three Cognitive Level descriptors.

Table 9. ISASP Cognitive descriptions

| Cognitive Level                  | Description  |
|----------------------------------|--|
| Essential Competencies (DOK 1)   | This level of difficulty involves recalling information such as facts, definitions, terms, or simple one-step procedures.  |
| Conceptual Understanding (DOK 2) | This level of difficulty requires engaging in some cognitive processing beyond recalling or reproducing a response. A conceptual understanding item requires students to make some decisions as to how to approach the problem or activity and may require them to employ more than a single step.   |
| Extended Reasoning (DOK 3)       | This level of difficulty requires problem solving, planning, and/or using evidence. These items require students to develop a strategy to connect and relate ideas in order to solve the problem, and the problem may require that the student use multiple steps and draw upon a variety of skills. |

Table 10. Percentage of items per DOK level

| DOK Level                    | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | Grade 9 | Grade 10 | Grade 11 |
|------------------------------|---------|---------|---------|---------|---------|---------|---------|----------|----------|
| <b>Reading</b>               |         |         |         |         |         |         |         |          |          |
| DOK 1                        | 15-30%  | 15-30%  | 15-30%  | 15-25%  | 15-25%  | 15-25%  | 10-25%  | 10-25%   | 10-25%   |
| DOK 2                        | 40-55%  | 40-55%  | 40-55%  | 40-55%  | 40-55%  | 40-55%  | 40-55%  | 40-55%   | 40-55%   |
| DOK 3                        | 30-45%  | 30-45%  | 30-45%  | 30-45%  | 30-45%  | 30-45%  | 30-45%  | 30-45%   | 30-45%   |
| <b>Language/<br/>Writing</b> |         |         |         |         |         |         |         |          |          |
| DOK 1                        | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 5-15%   | 5-15%    | 5-15%    |
| DOK 2                        | 20-35%  | 20-35%  | 20-35%  | 20-35%  | 20-35%  | 20-35%  | 20-35%  | 20-35%   | 20-35%   |
| DOK 3                        | 60-70%  | 60-70%  | 60-70%  | 60-70%  | 60-70%  | 60-70%  | 60-70%  | 60-70%   | 60-70%   |

### Statistical Specifications

To ensure support for claims that make inferences about student achievement, growth and readiness, both classical and IRT-based statistics are used to assemble test forms. For classical statistics the selection of items will be limited to those that have p-values within an acceptable range (0.20 to 0.90) and discrimination indices greater than 0.20. For IRT estimates, the selection of items will be based on a-parameters that are above 0.4 and b-parameters between -3.0 and 3.0.

### Test Blueprints

The ELA assessments address Iowa Core Standards in Reading and Language/Writing. Table 4 provides a summary of the percentage of items within total test by grade level by domain. More detailed test blueprints are given under Section ELA Enhanced Blueprints – Grade Level Tables for each grade. They include the range of operational items and approximate percentage of the total items on the test per each standard.

The following sections provide general descriptions for each Reading, Language (Written Expression), and Writing tests.

#### Reading

The ISASP Reading tests measure how well students can comprehend a variety of written materials. They contain authentic, engaging reading passages of varying length and complexity. Both literary passages (e.g., fiction, folktales) and informational passages (e.g., expository science and social studies materials, procedural texts, and general nonfiction) are included. A significant number of questions may require students to draw inferences or to generalize about what they have read, and the questions reflect a variety of cognitive levels in the comprehension of texts that students read. The Reading tests provide users with information about the kinds of comprehension skills students are expected to continue developing—skills they will use in reading texts across the curriculum, in engaging with literature, and in reading and thinking about materials encountered outside of school. Questions associated with each passage require students to demonstrate understanding at a variety of cognitive levels associated with reading comprehension.

## Language

The ISASP Language tests focus on students' abilities to understand how language is used to express ideas. Students must choose the best or most appropriate way to express the ideas in a piece of writing. Choices involve organization, sentence structure, usage, clarity, and the most effective or appropriate language for a particular audience. All questions are based on complete texts (ranging from 180 to 400 words) patterned after student writing in content and style. These texts are drawn from many different types of writing familiar to students, including argument, informative/explanatory, and narrative examples. Each is presented as a draft in which certain portions have been marked to indicate a possible need for revision.

## Writing

The third section of the ELA assessment is the writing test, which includes a writing prompt tied to a pair of texts (in addition to standard texts, students may also gather information from graphs, charts, or other formats). In responding to the writing prompt, students must take a position based on what they have read, then cite evidence from the texts to support their claim. Prompts that require different types of writing are developed each year to allow for a comprehensive coverage of the Iowa Core in writing. As outlined on the expanded Language/Writing blueprint document, student scores on multiple traits allow for the writing test to contribute directly to coverage of multiple Iowa Core domains.

Analytic scoring provides detailed assessment of skill level in four different areas of writing skill: Prompt Task, Development of Ideas, Organization, and Language Use. The responses are amenable to scoring by both human readers and automated, artificial intelligence (AI)-based protocols.

**Note on Text Complexity** – For each passage appearing in the ISASP ELA tests, the level of text complexity was evaluated during the development process through quantitative and qualitative measures. Quantitative measures are aspects of text complexity that are unlikely to be evaluated by a subject matter expert reliably, and therefore computer software is used. The quantitative measures relevant to passage development for the ISASP are Flesch-Kincaid and Lexile® scores. Considerations of text complexity relative to grade follow the guidelines for Flesch-Kincaid and Lexile® grade band ranges found in Figure 1 of the *Common Core State Standards Supplemental Information for Appendix A* (2012). Qualitative measures are best determined by subject matter experts who can evaluate the purpose, organization, language appropriateness, and the likely understanding of the target reader, among other considerations. The qualitative measures relevant to passage development are documented in a passage review checklist and evaluated by a minimum of two independent subject matter experts during the development process. Finally, an overall determination of specific grade appropriateness is determined using both quantitative and qualitative scores.

Table 11 provides the text complexity ranges for the ISASP Reading and Writing texts.

Table 11. Test Complexity Ranges for ISASP Reading and Writing Texts

| Test Complexity Range | Grade 3   | Grade 4 - 5 | Grade 6 - 8 | Grades 9-10 | Grade 11   |
|-----------------------|-----------|-------------|-------------|-------------|------------|
| Flesch-Kincaid        | 1.98-5.34 | 4.51-7.73   | 6.51-10.34  | 8.32-12.12  | 10.34-14.2 |
| Lexile®               | 420-820   | 740-1010    | 925-1185    | 1050-1335   | 1185-1385  |

### Alignment Evidence

**Development Process Evidence.** Alignment to the Iowa Core Standards has been a guiding principle of the development of the ISASP. Since the Iowa Core Standards were adopted by the state in July 2010, we have depended upon these standards to define and shape the development and research necessary to build assessments aligned to the Iowa Core in English Language Arts.

To produce items that are aligned, Iowa Testing Programs follows a well-defined development process that helps to ensure the appropriate balance and representation of content. This process includes the following steps:

- Creation of test claims for the assessment that tie directly to the Iowa Core Standards in Science
- Creation of test specifications that define the domains, standards and cognitive processes to be measured
- Development of test materials by Iowa educators and content experts that are aligned to the Iowa Core Standards
- Verification of these alignments by focus groups of Iowa educators who are actively teaching English Language Arts, Mathematics, and Science at the appropriate grade levels
- Continued evaluation of the items throughout field testing to confirm the items measure the standards as originally intended

Calling on the expertise of Iowa educators from the very beginning of the development process, including the initial conceptualization of the materials, is a defining feature of the ability to demonstrate alignment to the Iowa Core Standards.

## ELA Enhanced Blueprints – Grade Level Tables

### Grade 3

#### Reading

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 3     | R.L    | KID    | 1          | IC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  | 1-5                        | 3-17%                  |
| 3     | R.L    | KID    | 2          | IC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | 0-2                        | 0-7%                   |
| 3     | R.L    | KID    | 3          | IC.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  | 3-6                        | 10-20%                 |
| 3     | R.L    | CS     | 4          | IC.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  | 1-4                        | 3-14%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 3     | R.L    | CS     | 5          | IC.3.R.L.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | 1-4                        | 3-14%                  |
| 3     | R.L    | CS     | 6          | IC.3.R.L.6 Craft and Structure: Distinguish their own point of view from that of the narrator or those of the characters.   | 0-2                        | 0-7%                   |
| 3     | R.L    | IKI    | 7          | IC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).    | 0-3                        | 0-10%                  |
| 3     | R.L    | IKI    | 9          | IC.3.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).                    | NA                         |                        |
| 3     | R.I    | KID    | 1          | IC.3.R.I.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.   | 1-5                        | 3-17%                  |

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 3     | R.I    | KID    | 2          | IC.3.R.1.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.   | 0-2                        | 0-7%                   |
| 3     | R.I    | KID    | 3          | IC.3.R.1.3 Key Ideas and Details: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | 0-4                        | 0-14%                  |
| 3     | R.I    | CS     | 4          | IC.3.R.1.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.   | 1-4                        | 3-14%                  |
| 3     | R.I    | CS     | 5          | IC.3.R.1.5 Craft and Structure: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  | 0-3                        | 0-10%                  |
| 3     | R.I    | CS     | 6          | IC.3.R.1.6 Craft and Structure: Distinguish their own point of view from that of the author of a text.   | 0-2                        | 0-7%                   |
| 3     | R.I    | IKI    | 7          | IC.3.R.1.7 Integration of Knowledge and Ideas: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).        | 0-3                        | 0-10%                  |



| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 3     | R.I    | IKI    | 8          | IC.3.R.I.8 Integration of Knowledge and Ideas: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | 0-3                        | 0-10%                  |
| 3     | R.I    | IKI    | 9          | IC.3.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points and key details presented in two texts on the same topic.  | 0-3                        | 0-10%                  |

Writing and Language

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 3     | W      | TTP    | 1          | IC.3.W.1 Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.  | Both   | 1-4                                 | 4-16%                           |
| 3     | W      | TTP    | 2          | IC.3.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  | Both   | 1-4                                 | 4-16%                           |
| 3     | W      | TTP    | 3          | IC.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Both   | 1-4                                 | 4-16%                           |

| Grade | Strand | Domain | Standard # | Standard   | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|--|--|-------------------------------------|---------------------------------|
| 3     | W      | PDW    | 4          | IC.3.W.4 Production and Distribution of Writing: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.                               | DWA  |                                     |                                 |
| 3     | W      | PDW    | 5          | IC.3.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.                                       | DWA  |                                     |                                 |
| 3     | W      | PDW    | 6          | IC.3.W.6 Production and Distribution of Writing: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | NA   |                                     |                                 |
| 3     | W      | RPK    | 7          | IC.3.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge about a topic.  | NA   |                                     |                                 |
| 3     | W      | RPK    | 8          | IC.3.W.8 Research to Build and Present Knowledge: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  | DWA  |                                     |                                 |
| 3     | L      | COSE   | 1          | IC.3.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | Both   | 5-8                                 | 20-33%                          |

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 3     | L      | COSE   | 2          | IC.3.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | Both   | 3-6                                 | 12-25%                          |
| 3     | L      | KOL    | 3          | IC.3.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | Both   | 1-4                                 | 5-15%                           |
| 3     | L      | VAU    | 4          | IC.3.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  | LA   | 1-4                                 | 5-15%                           |
| 3     | L      | VAU    | 5          | IC.3.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.  | LA   | 1-4                                 | 5-15%                           |
| 3     | L      | VAU    | 6          | IC.3.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). | NA   |                                     |                                 |

Grade 4

Reading

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 4     | R.L    | KID    | 1          | IC.4.R.L.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   | 1-5                        | 3-17%                  |
| 4     | R.L    | KID    | 2          | IC.4.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.   | 0-2                        | 0-7%                   |
| 4     | R.L    | KID    | 3          | IC.4.R.L.3 Key Ideas and Details: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).   | 2-5                        | 7-17%                  |
| 4     | R.L    | CS     | 4          | IC.4.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).   | 1-4                        | 3-14%                  |
| 4     | R.L    | CS     | 5          | IC.4.R.L.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text. | 1-4                        | 3-14%                  |
| 4     | R.L    | CS     | 6          | IC.4.R.L.6 Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   | 0-2                        | 0-7%                   |
| 4     | R.L    | IKI    | 7          | IC.4.R.L.7 Integration of Knowledge and Ideas: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 4     | R.L    | IKI    | 9          | IC.4.R.L.9 Integration of Knowledge and Ideas: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.  | 0-3                        | 0-10%                  |
| 4     | R.I    | KID    | 1          | IC.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  | 1-5                        | 3-17%                  |
| 4     | R.I    | KID    | 2          | IC.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.   | 0-2                        | 0-7%                   |
| 4     | R.I    | KID    | 3          | IC.4.R.I.3 Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.  | 0-4                        | 0-14%                  |
| 4     | R.I    | CS     | 4          | IC.4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.   | 1-4                        | 3-14%                  |
| 4     | R.I    | CS     | 5          | IC.4.R.I.5 Craft and Structure: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.   | 0-3                        | 0-10%                  |
| 4     | R.I    | CS     | 6          | IC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.   | 0-2                        | 0-7%                   |
| 4     | R.I    | IKI    | 7          | IC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 4     | R.I    | IKI    | 8          | IC.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.                            | 0-3                        | 0-10%                  |
| 4     | R.I    | IKI    | 9          | IC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | 0-3                        | 0-10%                  |

#### Writing and Language

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 4     | W      | TTP    | 1          | IC.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.   | Both   | 1-4                                 | 4-16%                           |
| 4     | W      | TTP    | 2          | IC.4.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  | Both   | 1-4                                 | 4-16%                           |
| 4     | W      | TTP    | 3          | IC.4.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Both   | 1-4                                 | 4-16%                           |
| 4     | W      | PDW    | 4          | IC.4.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.   | DWA  |                                     |                                 |

|   |   |      |   |   |      |     |        |
|---|---|------|---|---|------|-----|--------|
| 4 | W | PDW  | 5 | IC.4.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  | DWA  |     |        |
| 4 | W | PDW  | 6 | IC.4.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | NA   |     |        |
| 4 | W | RPK  | 7 | IC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.   | NA   |     |        |
| 4 | W | RPK  | 8 | IC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.   | DWA  |     |        |
| 4 | W | RPK  | 9 | IC.4.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.   | DWA  |     |        |
| 4 | L | COSE | 1 | IC.4.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Both | 5-9 | 20-36% |
| 4 | L | COSE | 2 | IC.4.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English  | Both | 3-6 | 12-25% |

|   |   |     |   |   |      |     |       |
|---|---|-----|---|---|------|-----|-------|
|   |   |     |   | capitalization, punctuation, and spelling when writing.   |      |     |       |
| 4 | L | KOL | 3 | IC.4.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | Both | 2-5 | 8-20% |
| 4 | L | VAU | 4 | IC.4.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.   | LA   | 1-4 | 5-15% |
| 4 | L | VAU | 5 | IC.4.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | LA   | 1-4 | 5-15% |
| 4 | L | VAU | 6 | IC.4.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). | NA   |     |       |



## Grade 5

## Reading

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 5     | R.L    | KID    | 1          | IC.5.R.L.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | 1-5                        | 3-17%                  |
| 5     | R.L    | KID    | 2          | IC.5.R.L.2 Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | 0-2                        | 0-6%                   |
| 5     | R.L    | KID    | 3          | IC.5.R.L.3 Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  | 2-5                        | 6-17%                  |
| 5     | R.L    | CS     | 4          | IC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   | 1-4                        | 3-13%                  |
| 5     | R.L    | CS     | 5          | IC.5.R.L.5 Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  | 1-4                        | 3-13%                  |
| 5     | R.L    | CS     | 6          | IC.5.R.L.6 Craft and Structure: Describe how a narrator's or speaker's point of view influences how events are described.   | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 5     | R.L    | IKI    | 7          | IC.5.R.L.7 Integration of Knowledge and Ideas: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).   | 0-3                        | 0-10%                  |
| 5     | R.L    | IKI    | 9          | IC.5.R.L.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.   | 0-3                        | 0-10%                  |
| 5     | R.I    | KID    | 1          | IC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | 1-5                        | 3-17%                  |
| 5     | R.I    | KID    | 2          | IC.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   | 0-3                        | 0-10%                  |
| 5     | R.I    | KID    | 3          | IC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | 0-4                        | 0-12%                  |
| 5     | R.I    | CS     | 4          | IC.5.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  | 1-4                        | 3-13%                  |
| 5     | R.I    | CS     | 5          | IC.5.R.I.5 Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                        | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 5     | R.I    | CS     | 6          | IC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  | 0-2                        | 0-6%                   |
| 5     | R.I    | IKI    | 7          | IC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | 0-3                        | 0-10%                  |
| 5     | R.I    | IKI    | 8          | IC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).             | 0-3                        | 0-10%                  |
| 5     | R.I    | IKI    | 9          | IC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   | 0-3                        | 0-10%                  |

#### Writing and Language

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 5     | W      | TTP    | 1          | IC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | Both   | 1-4                                 | 4-15%                           |
| 5     | W      | TTP    | 2          | IC.5.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  | Both   | 1-4                                 | 4-15%                           |

|   |   |     |   |  |      |     |       |
|---|---|-----|---|--|------|-----|-------|
| 5 | W | TTP | 3 | IC.5.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.  | Both | 1-4 | 4-15% |
| 5 | W | PDW | 4 | IC.5.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  | DWA  |     |       |
| 5 | W | PDW | 5 | IC.5.W.5 Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  | DWA  |     |       |
| 5 | W | PDW | 6 | IC.5.W.6 Production and Distribution of Writing: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | NA   |     |       |
| 5 | W | RPK | 7 | IC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.   | NA   |     |       |
| 5 | W | RPK | 8 | IC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.   | DWA  |     |       |

|   |   |      |   |  |      |     |        |
|---|---|------|---|--|------|-----|--------|
| 5 | W | RPK  | 9 | IC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.  | DWA  |     |        |
| 5 | L | COSE | 1 | IC.5.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   | Both | 5-9 | 20-35% |
| 5 | L | COSE | 2 | IC.5.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   | Both | 3-6 | 11-23% |
| 5 | L | KOL  | 3 | IC.5.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.   | Both | 2-5 | 8-18%  |
| 5 | L | VAU  | 4 | IC.5.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  | LA   | 1-4 | 4-15%  |
| 5 | L | VAU  | 5 | IC.5.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   | LA   | 1-4 | 4-15%  |
| 5 | L | VAU  | 6 | IC.5.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). | NA   |     |        |

## Grade 6

## Reading

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 6     | R.L    | KID    | 1          | IC.6.R.L.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1-5                        | 3-17%                  |
| 6     | R.L    | KID    | 2          | IC.6.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.   | 0-2                        | 0-6%                   |
| 6     | R.L    | KID    | 3          | IC.6.R.L.3 Key Ideas and Details: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.   | 2-5                        | 6-17%                  |
| 6     | R.L    | CS     | 4          | IC.6.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.  | 1-4                        | 3-13%                  |
| 6     | R.L    | CS     | 5          | IC.6.R.L.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.  | 1-4                        | 3-13%                  |
| 6     | R.L    | CS     | 6          | IC.6.R.L.6 Craft and Structure: Explain how an author develops the point of view of the narrator or speaker in a text.   | 0-2                        | 0-6%                   |
| 6     | R.L    | IKI    | 7          | IC.6.R.L.7 Integration of Knowledge and Ideas: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 6     | R.L    | IKI    | 9          | IC.6.R.L.9 Integration of Knowledge and Ideas: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | 0-3                        | 0-10%                  |
| 6     | R.I    | KID    | 1          | IC.6.R.I.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1-5                        | 3-17%                  |
| 6     | R.I    | KID    | 2          | IC.6.R.I.2 Key Ideas and Details: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.                                | 0-3                        | 0-10%                  |
| 6     | R.I    | KID    | 3          | IC.6.R.I.3 Key Ideas and Details: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).   | 0-5                        | 0-17%                  |
| 6     | R.I    | CS     | 4          | IC.6.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  | 1-4                        | 3-13%                  |
| 6     | R.I    | CS     | 5          | IC.6.R.I.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.                                       | 0-3                        | 0-10%                  |
| 6     | R.I    | CS     | 6          | IC.6.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.   | 0-2                        | 0-6%                   |
| 6     | R.I    | IKI    | 7          | IC.6.R.I.7 Integration of Knowledge and Ideas: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.         | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 6     | R.I    | IKI    | 8          | IC.6.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | 0-3                        | 0-10%                  |
| 6     | R.I    | IKI    | 9          | IC.6.R.I.9 Integration of Knowledge and Ideas: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).             | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 1          | IC.6-8.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.   | 1-3                        | 3-13%                  |
| 6-8   | R.H    |        | 2          | IC.6-8.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.    | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 3          | IC.6-8.R.H.3 Key Ideas and Details: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).  | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 4          | IC.6-8.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                     | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 5          | IC.6-8.R.H.5 Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).  | 0-1                        | 0-3%                   |
| 6-8   | R.H    |        | 6          | IC.6-8.R.H.6 Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).                       | 0-2                        | 0-6%                   |



| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.H    |        | 7          | IC.6-8.R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 8          | IC.6-8.R.H.8 Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.  | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 9          | IC.6-8.R.H.9 Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.   | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 1          | IC.6-8.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts.   | 1-2                        | 3-6%                   |
| 6-8   | R.ST   |        | 2          | IC.6-8.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 3          | IC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 4          | IC.6-8.R.ST.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | 1-2                        | 3-6%                   |
| 6-8   | R.ST   |        | 5          | IC.6-8.R.ST.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.ST   |        | 6          | IC.6-8.R.ST.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 7          | IC.6-8.R.ST.7 Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 8          | IC.6-8.R.ST.8 Integration of Knowledge and Ideas: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.   | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 9          | IC.6-8.R.ST.9 Integration of Knowledge and Ideas: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.                             | NA                         |                        |

#### Writing and Language

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 6     | W      | TTP    | 1          | IC.6.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.   | Both   | 1-4                                 | 4-15%                           |
| 6     | W      | TTP    | 2          | IC.6.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, | Both   | 1-4                                 | 4-15%                           |

|   |   |     |   |  |      |     |       |
|---|---|-----|---|--|------|-----|-------|
|   |   |     |   | organization, and analysis of relevant content.  |      |     |       |
| 6 | W | TTP | 3 | IC.6.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   | Both | 1-4 | 4-15% |
| 6 | W | PDW | 4 | IC.6.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  | DWA  |     |       |
| 6 | W | PDW | 5 | IC.6.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.   | DWA  |     |       |
| 6 | W | PDW | 6 | IC.6.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | NA   |     |       |
| 6 | W | RPK | 7 | IC.6.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several   | NA   |     |       |

|   |   |      |   |   |      |     |        |
|---|---|------|---|---|------|-----|--------|
|   |   |      |   | sources and refocusing the inquiry when appropriate.  |      |     |        |
| 6 | W | RPK  | 8 | IC.6.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | DWA  |     |        |
| 6 | W | RPK  | 9 | IC.6.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.   | DWA  |     |        |
| 6 | L | COSE | 1 | IC.6.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Both | 5-9 | 18-33% |
| 6 | L | COSE | 2 | IC.6.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | Both | 3-6 | 11-22% |
| 6 | L | KOL  | 3 | IC.6.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | Both | 2-5 | 7-18%  |
| 6 | L | VAU  | 4 | IC.6.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.   | LA   | 1-4 | 4-15%  |

|   |   |     |   |   |    |     |       |
|---|---|-----|---|---|----|-----|-------|
| 6 | L | VAU | 5 | IC.6.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | LA | 1-4 | 4-15% |
| 6 | L | VAU | 6 | IC.6.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | NA |     |       |

## Grade 7

## Reading

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 7     | R.L    | KID    | 1          | IC.7.R.L.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.   | 1-5                        | 3-17%                  |
| 7     | R.L    | KID    | 2          | IC.7.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.  | 0-2                        | 0-6%                   |
| 7     | R.L    | KID    | 3          | IC.7.R.L.3 Key Ideas and Details: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).   | 2-5                        | 6-17%                  |
| 7     | R.L    | CS     | 4          | IC.7.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. | 1-4                        | 3-13%                  |
| 7     | R.L    | CS     | 5          | IC.7.R.L.5 Craft and Structure: Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.   | 0-2                        | 0-6%                   |
| 7     | R.L    | CS     | 6          | IC.7.R.L.6 Craft and Structure: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 7     | R.L    | IKI    | 7          | IC.7.R.L.7 Integration of Knowledge and Ideas: Compare and contrast a story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | NA                         |                        |
| 7     | R.L    | IKI    | 9          | IC.7.R.L.9 Integration of Knowledge and Ideas: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.                                    | NA                         |                        |
| 7     | R.I    | KID    | 1          | IC.7.R.I.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1-5                        | 3-17%                  |
| 7     | R.I    | KID    | 2          | IC.7.R.I.2 Key Ideas and Details: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.   | 0-3                        | 0-10%                  |
| 7     | R.I    | KID    | 3          | IC.7.R.I.3 Key Ideas and Details: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).   | 0-5                        | 0-17%                  |
| 7     | R.I    | CS     | 4          | IC.7.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  | 1-4                        | 3-13%                  |

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 7     | R.I    | CS     | 5          | IC.7.R.I.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.   | 0-4                        | 0-13%                  |
| 7     | R.I    | CS     | 6          | IC.7.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.   | 0-2                        | 0-6%                   |
| 7     | R.I    | IKI    | 7          | IC.7.R.I.7 Integration of Knowledge and Ideas: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | NA                         |                        |
| 7     | R.I    | IKI    | 8          | IC.7.R.I.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.                                | 0-3                        | 0-10%                  |
| 7     | R.I    | IKI    | 9          | IC.7.R.I.9 Integration of Knowledge and Ideas: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.              | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 1          | IC.6-8.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.   | 1-3                        | 3-13%                  |



| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.H    |        | 2          | IC.6-8.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.   | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 3          | IC.6-8.R.H.3 Key Ideas and Details: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 4          | IC.6-8.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.                    | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 5          | IC.6-8.R.H.5 Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).   | 0-1                        | 0-3%                   |
| 6-8   | R.H    |        | 6          | IC.6-8.R.H.6 Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).                      | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 7          | IC.6-8.R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.                | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 8          | IC.6-8.R.H.8 Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.  | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 9          | IC.6-8.R.H.9 Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.   | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.ST   |        | 1          | IC.6-8.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts.   | 1-2                        | 3-6%                   |
| 6-8   | R.ST   |        | 2          | IC.6-8.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 3          | IC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 4          | IC.6-8.R.ST.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.           | 1-2                        | 3-6%                   |
| 6-8   | R.ST   |        | 5          | IC.6-8.R.ST.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 6          | IC.6-8.R.ST.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 7          | IC.6-8.R.ST.7 Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.ST   |        | 8          | IC.6-8.R.ST.8 Integration of Knowledge and Ideas: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.   | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 9          | IC.6-8.R.ST.9 Integration of Knowledge and Ideas: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | NA                         |                        |

#### Writing and Language

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 7     | W      | TTP    | 1          | IC.7.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.   | Both   | 1-4                                 | 4-14%                           |
| 7     | W      | TTP    | 2          | IC.7.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Both   | 1-4                                 | 4-14%                           |
| 7     | W      | TTP    | 3          | IC.7.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant  | Both   | 1-4                                 | 4-14%                           |

|   |   |     |   |   |     |  |  |
|---|---|-----|---|---|-----|--|--|
|   |   |     |   | descriptive details, and well-structured event sequences.   |     |  |  |
| 7 | W | PDW | 4 | IC.7.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | DWA |  |  |
| 7 | W | PDW | 5 | IC.7.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | DWA |  |  |
| 7 | W | PDW | 6 | IC.7.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.                                   | NA  |  |  |
| 7 | W | RPK | 7 | IC.7.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.   | NA  |  |  |
| 7 | W | RPK | 8 | IC.7.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions                         | DWA |  |  |

|   |   |      |   |   |      |     |        |
|---|---|------|---|---|------|-----|--------|
|   |   |      |   | of others while avoiding plagiarism and following a standard format for citation.   |      |     |        |
| 7 | W | RPK  | 9 | IC.7.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.   | DWA  |     |        |
| 7 | L | COSE | 1 | IC.7.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Both | 5-9 | 17-33% |
| 7 | L | COSE | 2 | IC.7.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | Both | 3-6 | 11-21% |
| 7 | L | KOL  | 3 | IC.7.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | Both | 2-5 | 7-18%  |
| 7 | L | VAU  | 4 | IC.7.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. | LA   | 1-4 | 4-14%  |
| 7 | L | VAU  | 5 | IC.7.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | LA   | 1-4 | 4-14%  |
| 7 | L | VAU  | 6 | IC.7.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge                                       | NA   |     |        |

|  |  |  |  |   |  |  |  |
|--|--|--|--|---|--|--|--|
|  |  |  |  | when considering a word or phrase important to comprehension or expression. |  |  |  |
|--|--|--|--|---|--|--|--|

Grade 8

Reading

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 8     | R.L    | KID    | 1          | IC.8.R.L.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | 1-5                        | 3-17%                  |
| 8     | R.L    | KID    | 2          | IC.8.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.                       | 0-2                        | 0-6%                   |
| 8     | R.L    | KID    | 3          | IC.8.R.L.3 Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.  | 2-5                        | 6-17%                  |
| 8     | R.L    | CS     | 4          | IC.8.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 1-4                        | 3-13%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 8     | R.L    | CS     | 5          | IC.8.R.L.5 Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.  | 0-2                        | 0-6%                   |
| 8     | R.L    | CS     | 6          | IC.8.R.L.6 Craft and Structure: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.  | 0-2                        | 0-6%                   |
| 8     | R.L    | IKI    | 7          | IC.8.R.L.7 Integration of Knowledge and Ideas: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.                                   | NA                         |                        |
| 8     | R.L    | IKI    | 9          | IC.8.R.L.9 Integration of Knowledge and Ideas: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | NA                         |                        |
| 8     | R.I    | KID    | 1          | IC.8.R.I.1 Key Ideas and Details: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.   | 1-5                        | 3-17%                  |



| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 8     | R.I    | KID    | 2          | IC.8.R.1.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.   | 0-3                        | 0-10%                  |
| 8     | R.I    | KID    | 3          | IC.8.R.1.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  | 0-5                        | 0-17%                  |
| 8     | R.I    | CS     | 4          | IC.8.R.1.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | 1-4                        | 3-13%                  |
| 8     | R.I    | CS     | 5          | IC.8.R.1.5 Craft and Structure: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.   | 0-4                        | 0-13%                  |
| 8     | R.I    | CS     | 6          | IC.8.R.1.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.  | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 8     | R.I    | IKI    | 7          | IC.8.R.I.7 Integration of Knowledge and Ideas: Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.   | NA                         |                        |
| 8     | R.I    | IKI    | 8          | IC.8.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | 0-3                        | 0-10%                  |
| 8     | R.I    | IKI    | 9          | IC.8.R.I.9 Integration of Knowledge and Ideas: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.                                    | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 1          | IC.6-8.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources.  | 1-3                        | 3-13%                  |
| 6-8   | R.H    |        | 2          | IC.6-8.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.   | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 3          | IC.6-8.R.H.3 Key Ideas and Details: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).   | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard   | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|--|----------------------------|------------------------|
| 6-8   | R.H    |        | 4          | IC.6-8.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.     | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 5          | IC.6-8.R.H.5 Craft and Structure: Describe how a text presents information (e.g., sequentially, comparatively, causally).  | 0-1                        | 0-3%                   |
| 6-8   | R.H    |        | 6          | IC.6-8.R.H.6 Craft and Structure: Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).       | 0-2                        | 0-6%                   |
| 6-8   | R.H    |        | 7          | IC.6-8.R.H.7 Integration of Knowledge and Ideas: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 8          | IC.6-8.R.H.8 Integration of Knowledge and Ideas: Distinguish among fact, opinion, and reasoned judgment in a text.   | 0-3                        | 0-10%                  |
| 6-8   | R.H    |        | 9          | IC.6-8.R.H.9 Integration of Knowledge and Ideas: Analyze the relationship between a primary and secondary source on the same topic.  | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 1          | IC.6-8.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts.  | 1-2                        | 3-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.ST   |        | 2          | IC.6-8.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.   | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 3          | IC.6-8.R.ST.3 Key Ideas and Details: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.  | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 4          | IC.6-8.R.ST.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. | 1-2                        | 3-6%                   |
| 6-8   | R.ST   |        | 5          | IC.6-8.R.ST.5 Craft and Structure: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.  | 0-2                        | 0-6%                   |
| 6-8   | R.ST   |        | 6          | IC.6-8.R.ST.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.   | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 6-8   | R.ST   |        | 7          | IC.6-8.R.ST.7 Integration of Knowledge and Ideas: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 8          | IC.6-8.R.ST.8 Integration of Knowledge and Ideas: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.   | 0-3                        | 0-10%                  |
| 6-8   | R.ST   |        | 9          | IC.6-8.R.ST.9 Integration of Knowledge and Ideas: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.                             | NA                         |                        |

#### Writing and Language

| Grade | Strand | Domain | Standard # | Standard   | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|--|--|-------------------------------------|---------------------------------|
| 8     | W      | TTP    | 1          | IC.8.W.1 Text Types and Purposes: Write arguments to support claims with clear reasons and relevant evidence.                        | Both   | 1-4                                 | 4-14%                           |
| 8     | W      | TTP    | 2          | IC.8.W.2 Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information | Both   | 1-4                                 | 4-14%                           |

|   |   |     |   |   |      |     |       |
|---|---|-----|---|---|------|-----|-------|
|   |   |     |   | through the selection, organization, and analysis of relevant content.  |      |     |       |
| 8 | W | TTP | 3 | IC.8.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.  | Both | 1-4 | 4-14% |
| 8 | W | PDW | 4 | IC.8.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.   | DWA  |     |       |
| 8 | W | PDW | 5 | IC.8.W.5 Production and Distribution of Writing: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. | DWA  |     |       |
| 8 | W | PDW | 6 | IC.8.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.                                 | NA   |     |       |
| 8 | W | RPK | 7 | IC.8.W.7 Research to Build and Present Knowledge: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.       | NA   |     |       |

|   |   |      |   |   |      |     |        |
|---|---|------|---|---|------|-----|--------|
| 8 | W | RPK  | 8 | IC.8.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | DWA  |     |        |
| 8 | W | RPK  | 9 | IC.8.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.   | DWA  |     |        |
| 8 | L | COSE | 1 | IC.8.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Both | 5-9 | 17-33% |
| 8 | L | COSE | 2 | IC.8.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | Both | 3-6 | 11-21% |
| 8 | L | KOL  | 3 | IC.8.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.  | Both | 2-5 | 7-18%  |
| 8 | L | VAU  | 4 | IC.8.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.  | LA   | 1-4 | 4-14%  |
| 8 | L | VAU  | 5 | IC.8.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word   | LA   | 1-4 | 4-14%  |

|   |   |     |   |   |    |  |  |
|---|---|-----|---|---|----|--|--|
|   |   |     |   | relationships, and nuances in word meanings.  |    |  |  |
| 8 | L | VAU | 6 | IC.8.L.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | NA |  |  |



Grades 9-10

Reading

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 9-10  | R.L    | KID    | 1          | IC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 0-4                        | 0-14%                  |
| 9-10  | R.L    | KID    | 2          | IC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.   | 0-2                        | 0-6%                   |
| 9-10  | R.L    | KID    | 3          | IC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.  | 1-3                        | 3-10%                  |
| 9-10  | R.L    | CS     | 4          | IC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). | 1-4                        | 3-14%                  |
| 9-10  | R.L    | CS     | 5          | IC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.  | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 9-10  | R.L    | CS     | 6          | IC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.   | 0-2                        | 0-6%                   |
| 9-10  | R.L    | IKI    | 7          | IC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | NA                         |                        |
| 9-10  | R.L    | IKI    | 9          | IC.9-10.R.L.9 Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).                               | NA                         |                        |
| 9-10  | R.I    | KID    | 1          | IC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  | 1-5                        | 3-17%                  |
| 9-10  | R.I    | KID    | 2          | IC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  | 0-3                        | 0-10%                  |
| 9-10  | R.I    | KID    | 3          | IC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.                                       | 0-5                        | 0-17%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 9-10  | R.I    | CS     | 4          | IC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | 1-4                        | 3-14%                  |
| 9-10  | R.I    | CS     | 5          | IC.9-10.R.I.5 Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).  | 0-4                        | 0-14%                  |
| 9-10  | R.I    | CS     | 6          | IC.9-10.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.   | 0-2                        | 0-6%                   |
| 9-10  | R.I    | IKI    | 7          | IC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.   | NA                         |                        |
| 9-10  | R.I    | IKI    | 8          | IC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  | 0-3                        | 0-10%                  |
| 9-10  | R.I    | IKI    | 9          | IC.9-10.R.I.9 Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.       | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 9-10  | R.H    |        | 1          | IC.9-10.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.                     | 1-3                        | 3-13%                  |
| 9-10  | R.H    |        | 2          | IC.9-10.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.       | 0-2                        | 0-6%                   |
| 9-10  | R.H    |        | 3          | IC.9-10.R.H.3 Key Ideas and Details: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.  | 0-2                        | 0-6%                   |
| 9-10  | R.H    |        | 4          | IC.9-10.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.         | 0-2                        | 0-6%                   |
| 9-10  | R.H    |        | 5          | IC.9-10.R.H.5 Craft and Structure: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis  | 0-1                        | 0-3%                   |
| 9-10  | R.H    |        | 6          | IC.9-10.R.H.6 Craft and Structure: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. | 0-2                        | 0-6%                   |
| 9-10  | R.H    |        | 7          | IC.9-10.R.H.7 Integration of Knowledge and Ideas: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.                                    | 0-3                        | 0-10%                  |
| 9-10  | R.H    |        | 8          | IC.9-10.R.H.8 Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claims.  | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 9-10  | R.H    |        | 9          | IC.9-10.R.H.9 Integration of Knowledge and Ideas: Compare and contrast treatments of the same topic in several primary and secondary sources.   | 0-3                        | 0-10%                  |
| 9-10  | R.ST   |        | 1          | IC.9-10.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.  | 1-2                        | 3-6%                   |
| 9-10  | R.ST   |        | 2          | IC.9-10.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.          | 0-2                        | 0-6%                   |
| 9-10  | R.ST   |        | 3          | IC.9-10.R.ST.3 Key Ideas and Details: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.  | 0-2                        | 0-6%                   |
| 9-10  | R.ST   |        | 4          | IC.9-10.R.ST.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. | 1-2                        | 3-6%                   |
| 9-10  | R.ST   |        | 5          | IC.9-10.R.ST.5 Craft and Structure: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).                                     | 0-2                        | 0-6%                   |
| 9-10  | R.ST   |        | 6          | IC.9-10.R.ST.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.                       | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 9-10  | R.ST   |        | 7          | IC.9-10.R.ST.7 Integration of Knowledge and Ideas: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. | 0-3                        | 0-10%                  |
| 9-10  | R.ST   |        | 8          | IC.9-10.R.ST.8 Integration of Knowledge and Ideas: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.  | 0-3                        | 0-10%                  |
| 9-10  | R.ST   |        | 9          | IC.9-10.R.ST.9 Integration of Knowledge and Ideas: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.                       | NA                         |                        |

Writing and Language

| Grade | Strand | Domain | Standard # | Standard   | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|--|--|-------------------------------------|---------------------------------|
| 9-10  | W      | TTP    | 1          | IC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.    | Both   | 1-4                                 | 3-14%                           |
| 9-10  | W      | TTP    | 2          | IC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective | Both   | 1-4                                 | 3-14%                           |

|      |   |     |   |   |      |     |       |
|------|---|-----|---|---|------|-----|-------|
|      |   |     |   | selection, organization, and analysis of content.   |      |     |       |
| 9-10 | W | TTP | 3 | IC.9-10.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  | Both | 1-4 | 3-14% |
| 9-10 | W | PDW | 4 | IC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  | DWA  |     |       |
| 9-10 | W | PDW | 5 | IC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9-10 page 55.) | DWA  |     |       |
| 9-10 | W | PDW | 6 | IC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  | NA   |     |       |

|      |   |      |   |  |      |     |        |
|------|---|------|---|--|------|-----|--------|
| 9-10 | W | RPK  | 7 | IC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  | NA   |     |        |
| 9-10 | W | RPK  | 8 | IC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | DWA  |     |        |
| 9-10 | W | RPK  | 9 | IC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.   | DWA  |     |        |
| 9-10 | L | COSE | 1 | IC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Both | 5-9 | 17-30% |
| 9-10 | L | COSE | 2 | IC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | Both | 3-6 | 10-20% |



|      |   |     |   |  |      |     |       |
|------|---|-----|---|--|------|-----|-------|
| 9-10 | L | KOL | 3 | IC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   | Both | 2-6 | 6-20% |
| 9-10 | L | VAU | 4 | IC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.   | LA   | 1-4 | 3-14% |
| 9-10 | L | VAU | 5 | IC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | LA   | 1-4 | 3-14% |
| 9-10 | L | VAU | 6 | IC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | NA   |     |       |

Grade 11

Reading

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 11-12 | R.L    | KID    | 1          | IC.11-12.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  | 0-4                        | 0-14%                  |
| 11-12 | R.L    | KID    | 2          | IC.11-12.R.L.2 Key Ideas and Details: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. | 0-2                        | 0-6%                   |
| 11-12 | R.L    | KID    | 3          | IC.11-12.R.L.3 Key Ideas and Details: Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.  | 1-3                        | 3-10%                  |
| 11-12 | R.L    | CS     | 4          | IC.11-12.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone.  | 1-4                        | 3-14%                  |
| 11-12 | R.L    | CS     | 5          | IC.11-12.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure specific parts of a text contribute to its overall meaning as well as its aesthetic impact.   | 0-2                        | 0-6%                   |
| 11-12 | R.L    | CS     | 6          | IC.11-12.R.L.6 Craft and Structure: Analyze a case in which grasping point of view (perspective) requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).   | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 11-12 | R.L    | IKI    | 7          | IC.11-12.R.L.7 Integration of Knowledge and Ideas: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) | NA                         |                        |
| 11-12 | R.L    | IKI    | 9          | IC.11-12.R.L.9 Integration of Knowledge and Ideas: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.  | 0-3                        | 0-10%                  |
| 11-12 | R.I    | KID    | 1          | IC.11-12.R.I.1 Key Ideas and Details:Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.   | 1-5                        | 3-17%                  |
| 11-12 | R.I    | KID    | 2          | IC.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  | 0-3                        | 0-10%                  |
| 11-12 | R.I    | KID    | 3          | IC.11-12.R.I.3 Key Ideas and Details: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.   | 0-5                        | 0-17%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 11-12 | R.I    | CS     | 4          | IC.11-12.R.I.4 Craft and Structure:Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text. | 1-4                        | 3-14%                  |
| 11-12 | R.I    | CS     | 5          | IC.11-12.R.I.5 Craft and Structure: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  | 0-4                        | 0-14%                  |
| 11-12 | R.I    | CS     | 6          | IC.11-12.R.I.6 Craft and Structure:Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.                              | 0-4                        | 0-14%                  |
| 11-12 | R.I    | IKI    | 7          | IC.11-12.R.I.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem..                | 0-3                        | 0-10%                  |
| 11-12 | R.I    | IKI    | 8          | IC.11-12.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy.   | 0-3                        | 0-10%                  |
| 11-12 | R.I    | IKI    | 9          | IC.11-12.R.I.9 Integration of Knowledge and Ideas: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.                                     | 0-3                        | 0-10%                  |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 11-12 | R.H    |        | 1          | IC.11-12.R.H.1 Key Ideas and Details: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.   | 1-3                        | 3-13%                  |
| 11-12 | R.H    |        | 2          | IC.11-12.R.H.2 Key Ideas and Details: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.  | 0-2                        | 0-6%                   |
| 11-12 | R.H    |        | 3          | IC.11-12.R.H.3 Key Ideas and Details: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.  | 0-2                        | 0-6%                   |
| 11-12 | R.H    |        | 4          | IC.11-12.R.H.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). | 0-2                        | 0-6%                   |
| 11-12 | R.H    |        | 5          | IC.11-12.R.H.5 Craft and Structure: Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.   | 0-1                        | 0-3%                   |
| 11-12 | R.H    |        | 6          | IC.11-12.R.H.6 Craft and Structure: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.   | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 11-12 | R.H    |        | 7          | IC.11-12.R.H.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. | 0-3                        | 0-10%                  |
| 11-12 | R.H    |        | 8          | IC.11-12.R.H.8 Integration of Knowledge and Ideas: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.   | 0-3                        | 0-10%                  |
| 11-12 | R.H    |        | 9          | IC.11-12.R.H.9 Integration of Knowledge and Ideas: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.   | 0-3                        | 0-10%                  |
| 11-12 | R.ST   |        | 1          | IC.11-12.R.ST.1 Key Ideas and Details: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.                         | 1-2                        | 3-6%                   |
| 11-12 | R.ST   |        | 2          | IC.11-12.R.ST.2 Key Ideas and Details: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.                          | 0-2                        | 0-6%                   |
| 11-12 | R.ST   |        | 3          | IC.11-12.R.ST.3 Key Ideas and Details: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                  | 0-2                        | 0-6%                   |

| Grade | Strand | Domain | Standard # | Standard  | Range of operational items | Approx % of total test |
|-------|--------|--------|------------|---|----------------------------|------------------------|
| 11-12 | R.ST   |        | 4          | IC.11-12.R.ST.4 Craft and Structure: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.                         | 1-2                        | 3-6%                   |
| 11-12 | R.ST   |        | 5          | IC.11-12.R.ST.5 Craft and Structure: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.  | 0-2                        | 0-6%                   |
| 11-12 | R.ST   |        | 6          | IC.11-12.R.ST.6 Craft and Structure: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.  | 0-2                        | 0-6%                   |
| 11-12 | R.ST   |        | 7          | IC.11-12.R.ST.7 Integration of Knowledge and Ideas: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.               | 0-3                        | 0-10%                  |
| 11-12 | R.ST   |        | 8          | IC.11-12.R.ST.8 Integration of Knowledge and Ideas: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.   | 0-3                        | 0-10%                  |
| 11-12 | R.ST   |        | 9          | IC.11-12.R.ST.9 Integration of Knowledge and Ideas: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. | NA                         |                        |

Writing and Language

| Grade | Strand | Domain | Standard # | Standard  | Direct Writing Assessment, Language Test, or both? | Range of Language operational items | Approx % of total Language test |
|-------|--------|--------|------------|---|--|-------------------------------------|---------------------------------|
| 11    | W      | TTP    | 1          | IC.11-12.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  | Both   | 1-4                                 | 3-14%                           |
| 11    | W      | TTP    | 2          | IC.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.                                       | Both   | 1-4                                 | 3-14%                           |
| 11    | W      | TTP    | 3          | IC.11-12.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   | Both   | 1-4                                 | 3-14%                           |
| 11    | W      | PDW    | 4          | IC.11-12.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | DWA  |                                     |                                 |



|    |   |     |   |  |     |  |  |
|----|---|-----|---|--|-----|--|--|
| 11 | W | PDW | 5 | IC.11-12.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 11-12) | DWA |  |  |
| 11 | W | PDW | 6 | IC.11-12.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  | NA  |  |  |
| 11 | W | RPK | 7 | IC.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.                 | NA  |  |  |
| 11 | W | RPK | 8 | IC.11-12.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate   | DWA |  |  |

|    |   |      |   |   |      |     |        |
|----|---|------|---|---|------|-----|--------|
|    |   |      |   | information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.   |      |     |        |
| 11 | W | RPK  | 9 | IC.11-12.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.   | DWA  |     |        |
| 11 | L | COSE | 1 | IC.11-12.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  | Both | 5-9 | 17-30% |
| 11 | L | COSE | 2 | IC.11-12.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  | Both | 3-6 | 10-20% |
| 11 | L | KOL  | 3 | IC.11-12.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. | Both | 2-6 | 6-20%  |
| 11 | L | VAU  | 4 | IC.11-12.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11 reading and content, choosing flexibly from a range of strategies.                | LA   | 1-4 | 3-14%  |

|    |   |     |   |   |    |     |       |
|----|---|-----|---|---|----|-----|-------|
| 11 | L | VAU | 5 | IC.11-12.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  | LA | 1-4 | 3-14% |
| 11 | L | VAU | 6 | IC.11-12.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression | NA |     |       |

## References

Herman, J., & Linn, R. (2015). *Evidence-centered design: A summary*. University of California Los Angeles, CA: CRESST. Retrieved from <http://csai-online.org/sites/default/files/resources/4666/ECDsummary.pdf>.

Mislevy, R., Almond, R., & Lukas, J. (2003). *A brief introduction to evidence-centered design*. ETS Research Report RR-03-16. Princeton, NJ: Educational Testing Service