



**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 3

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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AzM2 Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each *Item Specifications* document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 3 – 5 Reporting Category</b>   | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 26%         | 35%         |
| Reading Standards for Informational Text | 26%         | 35%         |
| Reading for Informational Text           | 26%         | 22%         |
| Listening Comprehension                  | 0%          | 13%         |
| Writing and Language                     | 26%         | 38%         |
| Writing                                  | 13%         | 19%         |
| Language                                 | 13%         | 19%         |

In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| <i>Percentage of Points by Depth of Knowledge (DOK) Level</i> |             |             |             |             |
|---|-------------|-------------|-------------|-------------|
| <b>Grade 3</b>  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|   | 10%–20%     | 50%–60%     | 15%–25%     | 13%–19%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).

## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 3 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description  |
|--|--|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.  |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item <i>or</i> a “Part B” Multi-Select item (see below).<br><br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |



|   |  |
|---|--|
| <b>Graphic Response Item Display (GRID)</b> | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.   |
| <b>Hot Text (HT)</b>                        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|   | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>                   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>                    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>                        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b>                 | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |

## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

PBT— On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

3.RL.1– Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

3.RL.2– Recount and paraphrase 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 text.

3.RL.3– Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Craft and Structure

3.RL.4– Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RL.5– 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.

3.RL.6– Distinguish one's own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

3.RL.7– 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).

3.RL.8– (Not applicable to literature)

3.RL.9– 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).

### Range of Reading and Level of Text Complexity

3.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

## Reading Standards for Informational Text

### Key Ideas and Details

- 3.RI.1– Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2– Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
- 3.RI.3– 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.

### Craft and Structure

- 3.RI.4– Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- 3.RI.5– Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6– Distinguish one's own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

- 3.RI.7– 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).
- 3.RI.8– Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.RI.9– Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

- 3.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.

## Standards for Speaking and Listening

### Comprehension and Collaboration

3.SL.2– Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

3. SL.3– Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Standards for Language

### Conventions of Standard English

3.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).
- d. Form and use regular and irregular verbs.
- e. Form and use the simple verb tenses (e.g., *I walked; I walk; I will walk*).
- f. Ensure subject-verb and pronoun-antecedent agreement.
- g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- h. Use coordinating and subordinating conjunctions.
- i. Produce simple, compound, and complex sentences.
- j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.

3.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use commas in addresses.
- b. Use commas and quotation marks in dialogue.
- c. Form and use possessives.

### Vocabulary Acquisition and Use

3.L.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
- b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- c. Use sentence-level context as a clue to the meaning of a word or phrases.
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

- 3.L.5— Demonstrate understanding of word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - Identify real-life connections between words and their uses (e.g., describe people who are *friendly* or *helpful*).
  - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, and *wondered*).

### Standards for Writing

#### Text Types and Purposes

- 3.W.1— Write opinion pieces on topics or texts, using reasons to support one's point of view.
- Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
  - Provide reasons that support the opinion.
  - Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
  - Provide a concluding statement or section
- 3.W.2— Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
  - Provide a concluding statement or section.

#### Writing Standards: Foundational Skills

- 3.WF.3— Know and apply spelling conventions and patterns.
- Spell single-syllable words with less common and complex graphemes (e.g., *ough*, *augh*, *old*, *-ind*, *-ost*, *-ild* families).
  - Identify language of origin for words, as noted in dictionaries.
  - Spell singular and plural possessives (e.g., *teacher's*, *teachers'*).
  - Spell regular two-and three-syllable words that:
    - Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent *e*), open, vowel team, vowel-*r*, and consonant *le*.
    - Include common, transparent prefixes and suffixes (e.g., *re-*, *pre-*, *sub-*, *un-*, *dis-*, *mis-*; *-able*, *-ness*, *-ful*, *-tion*).
  - Spell grade-level appropriate words in English, as found in a research-based list (\*See guidelines under Word Lists in the ELA Glossary), including:
    - Irregular words.
    - Pattern-based words.

# Grade 3 ELA Item Specifications

## Reading Literature

### AZ.ELA.3.RL.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Answer questions using details in text where both the question and details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The inference could be provided for the student or made by the student.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

### Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Asks and answers questions to demonstrate understanding of a text.  | Asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers. | Asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary. |



AZ.ELA.3.RL.2

|  |  |
|--|--|
| <b>Content Standard</b>  | Recount and paraphrase 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 text.  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask the student to use details from a text to determine a theme, central message, lesson, or moral. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the theme, central message, moral, or lesson. Items may ask the student to appropriately sequence or describe events in chronological order. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Sequence key details to recount or paraphrase the story. The details should be explicitly stated in the text.</p> <p>Determine a theme or central idea explicitly or implicitly stated in text.</p> <p>Provide details that support the theme or central message of the text. The details can be explicitly or implicitly stated.</p> | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies details that recount and paraphrase stories; identifies an explicitly stated central message, lesson, or moral.  | Identifies key details that recount and paraphrase stories; determines a central message, lesson, or moral.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Recounts and paraphrases stories, including fables, folktales, and myths from diverse cultures; determines the central message, lesson, or moral and explains how it is conveyed through key details in the text. | Provides key details that completely recount and paraphrase stories; determines implicitly stated central messages, lessons, or morals; and explains how these are conveyed through key details in the text. |

AZ.ELA.3.RL.3

|   |   |
|---|---|
| <b>Content Standard</b>   | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask the student to use explicit and implicit details from the text to describe a character and his/her actions. Items may ask the student how these impact the events in the text. The item may require the student to draw inferences from the text.     |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Identify characteristics or features of characters and their actions that may be explicitly or implicitly stated in the text.</p> <p>Identify and describe characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given.</p> <p>Describe a character's personality, motivations, and feelings in a text, using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.</p> <p>Describe how a character's personality, motivations, and feelings affect the development of the plot. The student should use explicit and implicit details from the text as support.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story.  | Identifies basic elements (e.g., traits, motivations, or feelings) of characters in a story and explains how these elements contribute to the story.                            |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Describes characters in a story (e.g., traits, motivations, or feelings) and explains how their actions contribute to the sequence of events. | Describes complex elements (e.g., traits, motivations, or feelings) of complex characters in a story and explains how their actions contribute to a complex sequence of events. |

AZ.ELA.3.RL.4

|  |   |  |
|--|---|--|
| <b>Content Standard</b>  | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.   |  |
| <b>Stimuli Type</b>  | Reading Passage   |  |
| <b>Content Limits</b>  | Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text. |  |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>   |
| <p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items can focus on literal and simple non-literal meanings of words and phrases.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |   | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Uses easily located, explicitly stated details in order to determine the meanings of familiar words and phrases as they are used in a text. | Uses details from the text in order to determine the meaning of words and phrases as they are used in a text.                       |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.                    | Determines the meaning of unfamiliar words and phrases as they are used in a text, distinguishing literal from nonliteral language. |

AZ.ELA.3.RL.5

|   |  |   |
|---|--|---|
| <b>Content Standard</b>   | 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.  |   |
| <b>Stimuli Type</b>   | Reading Passage  |   |
| <b>Content Limits</b>   | Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support their explanations. |   |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>  |
| <p>Provide support for a given inference about the cause or effect of an event from the text.</p> <p>Analyze how multiple events relate to each other and lead to subsequent critical events (e.g., a climax or resolution).</p> <p>Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit.</p> |  | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Refers to easily identified parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza.  | Refers to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; identifies how one part builds on an earlier section.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describes how each successive part builds on earlier sections. | Refers to intricate parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; explains how each successive part builds on earlier sections. |

AZ.ELA.3.RL.6

|  |  |   |
|--|--|---|
| <b>Content Standard</b>                      | Distinguish one's own point of view from that of the narrator or those of the characters.  |   |
| <b>Stimuli Type</b>                          | Reading Passage  |   |
| <b>Content Limits</b>                        | Items may ask the student to identify the point of view in a text. Items may ask the student to identify the narrator in a text. |   |
| <b>Task Demand</b>                           |  | <b>Common Item Formats</b>  |
| Identify various points of view in the text. |  | <ul style="list-style-type: none"> <li>Multiple Choice</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the points of view of the narrator or characters.                                     | Distinguishes his or her own point of view from explicitly stated points of view of the narrator or characters.              |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Distinguishes his or her own point of view from that of the narrator or those of the characters. | Distinguishes his or her own point of view from implicitly stated points of view of the narrator or those of the characters. |

AZ.ELA.3.RL.7

|   |   |
|---|---|
| <b>Content Standard</b>   | 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).                     |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine the impact of an illustration on a text.</p> <p>Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration</p> | <ul style="list-style-type: none"> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Uses specific aspects of a text's simple illustrations to understand the text and identifies explicit details about how the illustrations reflect characters, setting, or mood.  | Uses specific aspects of a text's illustrations to understand the text and makes lower-level inferences about how the illustrations reflect characters, setting, or mood.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting, create mood). | Analyzes how specific aspects of a complex text's illustrations contribute to a more thorough understanding of the text; makes higher-level inferences about how the illustrations reflect characters, setting, or mood. |

AZ.ELA.3.RL.9

|   |   |
|---|---|
| <b>Content Standard</b>   | 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).   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask the student to compare and contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| Use details from two or more texts to draw comparisons about the similarities and differences in themes, settings, and plots. The item writer may or may not provide the student with the theme and/or setting. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies simple and explicit themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | Describes explicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Compares and contrasts 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).     | Compares and contrasts highly complex, implicitly stated themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series); makes inferences to identify support used by authors. |

## Reading Informational Texts

### AZ.ELA.3.RI.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Answer questions using details from the text where both the information within the question stem and the details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the inference for the student.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

### Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Asks and answers questions to demonstrate understanding of a text.  | Asks and answers explicit questions to demonstrate understanding of a text, referring to the text as the basis for answers.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Asks and answers complex questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers and making inferences where necessary. |



AZ.ELA.3.RI.2

|   |   |
|---|---|
| <b>Content Standard</b>   | Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Content Standard Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the main idea.                          |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine a main idea explicitly or implicitly stated in the text.</p> <p>Determine a main idea and provide one or more key details that support the theme or central idea of the text.</p> <p>Determine a main idea and explain how it is supported using a single detail.</p> <p>Determine a main idea and explain how it is supported using multiple details.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies an explicitly stated main idea of a text; identifies key details to recount and paraphrase the main idea.  | Determines the main idea of a text; identifies key details to recount and paraphrase the main idea.                                    |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines the main idea of a text; recounts and paraphrases key details and explains how they support the main idea. | Determines an implicitly stated main idea of a text; recounts and paraphrases key details and explains how they support the main idea. |

AZ.ELA.3.RI.3

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | 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.   |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or stem in technical procedures. Items may ask the student how these impact other events in the text. The item may require the student to draw inferences from the text, and may require the student to identify language in the passage used to convey time and/or sequence. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Identify relationships between events, concepts and steps that may be explicitly or implicitly stated in the text.</p> <p>Identify and describe relationships between events, concepts and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given.</p> <p>Describe relationships between events, concepts and steps using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies historical events, scientific ideas, or some steps in technical procedures in a text, using language with an attempt at time or sequence.  | Describes simple relationships between historical events, scientific ideas or concepts, or steps in technical procedures in a text, using vague language that pertains to time, sequence, and cause/effect.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Describes 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. | Analyzes complex relationships between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text with immersing application, using academic language that pertains to time, sequence, and cause/effect. |

AZ.ELA.3.RI.4

|  |   |  |
|--|---|--|
| <b>Content Standard</b>  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  |  |
| <b>Stimuli Type</b>  | Reading Passage   |  |
| <b>Content Limits</b>  | Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask students to determine meanings specific to a domain-specific area. |  |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>   |
| <p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on domain-specific words and phrases.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text. | Determines the approximate meaning of academic and domain-specific words or phrases in a text. |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines the meaning of general academic and domain-specific words and phrases in a text.               | Determines the meaning of advanced academic and domain-specific words and phrases in a text.   |

AZ.ELA.3.RI.5

|  |   |
|--|---|
| <b>Content Standard</b>  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to use features located within the text to identify information relevant to key ideas or details within a text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| Identify information that can be found by using text features or search tools. | <ul style="list-style-type: none"> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>   |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information explicitly stated in the text.   | Uses basic text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic.                                       |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | Uses complex text features and advanced search tools (e.g., key words, sidebars, hyperlinks) to analyze and interpret information relevant to a given topic efficiently. |

AZ.ELA.3.RI.6

|  |  |
|--|--|
| <b>Content Standard</b>                      | Distinguish one's own point of view from that of the author of a text.   |
| <b>Stimuli Type</b>                          | Reading Passage  |
| <b>Content Limits</b>                        | Items may ask the student to identify the point of view in at text. Items may ask the student to identify the author or speaker in a text. |
| <b>Task Demand</b>                           | <b>Common Item Formats</b>   |
| Identify various points of view in the text. | <ul style="list-style-type: none"> <li>Multiple Choice</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies the point of view of the author of a text.                         | Distinguishes his or her own point of view from an explicitly stated point of view of the author of a text. |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Distinguishes his or her own point of view from that of the author of a text. | Distinguishes his or her own point of view from an implicitly stated point of view of the author of a text. |

AZ.ELA.3.RI.7

|  |   |  |
|--|---|--|
| <b>Content Standard</b>  | 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).            |  |
| <b>Stimuli Type</b>  | Reading Passage   |  |
| <b>Content Limits</b>  | Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text. |  |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>   |
| <p>Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration.</p> <p>Determine the impact of an illustration on a text. The student is not provided with an inference</p> |   | <ul style="list-style-type: none"> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies information gained from simple illustrations (e.g., maps, photographs) and the explicit statements within a text to demonstrate understanding of the text.                     | Uses information gained from simple illustrations (e.g., maps, photographs) and words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Uses 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). | Analyzes information gained from complex illustrations (e.g., maps, photographs) and the inferences within a text to demonstrate understanding of the text.                                  |

|  |   |  |
|--|---|--|
| <b>Content Standard</b>  | Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).   |  |
| <b>Stimuli Type</b>  | Reading Passage   |  |
| <b>Content Limits</b>  | Items may ask students to identify transitions or connections between sentences, paragraphs or ideas. Items may ask students to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and identify examples within the passage. |  |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>   |
| <p>Select words or phrases from the passage to demonstrate how the author connects elements of the text.</p> <p>Select an explanation for how and/or why the author connects elements of the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

#### Performance Level Descriptors

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the simple connections between particular sentences in a text (e.g., comparison, cause/effect, first/second/third in a sequence).                | Identifies the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).                       |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Describes the logical connections between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | Describes the complex connections between particular sentences and paragraphs in a text using textual evidence (e.g., comparison, cause/effect, first/second/third in a sequence). |

AZ.ELA.3.RI.9

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | Compare and contrast the most important points and key details presented in two texts on the same topic.   |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items may ask the student to compare and contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets on the same topic. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| Use details from two or more texts to draw comparisons about the similarities and differences between the important points and key details. The item writer may or may not provide the student with inferences regarding important points or key details. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the most important points and key details presented in a text.                                  | Describes the most important points and key details presented in two texts on the same topic.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Compares and contrasts the most important points and key details presented in two texts on the same topic. | Compares and contrasts the most important points and key details presented in two texts on the same topic and provides textual evidence to support these comparisons. |



## Listening

### AZ.ELA.3.SL.2

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |   |
| <b>Stimuli Type</b>  | Listening Stimuli   |   |
| <b>Content Limits</b>  | Items may ask the student to use details from an audio or visual stimulus to determine a main idea. The details and main idea may be implicit or explicit.                  |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine a main idea explicitly or implicitly stated in the stimulus.</p> <p>Determine a main idea of the stimulus and provide one or more details that support the main idea. The details can be explicitly or implicitly stated.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                               | Identifies the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.            |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Accurately summarizes the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

AZ.ELA.3.SL.3

|  |   |
|--|---|
| <b>Content Standard</b>  | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.   |
| <b>Stimuli Type</b>  | Listening Stimuli   |
| <b>Content Limits</b>  | Items may ask the student to answer general and specific questions about information communicated by a speaker. Students may be asked to elaborate on and extend this information.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Answer questions about explicit information from the stimulus.</p> <p>Answer questions about implicit information from the stimulus.</p> <p>Elaborate and expand on information explicitly or implicitly provided in a stimulus</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Asks and answers simple questions about information from a speaker.                                       | Asks and answers explicit questions about information from a speaker.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Asks and answers questions about information from a speaker, offering appropriate elaboration and detail. | Asks and answers complex questions about information from a speaker, offering relevant and effective elaboration and detail. |

## Language

### AZ.ELA.3.L.1

|  |  |   |
|--|--|---|
| <b>Content Standard</b>                            | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>).</li> <li>f. Ensure subject-verb and pronoun-antecedent agreement.</li> <li>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>h. Use coordinating and subordinating conjunctions.</li> <li>i. Produce simple, compound, and complex sentences.</li> <li>j. Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.</li> </ul> |   |
| <b>Stimuli Type</b>                                | Editing Task   |   |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.  |   |
| <b>Task Demand</b>                                 |  | <b>Common Item Formats</b>  |
| Apply rules of standard English grammar and usage. |  | <ul style="list-style-type: none"> <li>• Editing Task Choice</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. recognizes the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in simple sentences.</li> <li>b. inconsistently forms and uses regular and irregular plural nouns.</li> <li>c. inconsistently uses abstract nouns (e.g., childhood).</li> <li>d. inconsistently forms and uses regular and irregular verbs.</li> <li>e. inconsistently forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</li> <li>f. inconsistently ensures subject-verb and pronoun-antecedent agreement.</li> <li>g. inconsistently forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.</li> <li>h. inconsistently uses coordinating and subordinating conjunctions.</li> <li>i. produces simple sentences.</li> </ul> | <p>Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. identifies the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. forms and uses straightforward regular and irregular plural nouns.</li> <li>c. occasionally uses abstract nouns (e.g., childhood).</li> <li>d. generally forms and uses regular and irregular verbs.</li> <li>e. generally forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</li> <li>f. generally ensures subject-verb and pronoun-antecedent agreement.</li> <li>g. forms and uses straightforward comparative and superlative adjectives and adverbs, and generally chooses correctly between them depending on what is to be modified.</li> <li>h. generally recognizes when to use coordinating and subordinating conjunctions.</li> <li>i. produces simple, compound, and complex sentences.</li> </ul> |
| Proficient  | Highly Proficient  |
| <p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. forms and uses regular and irregular plural nouns.</li> <li>c. uses abstract nouns (e.g., childhood).</li> <li>d. forms and uses regular and irregular verbs.</li> <li>e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</li> <li>f. ensures subject-verb and pronoun-antecedent agreement.</li> <li>g. forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.</li> <li>h. uses coordinating and subordinating conjunctions.</li> <li>i. produces simple, compound, and complex sentences.</li> </ul>   | <p>Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. forms and uses regular and irregular plural nouns.</li> <li>c. uses abstract nouns (e.g., childhood).</li> <li>d. forms and uses regular and irregular verbs.</li> <li>e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk).</li> <li>f. ensures subject-verb and pronoun-antecedent agreement.</li> <li>g. forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.</li> <li>h. uses coordinating and subordinating conjunctions.</li> <li>i. produces simple, compound, and complex sentences.</li> </ul>   |

AZ.ELA.3.L.2

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|--|--|---|
| <b>Content Standard</b>  | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>Capitalize appropriate words in titles.</li> <li>Use commas in addresses.</li> <li>Use commas and quotation marks in dialogue.</li> <li>Form and use possessives.</li> </ol> |   |
| <b>Stimuli Type</b>  | Editing Task   |   |
| <b>Content Limits</b>  | Items may ask the student to evaluate and correct errors which focus on capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.                  |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| Apply rules of standard English capitalization, punctuation, and spelling. |  | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul> |

**Performance Level Descriptors**

| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
|---|--|
| Demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing: <ol style="list-style-type: none"> <li>inconsistently capitalizes appropriate words in titles.</li> <li>inconsistently uses commas in addresses.</li> <li>inconsistently uses commas and quotation marks in dialogue.</li> <li>inconsistently forms and uses possessives.</li> </ol> | Demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: <ol style="list-style-type: none"> <li>generally capitalizes appropriate words in titles.</li> <li>generally uses commas in addresses.</li> <li>generally uses commas and quotation marks in dialogue.</li> <li>forms and uses simple possessives.</li> </ol> |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Demonstrates command of the conventions of Standard English capitalization and punctuation when writing: <ol style="list-style-type: none"> <li>capitalizes appropriate words in titles.</li> <li>uses commas in addresses.</li> <li>uses commas and quotation marks in dialogue.</li> <li>forms and uses possessives.</li> </ol>   | Demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing: <ol style="list-style-type: none"> <li>capitalizes appropriate words in titles.</li> <li>uses commas in addresses.</li> <li>uses commas and quotation marks in dialogue.</li> <li>forms and uses possessives.</li> </ol>                                     |

AZ.ELA.3.L.4

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | <p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <ol style="list-style-type: none"> <li>Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</li> <li>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</li> <li>Use sentence-level context as a clue to the meaning of a word or phrases.</li> <li>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items may ask students to use sentence context clues, known affixes, or known root words to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <ul style="list-style-type: none"> <li>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate affixes.</li> <li>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate root words.</li> <li>Determine the meaning of a word or phrase as it is used in a text, using sentence level context clues.</li> </ul> |  | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient  |
|--|---|
| <p>Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from at least one strategy:</p> <ul style="list-style-type: none"> <li>a. determines the meaning of the new word formed when a below-grade affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>b. uses below-grade root words as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>c. uses sentence-level context as a clue to the meaning of straightforward words or phrases.</li> <li>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> | <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:</p> <ul style="list-style-type: none"> <li>a. determines the meaning of the new word formed when a known affix is added to a known word.</li> <li>b. uses a known root word as a clue to the meaning of an unknown word with the same root.</li> <li>c. uses sentence-level context as a clue to the meaning of a word or phrase.</li> <li>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>   |
| Proficient   | Highly Proficient   |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>c. uses sentence-level context as a clue to the meaning of a word or phrase.</li> <li>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul>                                  | <p>Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</li> <li>b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</li> <li>c. uses sentence-level context as a clue to the meaning of a word or phrase.</li> <li>d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</li> </ul> |

AZ.ELA.3.L.5

|  |   |
|--|---|
| <b>Content Standard</b>  | Demonstrate understanding of word relationships and nuances in word meanings. <ol style="list-style-type: none"> <li>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</li> <li>Identify real-life connections between words and their uses (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</li> <li>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, and <i>wondered</i>).</li> </ol> |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask students to distinguish literal and non-literal meanings of words and phrases. Items may ask students to distinguish shades of meaning. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine the difference between the literal and nonliteral meaning of a word or phrase used in a text.</p> <p>Determine the connection between words or phrases used in a text and their real-life meanings.</p> <p>Determine the nuances between words that express states of mind or degrees of certainty.</p> | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| <p>Demonstrates limited understanding of word relationships and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>inconsistently recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>inconsistently identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</li> <li>inconsistently recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> </ol> | <p>Demonstrates basic understanding of word relationships and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>generally identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</li> <li>recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> </ol> |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| <p>Demonstrates understanding of word relationships and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</li> <li>distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> </ol>  | <p>Demonstrates deep understanding of word relationships and nuances in word meanings:</p> <ol style="list-style-type: none"> <li>distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</li> <li>identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful).</li> <li>distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).</li> </ol>      |



## Writing

### AZ.ELA.3.W.1

|   |   |  |
|---|---|--|
| <b>Content Standard</b>   | Write opinion pieces on topics or texts, using reasons to support one's point of view. <ol style="list-style-type: none"> <li>Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.</li> <li>Provide reasons that support the opinion.</li> <li>Use linking words and phrases (e.g., <i>because</i>, <i>therefore</i>, <i>since</i>, <i>for example</i>) to connect opinion and reasons.</li> <li>Provide a concluding statement or section.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)   |  |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.  |  |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>   |
| <p style="text-align: center;"><b>Directions Templates</b></p> <p>Write an essay in which you give your opinion about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to include</p> <ul style="list-style-type: none"> <li>• an introduction;</li> <li>• support for your opinion using information from the passages; and</li> <li>• a conclusion that is related to your opinion</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |   | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient  |
|--|---|
| <p>Writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view:</p> <ul style="list-style-type: none"> <li>a. does not include an introduction or includes an ineffective one.</li> <li>b. provides irrelevant facts, definitions, and details to support the topic.</li> <li>c. inconsistently uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. does not include a concluding statement or section or includes an ineffective one.</li> </ul> | <p>Writes a moderately organized opinion piece, using some reasons to support one's point of view:</p> <ul style="list-style-type: none"> <li>a. includes a simple introduction and organizational structure that states an opinion and lists reasons.</li> <li>b. provides limited reasons to support the opinion.</li> <li>c. uses some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. provides a simple concluding statement or section.</li> </ul>  |
| Proficient   | Highly Proficient   |
| <p>Writes an opinion piece on topics or texts, using reasons to support one's point of view.</p> <ul style="list-style-type: none"> <li>a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons.</li> <li>b. provides reasons that support the opinion.</li> <li>c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. provides a concluding statement or section.</li> </ul>  | <p>Writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view.</p> <ul style="list-style-type: none"> <li>a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons.</li> <li>b. provides strong evidence that effectively supports the opinion.</li> <li>c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d. provides an effective concluding statement or section.</li> </ul> |

AZ.ELA.3.W.2

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, and details.</li> <li>Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information.</li> <li>Provide a concluding statement or section.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)  |  |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.  |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p><b>Directions Templates</b></p> <p>Write an informative essay about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to include</p> <ul style="list-style-type: none"> <li>• an introduction;</li> <li>• information from the passages as support; and</li> <li>• a conclusion that is related to the information presented</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |  | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient  |
|--|---|
| <p>Writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view:</p> <ul style="list-style-type: none"> <li>a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension.</li> <li>b. provides irrelevant facts, definitions, and details to support the topic.</li> <li>c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. does not include a concluding statement or section or includes an ineffective one.</li> </ul> | <p>Writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension.</li> <li>b. provides limited facts, definitions, and details to support the topic.</li> <li>c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. includes a simple concluding statement or section.</li> </ul> |
| Proficient   | Highly Proficient   |
| <p>Writes an informative/explanatory text to examine a topic and conveys ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension.</li> <li>b. develops the topic with facts, definitions, and details.</li> <li>c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. provides a concluding statement or section.</li> </ul>  | <p>Writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension.</li> <li>b. provides facts, definitions, and details that effectively support the topic.</li> <li>c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. provides an effective concluding statement or section.</li> </ul>                     |

## Writing: Foundational Skills

### AZ.ELA.3.WF.3

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | <p>Know and apply spelling conventions and patterns.</p> <ol style="list-style-type: none"> <li>Spell single-syllable words with less common and complex graphemes (e.g., <i>ough</i>, <i>augh</i>, <i>old</i>, <i>-ind</i>, <i>-ost</i>, <i>-ild</i> families).</li> <li>Identify language of origin for words, as noted in dictionaries.</li> <li>Spell singular and plural possessives (e.g., <i>teacher's</i>, <i>teachers'</i>).</li> <li>Spell regular two-and three-syllable words that:               <ol style="list-style-type: none"> <li>Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent <i>e</i>), open, vowel team, vowel-<i>r</i>, and consonant <i>le</i>.</li> <li>Include common, transparent prefixes and suffixes (e.g., <i>re-</i>, <i>pre-</i>, <i>sub-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>; <i>-able</i>, <i>-ness</i>, <i>-ful</i>, <i>-tion</i>).</li> </ol> </li> <li>Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including:               <ol style="list-style-type: none"> <li>Irregular words.</li> <li>Pattern-based words.</li> </ol> </li> </ol> |   |
| <b>Stimuli Type</b>  | Editing Task   |   |
| <b>Content Limits</b>  | Items may ask the student to evaluate and correct errors which focus on spelling conventions and patterns. Items should assess on-grade-level vocabulary and errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard English spelling conventions and patterns.  |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| Apply rules of standard English spelling conventions and patterns. |  | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Demonstrates limited knowledge of and ability to apply spelling conventions and patterns, including:</p> <ul style="list-style-type: none"> <li>a. single-syllable words with less common and complex graphemes;</li> <li>b. singular and plural possessives;</li> <li>c. regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes; and</li> <li>d. grade-level-appropriate words in English including:               <ul style="list-style-type: none"> <li>1. irregular words and</li> <li>2. pattern-based words.</li> </ul> </li> </ul> | <p>Demonstrates basic knowledge of and ability to apply spelling conventions and patterns, including:</p> <ul style="list-style-type: none"> <li>a. some single-syllable words with less common and complex graphemes;</li> <li>b. some singular and plural possessives;</li> <li>c. some regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes; and</li> <li>d. some grade-level-appropriate words in English including:               <ul style="list-style-type: none"> <li>1. irregular words and</li> <li>2. pattern-based words.</li> </ul> </li> </ul> |
| Proficient   | Highly Proficient  |
| <p>Demonstrates knowledge of and ability to apply spelling conventions and patterns, including:</p> <ul style="list-style-type: none"> <li>a. single-syllable words with less common and complex graphemes;</li> <li>b. singular and plural possessives;</li> <li>c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; and</li> <li>d. grade-level-appropriate words in English including:               <ul style="list-style-type: none"> <li>1. irregular words and</li> <li>2. pattern-based words.</li> </ul> </li> </ul>              | <p>Demonstrates thorough knowledge of and a strong ability to ability to apply spelling conventions and patterns, including:</p> <ul style="list-style-type: none"> <li>a. single-syllable words with less common and complex graphemes;</li> <li>b. singular and plural possessives;</li> <li>c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; and</li> <li>d. grade-level-appropriate words in English including:               <ul style="list-style-type: none"> <li>1. irregular words and</li> <li>2. pattern-based words.</li> </ul> </li> </ul>   |



**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 4

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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AzM2 Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each *Item Specifications* document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 3 – 5 Reporting Category</b>   | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 26%         | 35%         |
| Reading Standards for Informational Text | 26%         | 35%         |
| Reading for Informational Text           | 26%         | 22%         |
| Listening Comprehension                  | 0%          | 13%         |
| Writing and Language                     | 26%         | 38%         |
| Writing                                  | 13%         | 19%         |
| Language                                 | 13%         | 19%         |

In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| Percentage of Points by Depth of Knowledge (DOK) Level |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
| Grade 4  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|  | 10%–20%     | 50%–60%     | 15%–25%     | 13%–19%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).

## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 4 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description   |
|--|---|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.   |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item or a “Part B” Multi-Select item (see below).<br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |
| <b>Graphic Response Item Display (GRID)</b>    | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |

|                             |  |
|-----------------------------|--|
| <b>Hot Text (HT)</b>        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|                             | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b> | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |

## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |



**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT—** On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

**PBT—** On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

4.RL.1– Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2– Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4. RL.3– 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).

### Craft and Structure

4.RL.4– Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.

4.RL.5– Explain the overall structure and major differences between poetry, drama, and prose.

4.RL.6– Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

### Integration of Knowledge and Ideas

4.RL.7– 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.

4.RL.8– (Not applicable to literature)

4.RL.9– 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.

### Range of Reading and Level of Text Complexity

4.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

## **Reading Standards for Informational Text**

### **Key Ideas and Details**

- 4.RI.1– Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- 4.RI.2– Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- 4.RI.3– 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.

### **Craft and Structure**

- 4.RI.4– Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- 4.RI.5– Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- 4.RI.6– Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

### **Integration of Knowledge and Ideas**

- 4.RI.7– 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.
- 4.RI.8– Explain how an author uses reasons and evidence to support particular points in a text.
- 4.RI.9– Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### **Range of Reading and Level of Text Complexity**

- 4.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- 4.SL.2– Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 4.SL.3– Identify the reasons and evidence a speaker provides to support particular points.

## Standards for Language

### Conventions of Standard English

4.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
- b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
- c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
- d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- e. Form and use prepositional phrases.
- f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
- h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

4.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- c. Use a comma before a coordinating conjunction in a compound sentence.
- d. Spell grade-appropriate words correctly, consulting references as needed.

### Vocabulary Acquisition and Use

4.L.4– 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.

- a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
- b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Demonstrate understanding of words by relating them to their synonyms and antonyms

## Standards for Writing

### Text Types and Purposes

- 4.W.1– Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
  - b. Provide reasons that are supported by facts and details.
  - c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
  - d. Provide a concluding statement or section related to the opinion presented.
- 4.W.2– Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - e. Provide a concluding statement or section related to the information or explanation presented.

## Grade 4 ELA Item Specifications

### Reading Literature

#### AZ.ELA.4.RL.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Identify details that support a statement in the text, where both the statement and the details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the student with the inference.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

#### Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies details and examples from the text and draws simple inferences.  | Explains what the text says explicitly and draws simple inferences; identifies key details and examples in the text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text. |

AZ.ELA.4.RL.2

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Determine a theme of a story, drama, or poem from details in the text; summarize the text.  |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask students use details from a text to determine a theme. The theme may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the theme. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine a theme explicitly or implicitly stated in the text.</p> <p>Provide details that support the theme or central idea of the text. The item writer may or may not provide the student with the theme.</p> <p>Summarize the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies an explicitly stated theme in a story, drama, or poem; identifies some details from the text. | Recognizes a stated theme of a story, drama, or poem; determines the key details in the text.                               |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Determines a theme of a story, drama, or poem; summarizes the text.                                      | Determines an implicitly stated theme, or multiple themes, of a story, drama, or poem; comprehensively summarizes the text. |

AZ.ELA.4.RL.3

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | 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).   |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask students to use explicit and implicit details from the text to describe in depth a character, setting, or event. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details (RL.4.1). Rather, the items should focus on how the details describe a character, setting, or event in depth. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Interpret details from the text to make an inference about a character, setting, or event. The details from the text can be explicitly or implicitly stated.</p> <p>Synthesize details implicitly stated in the text to draw a conclusion about character, setting, or event.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text. | Describes a character, setting, or event in a story or drama, using explicit details in the text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.             | Describes in depth and analyzes a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text. |



AZ.ELA.4.RL.4

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.  |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of the text. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.   | Uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters. |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters. | Analyzes the meaning of unfamiliar words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.                                |

AZ.ELA.4.RL.5

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | Explain the overall structure and major differences between poetry, drama, and prose.  |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items may ask students to refer to structural elements when contrasting different types of literary texts. Items should be used with text sets, and should not ask about only one type of literary text. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| Contrast two or more literary texts to analyze how overall structure affects their meaning. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Multiple Choice</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies basic differences between poems, drama, and prose, and identifies common structural elements. | Describes differences between poems, drama, and prose, and recognizes the structural elements.                            |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Explains major differences between poems, drama, and prose, and refers to the structural elements.       | Analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements. |

AZ.ELA.4.RL.6

|   |  |   |
|---|--|---|
| <b>Content Standard</b>   | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.   |   |
| <b>Stimuli Type</b>   | Reading Passage  |   |
| <b>Content Limits</b>   | Items may ask students to compare and contrast the points of view in two or more texts. Items may ask students to identify the points of view and describe how the author illustrates them with details from the text. Items may ask students to explain differences between first- and third-person points of view. Items should not ask about one literary text and should be used with text sets. |   |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>  |
| <p>Determine similarities and differences in the points of view or the narration of two or more texts.</p> <p>Provide details to illustrate similarities and differences in the points of view or the narration used in two or more texts. The item writer may or may not provide the student with the points of view or style of narration used.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the narrator's point of view in a story; identifies first- and third-person narrations.   | Determines the point of view from which different stories are narrated, including distinguishing between first- and third-person narrations.                             |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | Compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations. |

AZ.ELA.4.RL.7

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask students make connections between two versions of a story. Items may ask students to identify details to discuss similarities and differences in the two versions. Items should not ask about one literary text and should be used with a pairing of a text and an oral/visual presentation of that text. The oral/visual presentation should represent the text in its entirety. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| Make connections between the text of a story and a visual/oral presentation of the same story, using details to describe the connection. | <ul style="list-style-type: none"> <li>• Grid Response</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.   | Makes simple connections between the text of a story or drama and the visual or oral presentation of the text.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | Analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text. |

AZ.ELA.4.RL.9

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask students to compare and contrast similar themes and patterns of events from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Compare and contrast how similar themes and patterns of events are developed in two or more texts. The item writer may or may not provide the student with the theme. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.                              | Describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.          |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. | Analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures. |

## Reading Informational Texts

AZ.ELA.4.RI.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Identify details that support a statement in the text, where both the statement and the details are explicit.</p> <p>Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the student with the inference.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

### Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies details and examples from the text and draws simple inferences.  | Identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text. |

AZ.ELA.4.RI.2

|  |   |
|--|---|
| <b>Content Standard</b>  | Determine the main idea of a text and explain how it is supported by key details; summarize the text.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask students to use details from a text to determine the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the main idea.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine a main idea explicitly or implicitly stated in the text.</p> <p>Provide details that support the main idea of the text. The item writer may or may not provide the student with the main idea.</p> <p>Summarize the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies an explicitly stated main idea and key details of a text.                                     | Recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines the main idea of a text and explains how it is supported by key details; summarizes the text. | Determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text. |

AZ.ELA.4.RI.3

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | 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.   |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask students to use explicit and implicit details from the text to explain in depth events, procedures, ideas or concepts. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas or concepts. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Interpret details from the text to make an inference about events, procedures, ideas, or concepts. The details from the text can be explicitly or implicitly stated.</p> <p>Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                                 | Describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.              |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation. |



AZ.ELA.4.RI.4

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.   |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text. | Determines the approximate meaning of academic and domain-specific words or phrases in a text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Determines the meaning of general academic and domain-specific words or phrases in a text.                | Determines and analyzes the meaning of academic and domain-specific words or phrases in a text. |

AZ.ELA.4.RI.5

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask students to refer to structural elements when discussing events, ideas, concepts, or information in a text. Items may ask students to discuss the impact that a particular structure (chronology, comparison, cause/effect, problem/solution) has on a text. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| Describe or identify the structure of a text or of events, ideas, concepts or information within a text.<br><br>Identify examples of particular structures used within a text and select examples of this structure. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.                  | Determines 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.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Describes 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. | Analyzes 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, including how it contributes to the meaning of the text. |

AZ.ELA.4.RI.6

|  |  |
|--|--|
| <b>Content Standard</b>  | Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask students to compare and contrast firsthand and secondhand accounts within the same text. Items may ask students to compare and contrast firsthand and secondhand accounts in multiple texts. Items may ask students to identify the difference between firsthand and secondhand accounts and describe how the author illustrates them, using details from the text. Items may ask students what firsthand or secondhand accounts contribute to the text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Determine similarities and differences between firsthand and secondhand accounts of the same topic in a text.</p> <p>Provide details to illustrate similarities and differences in firsthand and secondhand accounts of the same topic and support or describe how these similarities or differences impact the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.               | Determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.    |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided. | Compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided. |

AZ.ELA.4.RI.7

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask students to describe information presented visually, orally or quantitatively. Items may ask that students make connections or identify similarities and differences between information presented in different formats (textually, visually, etc.). Items may ask students to identify details to discuss similarities and differences in the two versions. An oral or visual presentation may comprise all or part of the text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| Make connections between the text and information presented visually, orally, or quantitatively, using details to describe the connection. | <ul style="list-style-type: none"> <li>• Grid Response</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).   | Identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears. |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears. | Analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.         |

AZ.ELA.4.RI.8

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Explain how an author uses reasons and evidence to support particular points in a text.   |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask students to identify the ways an author uses evidence or details to support key points in the text. Items may ask students to describe how or why an author uses evidence or details to support key points in the text. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Using a given inference, select words or phrases from the passage to demonstrate how the author supports particular points in the text.</p> <p>Using a given inference, select an explanation for the ways an author uses reasons or evidence to support key points in the text.</p> <p>Based on evidence from the passage, select (from four or more options) an explanation for the reason an author uses evidence to support key points in the text and select words or phrases from the passage that demonstrate this support.</p> <p>Based on evidence from the passage, draw an inference about why an author uses reasons or evidence to support key points in the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies reasons and evidence an author includes in a text.                            | Describes how an author uses reasons and evidence to support the overall point in a text. |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Explains how an author uses reasons and evidence to support particular points in a text. | Analyzes how an author uses reasons and evidence to support particular points in a text.  |

AZ.ELA.4.RI.9

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.   |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask students to compare and contrast similar themes and information from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The information may be explicitly or implicitly stated. Items should be used with text sets, and should not ask about only one literary text. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| Compare and contrast how information is developed in two or more texts to create an inference about the text. The item writer may or may not provide the student with the theme. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject. | Utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.            | Synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably. |

## Listening

### AZ.ELA.4.SL.2

|   |   |   |
|---|---|---|
| <b>Content Standard</b>   | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |   |
| <b>Stimuli Type</b>   | Listening Stimuli   |   |
| <b>Content Limits</b>   | Items may ask the student to paraphrase elements of an audio or visual stimulus.  |   |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>  |
| <p>Answer questions about explicit information in an audio or visual stimulus.</p> <p>Paraphrase information provided in an audio or visual stimulus.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally. | Describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                                   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

AZ.ELA.4.SL.3

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | Identify the reasons and evidence a speaker provides to support particular points.   |   |
| <b>Stimuli Type</b>  | Listening Stimuli  |   |
| <b>Content Limits</b>  | Items may ask students to identify the reasons a speaker uses in support of a point or claim. Items may ask students to identify the evidence a speaker uses in support of a point or claim. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Using a given point or claim, identify how the speaker supports that point or claim.</p> <p>Determine a point or claim, then identify how the speaker supports that point or claim.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the points a speaker makes.   | Identifies the points a speaker makes and key details about the topic.              |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Identifies the reasons and evidence a speaker provides to support particular points. | Evaluates the reasons and evidence a speaker provides to support particular points. |



## Language

### AZ.ELA.4.L.1

|  |  |   |
|--|--|---|
| <b>Content Standard</b>                            | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>Form and use the progressive verb tenses (e.g., <i>I was walking; I am walking; I will be walking</i>).</li> <li>Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>Order adjectives within sentences according to conventional patterns (e.g., a <i>small red</i> bag rather than a <i>red small</i> bag).</li> <li>Form and use prepositional phrases.</li> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> <li>Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)</li> </ol> |   |
| <b>Stimuli Type</b>                                | Editing Task   |   |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.  |   |
| <b>Task Demand</b>                                 |  | <b>Common Item Formats</b>  |
| Apply rules of standard English grammar and usage. |  | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. inconsistently uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. inconsistently forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</li> <li>c. inconsistently uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. inconsistently orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. inconsistently forms and uses simple prepositional phrases.</li> <li>f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons.</li> <li>g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their).</li> <li>h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul> | <p>Demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. occasionally uses straightforward relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. occasionally forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</li> <li>c. occasionally uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. generally orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. generally forms and uses simple prepositional phrases.</li> <li>f. generally produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. generally uses frequently confused words correctly (e.g., to, too, two; there, their).</li> <li>h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul> |
| Proficient  | Highly Proficient  |
| <p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</li> <li>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. forms and uses prepositional phrases.</li> <li>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</li> <li>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul>   | <p>Demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</li> <li>b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</li> <li>c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions.</li> <li>d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).</li> <li>e. forms and uses prepositional phrases.</li> <li>f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> <li>g. correctly uses frequently confused words (e.g., to, too, two; there, their).</li> <li>h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul>   |

AZ.ELA.4.L.2

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use correct capitalization.</li> <li>Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>Use a comma before a coordinating conjunction in a compound sentence.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> |   |
| <b>Stimuli Type</b>  | Editing Task  |   |
| <b>Content Limits</b>  | <p>Items may ask the student to evaluate and correct errors which focus on capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>  |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| Apply rules of standard English capitalization, punctuation, and spelling. |   | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul> |

**Performance Level Descriptors**

| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
|--|--|
| <p>Demonstrates a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>inconsistently uses correct capitalization.</li> <li>inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.</li> <li>inconsistently uses a comma before a coordinating conjunction in a compound sentence.</li> <li>inconsistently spells grade-appropriate words correctly, consulting references as needed.</li> </ol> | <p>Demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>generally uses correct capitalization.</li> <li>occasionally uses commas and quotation marks to mark direct speech and quotations from a text.</li> <li>occasionally uses a comma before a coordinating conjunction in a compound sentence.</li> <li>generally spells grade-appropriate words correctly, consulting references as needed.</li> </ol> |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| <p>Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>uses correct capitalization.</li> <li>uses commas and quotation marks to mark direct speech and quotations from a text.</li> <li>uses a comma before a coordinating conjunction in a compound sentence.</li> <li>spells grade-appropriate words correctly, consulting references as needed.</li> </ol>   | <p>Demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ol style="list-style-type: none"> <li>uses correct capitalization.</li> <li>uses commas and quotation marks to mark direct speech and quotations from a text.</li> <li>uses a comma before a coordinating conjunction in a compound sentence.</li> <li>spells grade-appropriate words correctly, consulting references as needed.</li> </ol>  |

AZ.ELA.4.L.4

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | <p>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.</p> <ol style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.   |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p>Determine the meaning of a word or phrase as it is used in a text, using grade-appropriate Greek and Latin affixes and roots.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using context clues.</p> |  | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Clarifies the meaning of unknown words and phrases, choosing from at least one strategy:</p> <ul style="list-style-type: none"> <li>a. uses common, below-grade level Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>b. uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a straightforward word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>                    | <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>b. uses immediate context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>                |
| Proficient  | Highly Proficient  |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> | <p>Determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</li> <li>b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> |

AZ.ELA.4.L.5

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Demonstrate understanding of words by relating them to their synonyms and antonyms.</li> </ol> |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | <p>Items may ask students to explain the meaning of a simile or metaphor in the context of the text. Items may ask students to explain the meaning of common idioms, adages, and proverbs. Items may ask students to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>                         |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Determine the figurative meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of common idioms, adages, and proverbs as they are used in a text.</p> <p>Determine the meaning of words and phrases by comparing them to their antonyms or synonyms.</p> |  | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> <li>Open Response</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Recognizes simple figurative language, simple word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. inconsistently recognizes simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. inconsistently recognizes simple idioms, adages, and proverbs.</li> <li>c. inconsistently demonstrates understanding of words by relating them to their synonyms and antonyms.</li> </ul>  | <p>Demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. generally recognizes and explains the meaning of simple idioms, adages, and proverbs.</li> <li>c. generally demonstrates understanding of words by relating them to their synonyms and antonyms.</li> </ul> |
| Proficient  | Highly Proficient   |
| <p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</li> <li>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</li> </ul> | <p>Demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</li> <li>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</li> <li>c. demonstrates understanding of words by relating them to their synonyms and antonyms.</li> </ul>                      |

## Writing

### AZ.ELA.4.W.1

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>Provide reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words and phrases (e.g., <i>for instance</i>, <i>in order to</i>, <i>in addition</i>).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> |   |
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)  |   |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.   |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p style="text-align: center;"><b>Directions Templates</b></p> <p>Write an essay in which you give your opinion about . . .<br/>         . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to include</p> <ul style="list-style-type: none"> <li>• an introduction;</li> <li>• support for your opinion using information from the passages; and</li> <li>• a conclusion that is related to your opinion</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |  | <ul style="list-style-type: none"> <li>• Writing Prompts</li> </ul> |



### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient  |
|--|---|
| <p>Writes opinion pieces that lack organization and a clear point of view:</p> <ul style="list-style-type: none"> <li>a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.</li> <li>b. provides facts and details that are not relevant to the topic.</li> <li>c. opinion and reasons are not linked with transitions.</li> <li>d. includes an ineffective concluding statement.</li> </ul>  | <p>Writes moderately organized opinion pieces on topics or texts:</p> <ul style="list-style-type: none"> <li>a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose.</li> <li>b. provides both relevant and irrelevant facts and details.</li> <li>c. links opinion and reasons using basic transitional words.</li> <li>d. provides a concluding statement.</li> </ul>   |
| Proficient   | Highly Proficient   |
| <p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> <li>a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. provides reasons that are supported by facts and details.</li> <li>c. links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. provides a concluding statement or section related to the opinion presented.</li> </ul> | <p>Writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> <li>a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose.</li> <li>b. provides logically ordered reasons that are supported by facts and details.</li> <li>c. smoothly links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</li> <li>d. provides a relevant and effective concluding statement or section related to the opinion presented.</li> </ul> |

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> |  |
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)  |  |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.  |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Write an informative essay about . . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to include</p> <ul style="list-style-type: none"> <li>• an introduction;</li> <li>• information from the passages as support; and</li> <li>• a conclusion that is related to the information presented</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |  | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Writes informative/explanatory texts to discuss a topic:</p> <ul style="list-style-type: none"> <li>a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</li> <li>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</li> <li>c. ideas are not clearly or effectively linked.</li> <li>d. uses simple vocabulary when explaining the topic.</li> <li>e. provides an incomplete concluding statement.</li> </ul>  | <p>Writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information:</p> <ul style="list-style-type: none"> <li>a. introduces the topic and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.</li> <li>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. links ideas within categories of information using simple transitional words or phrases.</li> <li>d. uses domain-specific vocabulary in an attempt to explain the topic.</li> <li>e. provides a concluding statement.</li> </ul>  |
| Proficient   | Highly Proficient  |
| <p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension.</li> <li>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. links ideas within categories of information using words and phrases (e.g., another, for example, also, because).</li> <li>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. provides a concluding statement or section related to the information or explanation presented.</li> </ul> | <p>Writes informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly and completely:</p> <ul style="list-style-type: none"> <li>a. clearly and effectively introduces the topic and groups related information logically in paragraphs and sections; includes effective formatting (e.g., headings), illustrations, and multimedia that enhance comprehension.</li> <li>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. smoothly links ideas within categories of information using purposeful transitional words and phrases.</li> <li>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</li> <li>e. provides a relevant and effective concluding statement related to the information or explanation presented.</li> </ul> |



**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 5

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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This AzM2 Item Specifications is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each Item Specifications document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).



## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 3 – 5 Reporting Category</b>   | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 26%         | 35%         |
| Reading Standards for Informational Text | 26%         | 35%         |
| Reading for Informational Text           | 26%         | 22%         |
| Listening Comprehension                  | 0%          | 13%         |
| Writing and Language                     | 26%         | 38%         |
| Writing                                  | 13%         | 19%         |
| Language                                 | 13%         | 19%         |

In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| Percentage of Points by Depth of Knowledge (DOK) Level |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
| Grade 5  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|  | 10%–20%     | 50%–60%     | 15%–25%     | 13%–19%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).

## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 5 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description   |
|--|---|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.   |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item or a “Part B” Multi-Select item (see below).<br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |
| <b>Graphic Response Item Display (GRID)</b>    | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |

|                             |  |
|-----------------------------|--|
| <b>Hot Text (HT)</b>        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|                             | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b> | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |

## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT—** On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

**PBT—** On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

5.RL.1– Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2– Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.

5.RL.3– 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).

### Craft and Structure

5.RL.4– Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.5– Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

5.RL.6– Describe how a narrator’s or speaker’s point of view influences how events are described.

### Integration of Knowledge and Ideas

5.RL.7– Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

5.RL.8– (Not applicable to literature)

5.RL.9– Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

5.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

## Reading Standards for Informational Text

### Key Ideas and Details

5.RI.1– Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2– Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3– 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.

## **Craft and Structure**

5.RI.4– Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

5.RI.5– Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

5.RI.6– Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

## **Integration of Knowledge and Ideas**

5.RI.7– 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.

5.RI.8– Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

5.RI.9– Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

## **Range of Reading and Level of Text Complexity**

5.RI.10– By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

5.SL.2– Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally

5. SL.3– Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **Standards for Language**

### **Conventions of Standard English**

5.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.
- e. Use correlative conjunctions (e.g., *either/or, neither/nor*)
- f. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).



5.L.2— Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation to separate items in a series.
- b. Use a comma to separate an introductory element from the rest of the sentence.
- c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- d. Use underlining, quotation marks, or italics to indicate titles of works.
- e. Spell grade-appropriate words correctly, consulting references as needed.

### **Vocabulary Acquisition and Use**

5.L.4— 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.

- a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

5.L.5— Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figurative language, including similes and metaphors, in context.
- b. Recognize and explain the meaning of common idioms, adages, and proverbs.
- c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

### **Standards for Writing**

#### **Text Types and Purposes**

5. W.1— Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- d. Provide a concluding statement or section related to the opinion presented.

5. W.2— Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Provide a concluding statement or section related to the information or explanation presented.

# Grade 5 ELA Item Specifications

## Reading Literature

### AZ.ELA.5.RL.1

|   |  |
|---|--|
| <b>Content Standard</b>   | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.                     |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Identify details that support a statement in the text where both the statement and the details are explicit.</p> <p>Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Explains what the text says explicitly and draws simple inferences.  | Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.                          |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text. |

AZ.ELA.5.RL.2

|  |   |
|--|---|
| <b>Content Standard</b>  | Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text.                          |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to determine a theme. Themes may be explicitly or implicitly stated. Items should focus on themes or central ideas that can be determined through a series of events.                |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine a theme that is explicitly or implicitly stated.</p> <p>Provide details that support the theme of a text. The item writer may or may not provide the student with the theme.</p> <p>Summarize the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies an explicitly stated theme of a story, drama, or poem; provides a basic list of events in a text.  | Identifies a theme of a story, drama, or poem; identifies the key events or details in a text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Determines 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; summarizes the text. | Determines implicitly stated themes of a story, drama, or poem, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; comprehensively summarizes the text. |

AZ.ELA.5.RL.3

|  |   |
|--|---|
| <b>Content Standard</b>  | 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).  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to use details from the text in order to compare and contrast two or more characters, settings, or events. Items may ask for support that is directly stated in the text or ask students to draw inferences.                          |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Identify or use details from the text to support an inference drawn about similarities and/or differences between characters, settings, or events.</p> <p>Compare and/or contrast two or more characters, settings, or events using explicit or implicit details.</p> | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies differences or similarities between two characters, settings, or events in a story or drama, drawing on simple, explicit details in the text.         | Determines differences or similarities between two or more characters, settings, or events in a story or drama, using explicit details in the text.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | Analyzes the similarities and differences between two or more characters, settings, or events in a story or drama, drawing on implicitly stated details in the text (e.g., how characters interact). |

AZ.ELA.5.RL.4

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask the student to use the text to determine the meaning of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Determine the literal or figurative meaning of words or phrases. Items should focus on words or phrases important to the meaning of the text as a whole.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the literal meaning of familiar words and phrases as they are used in a text.   | Distinguishes between literal and figurative meanings of words and phrases as they are used in a text, including recognizing figurative language such as metaphors and similes. |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | Analyzes the meaning of unfamiliar words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                   |

AZ.ELA.5.RL.5

|  |   |
|--|---|
| <b>Content Standard</b>  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask students to explain the purpose of specific sentences, scenes, or stanzas and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall story. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine parts of a text that work together to provide structure and meaning.</p> <p>Explain how parts of a text work together to provide structure and meaning.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>          |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies a particular chapter, scene, or stanza that provides structure to a particular story, drama, or poem.                            | Explains how a series of chapters, scenes, or stanzas affects the basic structure of a particular story, drama, or poem.                                  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Explains how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | Analyzes how a series of chapters, scenes, or stanzas fits together and interacts to provide the overall structure of a particular story, drama, or poem. |

AZ.ELA.5.RL.6

|   |   |   |
|---|---|---|
| <b>Content Standard</b>   | Describe how a narrator's or speaker's point of view influences how events are described.   |   |
| <b>Stimuli Type</b>   | Reading Passage   |   |
| <b>Content Limits</b>   | Items may ask the student to use details from the text to explain the impact that a narrator's or speaker's point of view has on the description of events. Items should not exclusively ask the student to identify the narrator's or speaker's point of view. |   |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>  |
| <p>Determine explicit or implicit details from the text that demonstrate the influence of point of view.</p> <p>Explain how the narrator's point of view impacts how events are described using details from the text. The item writer may or may not provide the point of view.</p> <p>Explain how the narrator's point of view impacts how events are described AND determine which details from the text demonstrate this impact</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies a narrator's or speaker's point of view.  | Describes how a narrator or speaker describes events in a text.                                   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Describes how a narrator's or speaker's point of view influences how events are described. | Analyzes how a narrator's or speaker's point of view influences how complex events are developed. |

AZ.ELA.5.RL.7

|   |   |
|---|---|
| <b>Content Standard</b>   | Analyze how visual and multimedia elements contribute to the purpose, meaning, or tone of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask students to explain how visual or multimedia elements impact purpose, meaning, or tone. Items should be developed to passages that make meaningful use of visual and multimedia elements.                                     |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Explain how complex visual or multimedia elements essential to comprehension contribute to purpose, meaning, or tone.</p> <p>Analyze and explain how complex visual or multimedia elements essential to comprehension contribute to purpose, meaning, or tone.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies how visual and multimedia elements support the meaning of a portion of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).        | Describes how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Analyzes how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | Analyzes, then evaluates, how visual and multimedia elements contribute to the purpose, meaning, or tone of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |



AZ.ELA.5.RL.9

|  |   |
|--|---|
| <b>Content Standard</b>  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items refer to multiple texts from the same genre. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes/topics.<br><br>Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes/topics. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories), but with little or no connection to the themes and topics. | Determines various genre-specific characteristics of stories in the same genre (e.g., mysteries and adventure stories) with similar themes and topics.          |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.   | Compares, contrasts, and analyzes/evaluates stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |

## Reading Informational Texts

### AZ.ELA.5.RI.1

|   |  |
|---|--|
| <b>Content Standard</b>   | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.                     |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Identify details that support a statement in the text where both the statement and the details are explicit.</p> <p>Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Explains what the text says explicitly and draws simple inferences.  | Paraphrases parts of the text to explain what the text says explicitly and when drawing inferences from the text.                          |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Accurately quotes strong textual evidence when explaining what the text says explicitly and when drawing complex inferences from the text. |

AZ.ELA.5.RI.2

|  |   |
|--|---|
| <b>Content Standard</b>  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to identify main ideas or to use details from the text to determine main ideas. Main ideas may be explicitly or implicitly stated. Items should focus on more than one main idea.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine main ideas that are explicitly or implicitly stated.</p> <p>Provide details that support the main ideas of the text. The item writer may or may not provide the student with the main ideas.</p> <p>Summarize the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies two or more explicitly stated main ideas of a text; identifies relevant details from the text; provides a basic list of events or facts from the text. | Determines two or more explicitly stated main ideas of a text and explains how they are related to relevant details; provides a simple summary of the text.          |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines two or more main ideas of a text and explains how they are supported by key details; summarizes the text.  | Analyzes the relationship between two or more main ideas of a text and explains how they are supported by key details; provides a comprehensive summary of the text. |

AZ.ELA.5.RI.3

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask the student to explain how details (e.g., individuals, events, ideas) from a text interact. Items may ask for support that is directly stated in the text or ask the student to draw inferences.  |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine which details from the text support an inference drawn about the relationship or interaction between two or more individuals, events, ideas, or concepts.</p> <p>Explain the relationship or interaction between two or more individuals, events, ideas, or concepts using explicit or implicit details.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies straightforward relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text.                                     | Describes the relationships or interactions between two individuals, events, ideas, or concepts in a historical, scientific, or technical text, relying on a general understanding of the text.                          |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Explains 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. | Analyzes complex relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text, providing evidence based on specific information in the text. |

AZ.ELA.5.RI.4

|   |  |   |
|---|--|---|
| <b>Content Standard</b>   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.                                     |   |
| <b>Stimuli Type</b>   | Reading Passage  |   |
| <b>Content Limits</b>   | Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on words and phrases that are central to the meaning of text. |   |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>  |
| <p>Determine the meaning of domain-specific words or phrases that are central to the text.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text. | Determines the approximate meaning of academic and domain-specific words and phrases in a text.                      |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines the meaning of general academic and domain-specific words and phrases in a text.               | Determines and analyzes the meaning and effect of advanced academic and domain-specific words and phrases in a text. |

AZ.ELA.5.RI.5

|  |  |
|--|--|
| <b>Content Standard</b>  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask students to analyze the similarities and differences in the structure of two or more texts. Items may provide the comparison for the student and may ask the student to provide details to support their analysis of the similarities and differences. Items should not ask about only one passage and should be used with multiple informational texts. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Identify or use details from the text to support an inference drawn about similarities and/or differences in the overall structure of two or more texts.</p> <p>Compare and/or contrast the overall structure of two or more texts using explicit or implicit details</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.             | Explains the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Compares and contrasts the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | Compares and contrasts, then analyzes, the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts, including how that structure contributes to the overall meaning. |

AZ.ELA.5.RI.6

|   |  |
|---|--|
| <b>Content Standard</b>   | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to use details from the text to explain similarities and differences in accounts given of the same event/topic. Items also may ask the student to consider how varying points of view affect the account. Items should not exclusively ask the student to identify the authors' accounts of the events/topics or the points of view, themselves. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Determine similarities and/or differences in multiple accounts of the same event or topic.</p> <p>Analyze similarities and differences in the point of view represented by multiple accounts of the same event or topic and how point of view affects the account.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the point of view in multiple accounts of the same event or topic.   | Determines similarities and differences in the points of view in multiple accounts of the same event or topic.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Analyzes multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Analyzes multiple accounts of the same event or topic, explains important similarities and differences in the point of view they represent, and evaluates the effectiveness of the accounts. |

AZ.ELA.5.RI.7

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | 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.   |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask students to use information from multiple different types of sources to answer questions. Items should require students to use information from both text sources as well as information from a different type of source, such as a diagram, photograph, or audio clip. Items should be developed to passages present information in both written and non-written (e.g., audio, graphic, or visual) forms. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| Use information from multiple sources in different formats to answer explicit and inferential questions. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies explicit information within print or digital sources in order to locate an answer to a basic question or solve a basic problem.                          | Draws on information from multiple print or digital sources, demonstrating the ability to locate a simple answer to an explicit question or to solve an explicit problem.             |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Draws 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. | Draws on relevant information from reliable multiple print or digital sources, demonstrating the ability to fully answer complex questions or to solve a complex problem efficiently. |



AZ.ELA.5.RI.8

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask the student to explain the reasons and evidence the author uses to support particular points in a text. Items should not exclusively ask the student to identify the points made by the author. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine which explicit and implicit details support a particular point in the text.</p> <p>Explain how the author uses evidence to support a point in the text.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies which reasons or evidence support a particular point in a text.  | Describes how an author uses reasons and evidence to support particular points in a text, identifying relevant supporting details.                                      |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Explains how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Evaluates the strength of the reasons and evidence an author uses to support particular points in a text, explaining how the reasons and evidence support the point(s). |

AZ.ELA.5.RI.9

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.   |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask students to integrate information in order to develop or support inferences drawn from the text. Items should require students to use details from two or more passages and should be developed to multiple texts on the same topic. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| Integrate information from two or more texts to make or support an inference drawn from the texts. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies information from one or two texts and provides an incomplete response when writing or speaking about the subject. | Finds relevant information from several texts on the same topic in order to write or speak about the subject.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.      | Integrates complex or inferred information from several texts on the same topic in order to write or speak about the subject knowledgeably, using textual evidence as support. |

## Listening

### AZ.ELA.5.SL.2

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |   |
| <b>Stimuli Type</b>  | Listening Stimuli  |   |
| <b>Content Limits</b>  | Items may ask the student to summarize elements of an audio or visual stimulus.  |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Answer questions about explicit information in an audio or visual stimulus.</p> <p>Summarize information provided in an audio or visual stimulus.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Determines the key details of a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.     |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.            | Clearly and coherently summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |

AZ.ELA.5.SL.3

|  |   |
|--|---|
| <b>Content Standard</b>  | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.   |
| <b>Stimuli Type</b>  | Listening Stimuli   |
| <b>Content Limits</b>  | Items may ask students to summarize the claims a speaker makes. Items may ask students to explain how claims are supported by evidence.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Using a given point or claim, explain how the speaker supports that point or claim.</p> <p>Determine and summarize a point or claim, then explain how the speaker supports that point or claim.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies the points a speaker makes.  | Determines the points a speaker makes and identifies key details that support the points.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence. | Provides a comprehensive summary of the points a speaker makes and evaluates how each claim is supported by reasons and evidence. |

## Language

### AZ.ELA.5.L.1

|  |   |   |
|--|---|---|
| <b>Content Standard</b>                            | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>Form and use the perfect (e.g., <i>I had walked</i>; <i>I have walked</i>; <i>I will have walked</i>) verb tenses.</li> <li>Use verb tense to convey various times, sequences, states, and conditions.</li> <li>Recognize and correct inappropriate shifts in verb tense.</li> <li>Use correlative conjunctions (e.g., <i>either/or</i>, <i>neither/nor</i>)</li> <li>Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).</li> </ol> |   |
| <b>Stimuli Type</b>                                | Editing Task  |   |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.   |   |
| <b>Task Demand</b>                                 |   | <b>Common Item Formats</b>  |
| Apply rules of standard English grammar and usage. |   | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. recognizes the function of conjunctions, prepositions, and interjections in general and their function in simple sentences.</li> <li>b. inconsistently forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. inconsistently uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. inconsistently recognizes inappropriate shifts in verb tense.</li> <li>e. e. inconsistently uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul> | <p>Demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. identifies the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. generally forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. generally uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. generally identifies inappropriate shifts in verb tense.</li> <li>e. e. generally uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul> |
| Proficient   | Highly Proficient  |
| <p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. recognizes and corrects inappropriate shifts in verb tense.</li> <li>e. uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul>  | <p>Demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking:</p> <ul style="list-style-type: none"> <li>a. explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. forms and uses the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. uses verb tense to convey various times, sequences, states, and conditions.</li> <li>d. recognizes and corrects inappropriate shifts in verb tense.</li> <li>e. uses correlative conjunctions (e.g., either/or, neither/nor).</li> <li>f. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.</li> </ul>   |

AZ.ELA.5.L.2

|   |   |   |
|---|---|---|
| <b>Content Standard</b>                                   | <p>Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> |   |
| <b>Stimuli Type</b>                                       | Editing Task  |   |
| <b>Content Limits</b>                                     | <p>Items may ask the student to evaluate and correct errors which focus on punctuation and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>   |   |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>  |
| Apply rules of standard English punctuation and spelling. |   | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Demonstrates limited understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. inconsistently uses punctuation to separate items in a series.</li> <li>b. inconsistently uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. inconsistently uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. inconsistently uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. inconsistently spells grade-appropriate words correctly, consulting references as needed.</li> </ul> | <p>Demonstrates an understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. generally uses punctuation to separate items in a series.</li> <li>b. generally uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. generally uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. generally uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. generally spells grade-appropriate words correctly, consulting references as needed.</li> </ul> |
| Proficient  | Highly Proficient   |
| <p>Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. uses punctuation to separate items in a series.</li> <li>b. uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. spells grade-appropriate words correctly, consulting references as needed.</li> </ul>  | <p>Demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:</p> <ul style="list-style-type: none"> <li>a. uses punctuation to separate items in a series.</li> <li>b. uses a comma to separate an introductory element from the rest of the sentence.</li> <li>c. uses a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. uses underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. spells grade-appropriate words correctly, consulting references as needed.</li> </ul>   |



AZ.ELA.5.L.4

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | <p>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.</p> <ol style="list-style-type: none"> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.   |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek affixes.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek root words.</p> |  | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Clarifies the meaning of unknown words and phrases, choosing from a limited range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, below-grade Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. uses explicit context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>                                  | <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a straightforward word (e.g., photograph, photosynthesis).</li> <li>b. uses immediate context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> |
| Proficient   | Highly Proficient  |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul> | <p>Determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</li> <li>b. uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>          |

AZ.ELA.5.L.5

|  |  |
|--|--|
| <b>Content Standard</b>  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words</li> </ul> |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask students to interpret figurative language in the context of the text. Items may ask students to explain the meaning of common idioms, adages, and proverbs. Items may ask students to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Determine the figurative meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of common idioms, adages, and proverbs as they are used in a text.</p> <p>Determine the meaning of words and phrases by recognizing the relationship between the given word and another word.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| <p>Recognizes figurative language, basic word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. recognizes figurative language, including similes and metaphors, in context.</li> <li>b. recognizes common idioms, adages, and proverbs.</li> <li>c. understands the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>                                   | <p>Demonstrates understanding of basic figurative language, basic word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figurative language, including similes and metaphors, in context.</li> <li>b. recognizes the meaning of common idioms, adages, and proverbs.</li> <li>c. recognizes the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>                            |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| <p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figurative language, including similes and metaphors, in context.</li> <li>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</li> <li>c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> | <p>Demonstrates a strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figurative language, including similes and metaphors, in context.</li> <li>b. recognizes and explains the meaning of common idioms, adages, and proverbs.</li> <li>c. uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul> |

## Writing

### AZ.ELA.5.W.1

|   |   |  |
|---|---|--|
| <b>Content Standard</b>   | <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)   |  |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.  |  |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>   |
| <p style="text-align: center;"><b>Directions Templates</b></p> <p>Write an essay in which you give your opinion about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to include</p> <ul style="list-style-type: none"> <li>• an introduction;</li> <li>• support for your opinion using information from the passages; and</li> <li>• a conclusion that is related to your opinion</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |   | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Writes opinion pieces that lack organization and a clear point of view:</p> <ul style="list-style-type: none"> <li>a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.</li> <li>b. provides facts and details that are not relevant to the topic.</li> <li>c. opinions and reasons are not linked with transitions.</li> <li>d. includes an ineffective concluding statement.</li> </ul>   | <p>Writes moderately organized opinion pieces on topics or texts, providing a clear point of view:</p> <ul style="list-style-type: none"> <li>a. introduces a topic or text by stating an opinion and organizes ideas in a generally effective organizational structure.</li> <li>b. provides both relevant and irrelevant reasons that are logically ordered.</li> <li>c. links opinions and reasons using basic transitional words.</li> <li>d. provides a concluding statement.</li> </ul>  |
| Proficient   | Highly Proficient  |
| <p>Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:</p> <ul style="list-style-type: none"> <li>a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. provides logically ordered reasons that are supported by facts and details.</li> <li>c. links opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. provides a concluding statement or section related to the opinion presented.</li> </ul> | <p>Writes well-organized, multi-paragraph opinion pieces, supporting a point of view with effective reasons and relevant information:</p> <ul style="list-style-type: none"> <li>a. effectively introduces a topic or text clearly, states an opinion, and creates an effective organizational structure in which ideas are logically and effectively grouped, emphasizing the writer's purpose.</li> <li>b. provides effective, relevant reasons that are logically and purposefully ordered and supported by facts and details.</li> <li>c. smoothly links opinions and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>d. provides a relevant and effective concluding statement or section related to the opinion presented.</li> </ul> |

| <b>Content Standard</b>   | <p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Provide a concluding statement or section related to the information or explanation presented.</li> </ol> |
|---|--|
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)  |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.  |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p><b>Directions Templates</b></p> <p>Write an informative essay about . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to include</p> <ul style="list-style-type: none"> <li>• an introduction;</li> <li>• information from the passages as support;</li> </ul> <p>and</p> <ul style="list-style-type: none"> <li>• a conclusion that is related to the information presented</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>   |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Writes informative/explanatory texts to discuss a topic:</p> <ul style="list-style-type: none"> <li>a. states the topic, writes with little focus, and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia.</li> <li>b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples.</li> <li>c. ideas are not clearly or effectively linked.</li> <li>d. uses simple vocabulary when explaining the topic.</li> <li>e. provides an incomplete concluding statement.</li> </ul>   | <p>Writes informative/explanatory texts to discuss a topic and convey ideas and information:</p> <ul style="list-style-type: none"> <li>a. introduces the topic, provides a general observation with a loose focus, and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia.</li> <li>b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. links ideas within categories of information using simple transitional words or phrases.</li> <li>d. uses domain-specific vocabulary in an attempt to explain the topic.</li> <li>e. provides a concluding statement.</li> </ul>   |
| Proficient   | Highly Proficient  |
| <p>Writes informative/explanatory texts to examine a topic and convey ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a. introduces a topic clearly, provides a general observation and focus, and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. links ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. provides a concluding statement or section related to the information or explanation presented.</li> </ul> | <p>Writes informative/explanatory texts to thoroughly examine a topic and convey complex ideas and information clearly:</p> <ul style="list-style-type: none"> <li>a. clearly and effectively introduces the topic, provides a specific observation and clear focus, and groups related information logically; includes effective and purposeful formatting (e.g., headings), illustrations, and multimedia to enhance comprehension.</li> <li>b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. smoothly links supported ideas within and across categories of information using purposeful transitional phrases and clauses.</li> <li>d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic.</li> <li>e. provides a relevant and effective concluding statement related to the information or explanation presented.</li> </ul> |



**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 6



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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This AzM2 Item Specifications is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each Item Specifications document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

## Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 6-8 Reporting Category</b>     | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 24%         | 31%         |
| Reading Standards for Informational Text | 30%         | 38%         |
| <i>Reading for Informational Text</i>    | 30%         | 25%         |
| <i>Listening Comprehension</i>           | 0%          | 13%         |
| Writing and Language                     | 30%         | 38%         |
| <i>Writing</i>                           | 17%         | 19%         |
| <i>Language</i>                          | 13%         | 19%         |

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| Percentage of Points by Depth of Knowledge (DOK) Level |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
| Grade 6  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|  | 10%–20%     | 50%–60%     | 15%–25%     | 17%–19%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).

## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 6 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description  |
|--|--|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.  |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item <i>or</i> a “Part B” Multi-Select item (see below).<br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |
| <b>Graphic Response Item Display (GRID)</b>    | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.   |

|                             |  |
|-----------------------------|--|
| <b>Hot Text (HT)</b>        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|                             | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b> | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |



## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT—** On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

**PBT—** On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

6.RL.1– Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RL.2– 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.

6. RL.3– 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.

### Craft and Structure

6.RL.4– 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.

6.RL.5– 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.

6.RL.6– Explain how an author develops the point of view of the narrator or speaker in a text.

### Integration of Knowledge and Ideas

6.RL.7– 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.

6.RL.8– (Not applicable to literature)

6.RL.9– 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.

### Range of Reading and Level of Text Complexity

6.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

## Reading Standards for Informational Text

### Key Ideas and Details

6.RI.1– Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

6.RI.2– 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.

6.RI.3– Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).

### **Craft and Structure**

6.RI.4– Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

6.RI.5– 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.

6.RI.6– Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

### **Integration of Knowledge and Ideas**

6.RI.7– 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.

6.RI.8– 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.

6.RI.9– Compare and contrast one author's presentation of events with that of another author.

### **Range of Reading and Level of Text Complexity**

6.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

6.SL.2– Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.

6.SL.3– Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

## **Standards for Language**

### **Conventions of Standard English**

6.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).
- b. Use intensive pronouns (e.g., myself, ourselves).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from Standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.

6.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Use correct spelling.

## Vocabulary Acquisition and Use

6.L.4– 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.

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- b. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

6.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

## Standards for Writing

### Text Types and Purposes

6.W.1– Write arguments to support claims with clear reasons and relevant evidence

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

6.W.2– Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

# Grade 6 ELA Item Specifications

## Reading Literature

### AZ.ELA.6.RL.1

|  |  |
|--|--|
| <b>Content Standard</b>  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference made by the item writer, or by the student.               |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Identify support for a statement in the text where both the statement and support are explicit.</p> <p>Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Refers to the text generally to support analysis of what the text says explicitly.                                     | Identifies textual evidence that supports analysis of what the text says explicitly.       |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Applies strong textual evidence in supporting a complex inference or analysis of the text. |

AZ.ELA.6.RL.2

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to determine a theme or central idea and how it is conveyed through key details. Themes or central ideas may be explicitly or implicitly stated in the text. The item should focus on specific details used to convey theme or central idea and not the manner in which the author handles them. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Determine a theme or central idea that is explicitly or implicitly stated.</p> <p>Provide details that convey the theme or central idea of a text. The item writer may or may not provide the student with the theme.</p> <p>Determine a theme or central idea of text and determine how specific details from the text contribute to how it is conveyed.</p> <p>Summarize the text objectively.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies a theme or central idea of a text; provides a basic list of events in a text.   | Identifies a theme or central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines a theme or central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. | Evaluates themes or central ideas in regard to major/minor themes and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments. |

AZ.ELA.6.RL.3

|  |  |
|--|--|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to explain how a character responds as the plot unfolds. Items may ask for support that is directly stated in the text or ask students to draw inferences. Items should not ask general questions about plot and character. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Interpret details from the text to make or support an inference about plot or character development. The item writer may or may not provide the student with the inference.</p> <p>Determine how a character responds to key events in a story's plot. The item writer may or may not provide the student with key events.</p> <p>Make connections between character development and plot development using explicit or implicit details from the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a basic plot of a particular story or drama and recognizes that the characters change during the story.  | Describes how the plot of a particular story or drama unfolds and how the characters change overall.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Describes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution. | Analyzes how the plot of a particular story or drama unfolds in a series of episodes, as well as how the responses and changes of complex characters contribute to the plot as it moves toward a resolution. |



AZ.ELA.6.RL.4

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | 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.   |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on how the words or phrases function within a passage and may require the student to analyze the impact of word choice on the text. Items should focus on words and phrases that are central to the meaning of text. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> <p>Analyze the impact of the author's word choice on meaning or tone.</p> <p>Determine the meaning of words or phrases and analyze the impact of the words on the meaning or tone of the text</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the literal meaning of simple words and phrases as they are used in a text.  | Distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; identifies the impact of specific word choice on meaning and tone.                                  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choice on meaning and tone. | Analyzes the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; evaluates the impact of specific word choice on meaning and tone. |

AZ.ELA.6.RL.5

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | 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.  |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask the student to analyze the purpose of specific sentences, scenes, or stanzas. Items may ask students to consider the effect of a particular sentence, scene, or stanza on the overall structure and meaning. Items should focus on how specific structural elements create a comprehensive picture of the theme, setting, or plot. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| Analyze and explain how a specific element contributes to overall structure and development of the theme, setting, or plot. The item writer can provide the part of the text to be analyzed. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies a particular sentence, chapter, scene, or stanza that contributes to the overall structure of a text.   | Describes how a particular sentence, chapter, scene, or stanza contributes to the overall structure and development of a text.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes 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. | Articulates why the author includes a particular sentence, chapter, scene, or stanza, and analyzes how it affects the overall structure of a text and contributes to the development of the theme, setting, or plot throughout the text. |

AZ.ELA.6.RL.6

|   |   |
|---|---|
| <b>Content Standard</b>   | Explain how an author develops the point of view of the narrator or speaker in a text.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask the student to explain the strategies the author uses to develop the point of view of the narrator or speaker. Items should not exclusively ask the student to identify the narrator's or speaker's point of view.            |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine which details from the text support the development of point of view.</p> <p>Explain how the author develops point of view using details from the text. The item writer may or may not provide the student with the point of view.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the point of view of the narrator or speaker in a text.                      | Describes the point of view of the narrator or speaker in a text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Explains how an author develops the point of view of the narrator or speaker in a text. | Analyzes how an author develops the point of view of the narrator or speaker in a text, citing evidence to support the analysis. |

AZ.ELA.6.RL.7

| <b>Content Standard</b>  | 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.   |
|--|---|
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to describe similarities and differences between reading a text and an audio or video version of that text. Items should focus on what students see, hear, or perceive. Items should not ask about one literary text and should be used with a pairing of a text with an audio or video version of that text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Identify similarities and/or differences between reading a text and listening to or viewing an audio or video version.</p> <p>Determine which details from the text indicate a similarity and/or difference between a text and its audio or video version.</p> <p>Explain the similarities and differences between reading a text and listening to or viewing an audio or video version</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>  |

**Performance Level Descriptors**

| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
|---|---|
| Determines the similarities in the experience of reading a story, drama, or poem and listening to or viewing an audio, video, or live version of the text.  | Compares and contrasts the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Compares and contrasts 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 he or she "sees" and "hears" when reading the text with what he or she perceives when listening or watching. | Compares and contrasts, then analyzes, the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text. Analyzes what he or she "sees" and "hears" when reading the text compared to what he or she perceives when listening or watching. |

AZ.ELA.6.RL.9

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items should be developed with text sets from different genres. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes or topics.<br><br>Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes or topics | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies various textual elements in different forms or genres with similar themes or topics.   | Determines differing textual elements in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with similar themes or topics.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Compares and contrasts 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. | Compares, contrasts, and analyzes/evaluates 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. |

## Reading Informational Texts

### AZ.ELA.6.RI.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference made by the item writer, or by the student. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Identify support for a statement in the text where both the statement and support are explicit.</p> <p>Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Refers to the text generally to support analysis of what the text says explicitly.                                     | Identifies textual evidence that supports analysis of what the text says explicitly.       |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Applies strong textual evidence in supporting a complex inference or analysis of the text. |

AZ.ELA.6.RI.2

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to determine a central idea and how it is conveyed through key details. Central ideas may be explicitly or implicitly stated in the text. The item should focus on specific details used to convey the central idea and not the manner in which the author handles them. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Determine a central idea that is explicitly or implicitly stated.</p> <p>Provide details that convey the central idea of a text. The item writer may or may not provide the student with the central idea.</p> <p>Determine a central idea of text and determine how specific details from the text contribute to how it is conveyed.</p> <p>Summarize the text objectively.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>                                |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a central idea of a text; provides a basic list of events in a text.   | Identifies a central idea of a text; provides a simple summary of a text distinct from personal opinions or judgments.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines a central idea of a text and how it is conveyed through particular details; provides a summary of the text distinct from personal opinions or judgments. | Evaluates central ideas and how they are conveyed through particular details; provides a comprehensive summary of a text distinct from personal opinions or judgments. |

AZ.ELA.6.RI.3

|  |   |
|--|---|
| <b>Content Standard</b>  | Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. Items may ask for support that is directly stated in the text or ask students to draw inferences. Items should not ask general questions about events, individuals, or ideas. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine which details from the text illustrate how a key individual, event, or idea is introduced, illustrated, and elaborated.</p> <p>Explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text using explicit or implicit details from the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies how a key individual, event, or idea is introduced and illustrated in a text.   | Explains how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes).  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes). | Analyzes in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text (e.g., through examples or anecdotes) and analyzes relationships among key individuals, events, or ideas. |



AZ.ELA.6.RI.4

|   |  |   |
|---|--|---|
| <b>Content Standard</b>   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  |   |
| <b>Stimuli Type</b>   | Reading Passage  |   |
| <b>Content Limits</b>   | Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text. |   |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>  |
| Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the literal meaning of simple words and phrases as they are used in a text.   | Distinguishes between some literal, figurative, and connotative meanings of words and phrases as they are used in a text.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. | Analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the impact of specific word choice. |

AZ.ELA.6.RI.5

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may ask the student to analyze the purpose of specific sentences, paragraphs, chapters, or sections. Items may ask students to consider the effect of a particular sentence, paragraph, chapter, or section on the overall structure and meaning. Items should focus on how specific structural elements work together and/or help to develop ideas. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Determine how a specific element contributes to overall structure and development of the text's ideas where the purpose of the element is explicit.</p> <p>Analyze and explain how a specific element contributes to overall structure and development of the text's ideas. The item writer can provide the part of the text to be analyzed.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Locates a particular sentence, paragraph, chapter, or section that contributes to the development of the key ideas of a text.                                 | Explains how a particular sentence, paragraph, chapter, or section contributes to the overall structure of a text and contributes to the development of the ideas.                                  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Articulates why the author uses a particular sentence, paragraph, chapter, or section, and analyzes how it affects the overall structure of a text and contributes to the development of the ideas. |

AZ.ELA.6.RI.6

|  |   |
|--|---|
| <b>Content Standard</b>  | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items may ask the student to determine or identify the author's point of view or purpose in a text. Items also may ask the student to explain the strategies the author uses to convey purpose or point of view.                            |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine the author's point of view or purpose.</p> <p>Determine which details from the text support the development of point of view or purpose.</p> <p>Explain how the author conveys point of view or purpose using details from the text. The item writer may or may not provide the student with the point of view.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies an author's explicit point of view or purpose in a text.                                    | Identifies an author's point of view or purpose in a text and identifies an example of where it is conveyed in the text.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines an author's point of view or purpose in a text and explains how it is conveyed in the text. | Analyzes an author's point of view and purpose in a text; provides textual evidence to show how the author's point of view and purpose are conveyed in the text. |

AZ.ELA.6.RI.7

|   |   |  |
|---|---|--|
| <b>Content Standard</b>   | 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.   |  |
| <b>Stimuli Type</b>   | Reading Passage   |  |
| <b>Content Limits</b>   | Items may ask students to integrate information presented in different formats in order to develop or support inferences drawn from the text. Items should require students to use information from the text as well as information presented in a different format. Items should be developed to passages that make meaningful use of information presented in non-written (e.g., visual, quantitative, graphic) form. |  |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>   |
| Integrate information presented in non-written and written format in order to make or support an inference. |   | <ul style="list-style-type: none"> <li>• Grid Response</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies key information presented in different media or formats (e.g., visually, quantitatively) as well as in words.   | Integrates information presented in different media or formats (e.g., visually, quantitatively) as well as in words to show a partially developed understanding of a topic or issue.             |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Integrates 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. | Evaluates and synthesizes information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a comprehensive understanding of a topic or issue. |

AZ.ELA.6.RI.8

|  |  |
|--|--|
| <b>Content Standard</b>  | 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.  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the entire text. Items may focus on distinguishing arguments or claims that are supported with evidence from those that are not. Items should not exclusively ask the student to identify the argument or claims in a text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Select textual evidence to trace an argument or claim in the text. The item writer may or may not provide the argument to be traced.</p> <p>Determine which claims in a text are supported by reasoning or evidence</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies specific claims, reasoning, and evidence in a text.  | Determines the argument and specific claims, reasoning, and evidence in a text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Traces and evaluates the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | Traces and evaluates the argument and specific claims in a text, analyzing how the reasoning and evidence support or do not support the claim. |

AZ.ELA.6.RI.9

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | Compare and contrast one author's presentation of events with that of another author.  |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items may ask the student to analyze similarities and differences in how authors present ideas or events. Items may require students to use key details to explain how authors are similar or different in their approach. Items should not simply ask students to identify common events. Items should be developed with multiple texts focusing on the same events or ideas. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p>Determine similarities and differences in two authors' presentation of the same events using explicit details in the text.</p> <p>Determine similarities and differences in two authors' presentation of the same events using implicit details in the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies explicit similarities or differences between two authors' presentations of events. | Compares and contrasts the ways in which two authors present events differently.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Compares and contrasts one author's presentation of events with that of another.              | Compares and contrasts one author's presentation of events with that of another; evaluates the effect and impact of the different presentations. |

## Listening

### AZ.ELA.6.SL.2

|  |   |
|--|---|
| <b>Content Standard</b>  | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study.  |
| <b>Stimuli Type</b>  | Listening Stimuli   |
| <b>Content Limits</b>  | Items may ask students to interpret information presented in audio or visual form. Students may also be asked to explain how this information helps develop an understanding of the stimulus' topic or message.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Interpret information presented in audio or visual form.</p> <p>Interpret information presented in audio or visual form, and explain how that information is used to develop the stimulus topic or message.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Recalls information presented in diverse media and formats and identifies a topic, text, or issue under study.                        | Recalls information presented in diverse media and formats and describes details related to a topic, text, or issue under study.                    |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Interprets information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study. | Interprets and evaluates information presented in diverse media and formats and explains how it contributes to a topic, text, or issue under study. |

AZ.ELA.6.SL.3

|   |   |   |
|---|---|---|
| <b>Content Standard</b>   | Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.  |   |
| <b>Stimuli Type</b>   | Listening Stimuli   |   |
| <b>Content Limits</b>   | Items may ask the student to trace an argument in an audio stimulus. Items may focus on distinguishing arguments or claims that are supported with evidence from those that are not. Items should not exclusively ask the student to identify the argument or claims in a text. |   |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>  |
| <p>Select evidence to trace an argument or claim in the stimulus. The item writer may or may not provide the argument to be traced.</p> <p>Determine which claims in a stimulus are supported by reasoning or evidence.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a speaker's argument and specific claims.  | Identifies a speaker's argument and specific claims and recognizes that some claims are not supported by reasons and evidence.                   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Delineates a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | Delineates a speaker's argument and specific claims, critiquing claims and evaluating whether or not they are supported by reasons and evidence. |



## Language

### AZ.ELA.6.L.1

|  |  |
|--|--|
| <b>Content Standard</b>                            | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Ensure that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>Use intensive pronouns (e.g., myself, ourselves).</li> <li>Recognize and correct inappropriate shifts in pronoun number and person.</li> <li>Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> <li>Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</li> </ol> |
| <b>Stimuli Type</b>                                | Editing Task   |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.  |
| <b>Task Demand</b>                                 | <b>Common Item Formats</b>   |
| Apply rules of standard English grammar and usage. | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul>  |

### Performance Level Descriptors

| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
|---|--|
| <p>Demonstrates some understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>can sometimes identify pronouns in the proper case (subjective, objective, and possessive) and inconsistently uses them.</li> <li>sometimes uses intensive pronouns (myself, ourselves).</li> <li>sometimes recognizes and corrects inappropriate shifts in pronoun number and person.</li> <li>inconsistently recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ol> | <p>Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>identifies pronouns in the proper case (subjective, objective, and possessive) and generally ensures they are used appropriately.</li> <li>generally uses intensive pronouns (myself, ourselves).</li> <li>generally recognizes and corrects inappropriate shifts in pronoun number and person.</li> <li>generally recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ol> |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| <p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>ensures that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>uses intensive pronouns (e.g., myself, ourselves).</li> <li>recognizes and corrects inappropriate shifts in pronoun number and person.</li> <li>recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ol>  | <p>Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>consistently ensures that pronouns are in the proper case (subjective, objective, and possessive).</li> <li>uses intensive pronouns (e.g., myself, ourselves).</li> <li>recognizes and corrects inappropriate shifts in pronoun number and person.</li> <li>recognizes and corrects vague pronouns (i.e., ones with unclear or ambiguous antecedents).</li> </ol>   |

AZ.ELA.6.L.2

|   |  |
|---|--|
| <b>Content Standard</b>                                   | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>b. Use correct spelling.   |
| <b>Stimuli Type</b>                                       | Editing Task   |
| <b>Content Limits</b>                                     | Items may ask the student to evaluate and correct errors which focus on punctuation and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Apply rules of standard English punctuation and spelling. | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. inconsistently uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>b. spells below-grade-level words correctly. | Demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. generally uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>b. spells most grade-level words correctly. |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>b. spells grade-level words correctly.                                  | Demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. uses punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.<br>b. spells grade-level words correctly.               |

AZ.ELA.6.L.4

|   |   |   |
|---|---|---|
| <b>Content Standard</b>   | <p>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.</p> <ol style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase.</li> </ol> |   |
| <b>Stimuli Type</b>   | Reading Passage   |   |
| <b>Content Limits</b>   | Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |   |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>  |
| <p>Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.</p> <p>Determine the meaning of multiple-meaning words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |   | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> <li>Open Response</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy:</p> <ul style="list-style-type: none"> <li>a. uses below-grade Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a straightforward word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a below-grade word or phrase.</li> </ul> | <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from one or more strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>                |
| Proficient  | Highly Proficient  |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>                              | <p>Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</li> <li>b. uses context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul> |

AZ.ELA.6.L.5

|  |  |
|--|--|
| <b>Content Standard</b>  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., personification) in context.<br>b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask students to interpret figures of speech in context. Items may ask students to relate words to one another. Items may ask students to distinguish the connotations of words with similar meanings. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <ul style="list-style-type: none"> <li>• Interpret figures of speech (e.g., personification) in context.</li> <li>• Use relationships between specific words (e.g., cause/effect, part/whole, item/category) to help interpret their meaning</li> <li>• Distinguish among the connotations of words with similar definitions.</li> </ul> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:<br>a. inconsistently recognizes figures of speech (e.g., personification) in context.<br>b. inconsistently uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. inconsistently recognizes the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). | Demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:<br>a. recognizes figures of speech (e.g., personification) in context.<br>b. generally uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. recognizes the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty). |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:<br>a. interprets figures of speech (e.g., personification) in context.<br>b. uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).   | Demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:<br>a. interprets figures of speech (e.g., personification) in context.<br>b. uses the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.<br>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).   |

## Writing

### AZ.ELA.6.W.1

| <b>Content Standard</b>   | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s) and organize the reasons and evidence clearly.</li> <li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the argument presented.</li> </ol> |
|---|---|
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)   |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.  |
| Task Demand   |   |
| Common Item Formats   |   |
| <p><b>Directions Templates</b></p> <p>Write an argumentative essay about . . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• include a claim;</li> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>  |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Writes arguments to support claims:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s).</li> <li>b. supports claim(s) with reasons, using sources or non-textual evidence and demonstrating a basic understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to state the claim(s) and reasons.</li> <li>d. uses an informal style.</li> <li>e. provides a concluding statement or section that illogically follows from the argument presented.</li> </ul>   | <p>Writes arguments to support claims with clear reasons and evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s) and organizes the reasons and evidence with purpose.</li> <li>b. supports claim(s) with reasons and evidence, using appropriate sources and demonstrating a general understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to state the relationships among claim(s) and reasons.</li> <li>d. establishes a formal style but does not consistently maintain it.</li> <li>e. provides a concluding statement or section that partially follows from the argument presented.</li> </ul>   |
| Proficient  | Highly Proficient  |
| <p>Writes arguments to support claims with clear reasons and relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s) and organizes the reasons and evidence clearly.</li> <li>b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li> <li>d. establishes and maintains a formal style.</li> <li>e. provides a concluding statement or section that follows from the argument presented.</li> </ul> | <p>Writes arguments to support claims with clear reasons and relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces solid claim(s) and organizes the reasons and evidence clearly and logically.</li> <li>b. supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating a thorough understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to clarify and elaborate on the relationships among claim(s) and reasons.</li> <li>d. establishes and maintains a formal style.</li> <li>e. provides a well-developed concluding section that clearly and logically follows from the argument presented.</li> </ul> |

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol> |  |
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)  |  |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.  |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>                                       |
| <p><b>Directions Templates</b></p> <p>Write an explanatory essay about . . . . Use information from the passages in your essay. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>read the passages;</li> <li>plan your response;</li> <li>write your response; and</li> <li>revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>use evidence from multiple sources; and</li> <li>avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |  | <ul style="list-style-type: none"> <li>Writing Prompt</li> </ul> |



### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Writes informative/explanatory texts to restate a topic and convey ideas, concepts, and information through the selection and organization of content:</p> <ul style="list-style-type: none"> <li>a. partially introduces a topic; organizes ideas, concepts, and information, but inconsistently applies strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. develops the topic with facts.</li> <li>c. uses basic transitions to connect ideas and concepts.</li> <li>d. uses some domain-specific vocabulary to inform about or explain the topic.</li> <li>e. uses an informal style.</li> <li>f. provides a concluding statement or section that illogically follows from the information or explanation presented.</li> </ul>  | <p>Writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings), graphics (e.g., charts, tables) when useful to aiding comprehension.</li> <li>b. develops the topic with facts, definitions, details, quotations, or other information and examples.</li> <li>c. uses appropriate transitions to connect ideas and concepts.</li> <li>d. uses some precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establishes a formal style but does not consistently maintain it.</li> <li>f. provides a basic concluding statement or section that partially follows from the information or explanation presented.</li> </ul>  |
| Proficient  | Highly Proficient  |
| <p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.</li> <li>b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establishes and maintains a formal style.</li> <li>f. provides a concluding statement or section that follows from the information or explanation presented.</li> </ul> | <p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none"> <li>a. clearly introduces a topic; logically organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) in a way that enhances the explanation.</li> <li>b. develops the topic with significant facts, definitions, concrete details, insightful quotations, or other information and examples.</li> <li>c. uses appropriate transitions to clarify and elaborate on the relationships among ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to enhance the explanation of the topic.</li> <li>e. establishes and maintains a formal style.</li> <li>f. provides a well-developed concluding statement or section that clearly and logically follows from the information or explanation presented.</li> </ul> |



**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 7

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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This AzM2 Item Specifications is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each Item Specifications document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 6-8 Reporting Category</b>     | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 24%         | 31%         |
| Reading Standards for Informational Text | 30%         | 38%         |
| <i>Reading for Informational Text</i>    | 30%         | 25%         |
| <i>Listening Comprehension</i>           | 0%          | 13%         |
| Writing and Language                     | 30%         | 38%         |
| <i>Writing</i>                           | 17%         | 19%         |
| <i>Language</i>                          | 13%         | 19%         |

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| Percentage of Points by Depth of Knowledge (DOK) Level |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
| Grade 7  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|  | 10%–20%     | 50%–60%     | 15%–25%     | 17%–19%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).



## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 7 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description   |
|--|---|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.   |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item or a “Part B” Multi-Select item (see below).<br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |
| <b>Graphic Response Item Display (GRID)</b>    | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |

|                             |  |
|-----------------------------|--|
| <b>Hot Text (HT)</b>        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|                             | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b> | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |

## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT—** On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

**PBT—** On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

- 7.RL.1– Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RL.2– 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.
- 7. RL.3– Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

### Craft and Structure

- 7.RL.4– 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 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.
- 7.RL.5– Analyze the structure of a text, including how a drama or poem’s form or structure contributes to its meaning.
- 7.RL.6– Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

### Integration of Knowledge and Ideas

- 7.RL.7– Compare and contrast a written 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).
- 7.RL.8– (Not applicable to literature)
- 7.RL.9– 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.

### Range of Reading and Level of Text Complexity

- 7.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

## **Reading Standards for Informational Text**

### **Key Ideas and Details**

- 7.RI.1– Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 7.RI.2– 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.
- 7.RI.3– 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).

### **Craft and Structure**

- 7.RI.4– 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.
- 7.RI.5– 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.
- 7.RI.6– 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.

### **Integration of Knowledge and Ideas**

- 7.RI.7– 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).
- 7.RI.8– 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.
- 7.RI.9– 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.

### **Range of Reading and Level of Text Complexity**

- 7.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

- 7.SL.2– Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.
- 7.SL.3– Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

## Standards for Language

### Conventions of Standard Language

7.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

7.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives.
- b. Use correct spelling.

### Vocabulary Acquisition and Use

7.L.4– 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

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
- b. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase.

7.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

## Standards for Writing

### Text types and Purposes

7.W.1– Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

7.W.2– Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.



## Grade 7 ELA Item Specifications

### Reading Literature

#### AZ.ELA.7.RL.1

|   |  |
|---|--|
| <b>Content Standard</b>   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotes, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should ask for several pieces of evidence. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Select several pieces of textual evidence to support a statement from the text where both the statement and support are explicit.</p> <p>Select several pieces of textual evidence to support an inference from the text. The inference is provided by the item writer.</p> <p>Select several pieces of textual evidence to support an inference from the text. The student must draw the inference.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multi-Select</li> </ul>  |

#### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Refers to the text generally to support analysis of what the text says explicitly.   | Identifies some textual evidence that supports analysis of what the text says explicitly.                      |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text. |

AZ.ELA.7.RL.2

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item may ask the student to determine a theme or central idea from a section of the passage or from the entire passage. The item may refer to themes and central ideas that are explicit or implicit in the text. Items may ask the student to summarize all or part of the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine a theme or central idea that is explicitly or implicitly stated.</p> <p>Analyze how a theme or central idea develops in a particular section of the text or over the course of the text.</p> <p>Analyze how an element of the text contributes to a theme or central idea's development. The theme, idea, and/or the text element may be provided by the item writer.</p> <p>Summarize the text objectively.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>                   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a theme or central idea of a text; provides a sequence of events in a text.  | Identifies a theme or central idea of a text; provides a simple objective summary of a text.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines a theme or central idea of a text and analyzes its development over the course of a text; provides an objective summary of a text. | Evaluates themes or central ideas of a text and analyzes their development over the course of a text; provides a comprehensive, objective summary of a text. |

AZ.ELA.7.RL.3

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).  |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | The item should not be general or overarching questions about the elements of the story. The item may focus on the interaction of two or more story elements. The item should address characterization, including character traits, emotions, and motivations. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p>Select textual evidence to support an inference about the interaction of two or more elements in a story.</p> <p>Analyze how two or more elements interact in the story.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies particular elements of a story or drama (e.g., setting or characters).                                | Explains how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).                                       |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Evaluates the relationships between particular elements of a story or drama (e.g., how setting shapes the characters or plot) and analyzes the impact. |

AZ.ELA.7.RL.4

|  |  |
|--|--|
| <b>Content Standard</b>  | 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 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.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | The item should not focus on dictionary word meanings but should focus on how a words or phrase functions within the context of the passage. The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. The item should not focus on describing the rhymes or sounds of a verse or drama, but rather how these elements influence a certain section of the passage. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Determine the meaning of a word or phrase and/or select other words or phrases in the text that provide clues to the meaning.</p> <p>Analyze the impact of a rhyme or repetition of sound on a particular section of the text.</p> <p>Analyze the impact of figurative language on the passage.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies rhymes and other repetitions of sounds in a specific verse or stanza of a poem or section of a story or drama.  | Distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; describes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama. | Determines the meaning and analyzes the impact of words and phrases as they are used in a text, including figurative and connotative meanings, and assesses their effectiveness; analyzes and evaluates the impact of specific word choices on meaning and tone, including rhymes and other repetitions of sounds (e.g., alliteration) in a specific verse or stanza of a poem or section of a story or drama. |

AZ.ELA.7.RL.5

|  |   |
|--|---|
| <b>Content Standard</b>  | Analyze the structure of a text, including how a drama or poem's form or structure contributes to its meaning.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | The item should not simply ask students to describe the structure of the text, but should focus on the way structure influences meaning. The item may refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or to identify where a shift in structure occurs. The item may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Analyze how an element of structure contributes to the text's meaning, or how the text's meaning has been influenced or created by its structure.</p> <p>Determine the structure of the text, or a part of the text, and analyze how it contributes to the overall meaning of the text.</p> | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the structure of a text in a drama or poem.  | Describes the structure of a text, including how a drama's or poem's form or structure generally contributes to its meaning.               |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Analyzes the structure of a text, including how a drama's or poem's form or structure contributes to its meaning. | Analyzes and evaluates the structure of a text, including how a drama's or poem's form or structure contributes to its meaning and impact. |

AZ.ELA.7.RL.6

|   |   |
|---|---|
| <b>Content Standard</b>   | Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item should not simply ask students to identify points of view, but should focus on how the author develops and contrasts characters' perspectives or viewpoints throughout the text. The item may ask about one or more characters or narrators. The item may ask how different literary elements effect the development of a character's point of view. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Select textual evidence to support an inference about how the author develops and/or contrasts perspectives in the text.</p> <p>Analyze how the author develops and/or contrasts the points of view of characters or narrators in the text.</p> <p>Determine the points of view of two characters and/or narrators and analyze how the author develops these points of view.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the points of view of different characters or narrators in a text.                                    | Explains the differences in points of view of different characters or narrators in a text.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Analyzes how an author develops and contrasts the points of view of different characters or narrators in a text. | Analyzes and evaluates the effectiveness of how an author develops and contrasts the points of view of different complex characters or narrators in a text. |

AZ.ELA.7.RL.7

|  |  |
|--|--|
| <b>Content Standard</b>  | Compare and contrast a written 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).  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | The item must ask about the text version and its multimedia counterpart. The item should focus on the unique techniques of a medium. The item may focus on one or more techniques and their effects.                                       |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Analyze the effect of a technique from a non-text source.</p> <p>Select textual evidence to support an inference about the two sources from different mediums.</p> <p>Analyze the effect of a technique from a non-text source and how it compares or contrasts with the original text.</p> <p>Determine which technique creates a certain effect in a non-text source and how this effect contributes to similarities and differences between the non-text source and its textual counterpart.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies similarities or differences between a written story, drama, or poem and its audio, filmed, staged, or multimedia version.  | Compares and contrasts a written story, drama, or poem to its audio, filmed, staged, or multimedia version, and identifies the techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Compares and contrasts a written 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). | Analyzes and critiques an audio, filmed, staged, or multimedia version of a written story, drama or poem as compared to its written version; evaluates the impact and effectiveness of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). |

AZ.ELA.7.RL.9

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item should focus on the time, place, or character of both pieces rather than more general or overarching ideas. The item should focus on the similarities or differences between the two pieces. The item may ask about author's intent with regards to the use or alteration of history. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Compare or contrast an element(s) of the texts and analyze how this similarity or difference impacts the fictional text.</p> <p>Draw a conclusion about how the fiction author uses or alters history and support this inference with evidence from both texts</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies similarities or differences between a fictional portrayal of a time, place, or character and a historical account of the same period.   | Compares and contrasts a fictional portrayal of a time, place, or character and a historical account of the same period; identifies how an author of fiction alters history.                                    |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Compares and contrasts 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. | Compares and contrasts, then analyzes, a fictional portrayal of a time, place, or character and a historical account of the same period to understand and evaluate how authors of fiction use or alter history. |



## Reading Informational Texts

### AZ.ELA.7.RI.1

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotes, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should ask for several pieces of evidence. |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Select several pieces of textual evidence to support a statement from the text where both the statement and support are explicit.</p> <p>Select several pieces of textual evidence to support a statement from the text where the statement and/or support are implicit.</p> <p>Select several pieces of textual evidence to support an inference from or about the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multi-Select</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Refers to the text generally to support analysis of what the text says explicitly.   | Identifies some textual evidence that supports analysis of what the text says explicitly.                      |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Cites several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Applies numerous, strong pieces of textual evidence in supporting a complex inference or analysis of the text. |

AZ.ELA.7.RI.2

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item may refer to central ideas that are explicit or implicit in the text. The item may ask the student to determine central ideas from a section of the passage or from the entire passage. The item may ask the student to summarize all or part of the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine two or more central ideas that are explicitly or implicitly stated in the text.</p> <p>Analyze how two or more central ideas develop in a particular section of the text or over the course of the text.</p> <p>Determine two or more central ideas and analyze how they develop in a particular section of the text or over the course of the text.</p> <p>Summarize the text objectively</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>                          |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a central idea of the text; provides a basic sequence of events or ideas in a text.  | Identifies two or more central ideas of a text; provides a summary of a text.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines two or more central ideas in a text and analyzes their development over the course of the text; provides an objective summary of a text. | Evaluates two or more central ideas and analyzes their development over the course of the text; provides a comprehensive, objective summary of a text. |

AZ.ELA.7.RI.3

|  |  |
|--|--|
| <b>Content Standard</b>  | 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).   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | The item should not be general or overarching questions about individuals, events, or ideas in a text. The item should focus on the interaction of two or more individuals, events, or ideas in a text.                                    |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Select textual evidence to support how individuals, events, or ideas interact in the text.</p> <p>Analyze how two or more individuals, events, or ideas interact in the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies some of the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | Determines the relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).                 |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes 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).            | Analyzes and evaluates complex relationships between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). |

AZ.ELA.7.RI.4

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item should not focus on dictionary word meanings but should focus on how a words or phrase functions within the context of the text. The item should focus on words and phrases that have figurative, connotative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine the meaning of a word or phrase as it is used in the text.</p> <p>Determine the meaning of a word or phrase and/or identify other words or phrases in the text that provide clues to the meaning.</p> <p>Analyze the impact of word choice on the text’s meaning or tone.</p> <p>Determine the meaning of a word or phrase and analyze its impact on the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>  |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies the literal or figurative meaning of words and phrases as they are used in a text; recognizes that a specific word choice has an impact on meaning and tone.                               | Distinguishes between literal, figurative, connotative, and technical meanings of words and phrases as they are used in a text; describes the impact of a specific word choice on meaning and tone.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of a specific word choice on meaning and tone. | Analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the effect of a specific word choice on meaning and tone. |

AZ.ELA.7.RI.5

|  |  |
|--|--|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | The item should focus on the way structure develops ideas or influences meaning. The item may refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or to identify where a shift in structure occurs. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Determine the structure or structural elements of the text.</p> <p>Analyze how structure contributes to the text's meaning.</p> | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>                                    |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Describes the structure an author uses to organize a text; identifies the major sections of the text.   | Determines the structure an author uses to organize a text; describes how the major sections contribute to the structure of the whole text or to the development of the ideas.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes 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. | Evaluates the effectiveness of the structure an author uses to organize a text and analyzes how the major sections contribute to the whole and to the development of the ideas; can articulate how a different text structure might impact the meaning of the text. |

AZ.ELA.7.RI.6

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.  |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | The item may ask about one or more viewpoints. The item may ask about how the author develops a distinct point of view or purpose in the text.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Select textual evidence to support an inference about the author's point of view or purpose in the text.</p> <p>Determine the author's point of view or purpose and how the author distinguishes his or her position from others.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies an author's purpose in a text and what distinguishes his or her position from that of others.                                     | Identifies an author's point of view or purpose in a text and describes how the author distinguishes his or her position from that of others.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines an author's point of view or purpose in a text and analyzes how the author distinguishes his or her position from that of others. | Analyzes an author's point of view and purpose in a text; evaluates how effectively the author distinguishes his or her position from that of others to accomplish his or her purpose. |

AZ.ELA.7.RI.7

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | 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).  |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | The item must ask about the text version and its multimedia counterpart. The item should focus on the unique techniques of each medium. The multimedia source does not have to be a "version" of the text but can simply involve similar subject matter. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| Analyze a text and its multimedia equivalent by comparing and contrasting each medium's portrayal of the subject. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies similarities or differences between a text and an audio, video, or multimedia version of the text.   | Compares and contrasts a text to an audio, video, or multimedia version of the text, identifying how each medium portrays the subject (e.g., how the delivery of a speech affects the impact of the words).                             |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Compares and contrasts 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). | Evaluates the effectiveness and impact of a text as compared to an audio, filmed, staged, or multimedia version, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). |

AZ.ELA.7.RI.8

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item should not ask the student to simply identify the argument or claims in the text. The item may ask students to trace the argument or specific claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. The item should not focus on irrelevant or inappropriate evidence. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Analyze an assessment of the author's reasoning or use of evidence in the text.</p> <p>Select textual evidence to trace an explicit argument or claim in the text.</p> <p>Determine whether reasoning is sound and/or evidence is relevant and sufficient in the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Traces the argument and a claim in a text, identifying the reasoning and evidence used to support the claim.   | Traces and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claims.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Traces and evaluates 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. | Explicates and evaluates the argument and specific claims in a complex text; cites specific language or examples in the text in an assessment of whether or not the reasoning is sound and the evidence is relevant and sufficient to support the claims. |



|  |  |
|--|--|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | The item should ask about both texts, but may focus on one more than the other. The item should focus on key information, evidence, and facts. The item should focus on the differences between the two texts, rather than the similarities. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| Contrast the authors' emphasis on evidence and/or interpretation of facts and analyze how this impacts each author's presentation of the same information. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> </ul>   |

### Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Describes how two or more authors writing about the same topic shape their presentations of key information.  | Describes how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes 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. | Cites textual evidence in an evaluation of the different rhetorical effects used by two or more authors writing about the same topic and how they shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |

## Listening

### AZ.ELA.7.SL.2

|  |   |
|--|---|
| <b>Content Standard</b>  | Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how the ideas clarify a topic, text, or issue under study.  |
| <b>Stimuli Type</b>  | Listening Stimuli   |
| <b>Content Limits</b>  | Items may ask students to analyze the main ideas and supporting details of a stimulus presented in audio or visual form. Students may also be asked to explain how these help clarify the stimulus' topic.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Analyze an audio or visual stimulus to determine main ideas and supporting details.</p> <p>Interpret an audio or visual stimulus, and explain how the main ideas and supporting details are used to clarify the stimulus's topic.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the main ideas and supporting details presented in diverse media and formats.   | Explains the main ideas and supporting details presented in diverse media and formats and how they relate to the topic.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Analyzes the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explains how the ideas clarify a topic, text, or issue under study. | Analyzes the main ideas and supporting details presented in diverse media and formats and evaluates how well the ideas clarify a topic, text, or issue under study. |

AZ.ELA.7.SL.3

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.  |   |
| <b>Stimuli Type</b>  | Listening Stimuli   |   |
| <b>Content Limits</b>  | Items may ask students to trace the argument or specific claims made by a speaker in sections of the stimulus or throughout the whole stimulus. The item may focus on evaluating how relevant and/or sufficient the reasoning and evidence is. The item should not ask the student to simply identify the argument or claims made by the speaker. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Select evidence to trace an argument or claim in the stimulus. The item writer may or may not provide the argument to be traced.</p> <p>Determine which claims in a stimulus are supported by reasoning or evidence.</p> <p>Determine whether evidence is sufficient and relevant to the claim.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a speaker's argument and specific claims.  | Explains a speaker's argument and specific claims, identifying the relevance of the evidence introduced.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. | Delineates a speaker's argument and specific claims, evaluating the soundness of reasoning and the relevance and sufficiency of the evidence using real-world application, rhetorical analysis, or examination of discourse style. |

## Language

### AZ.ELA.7.L.1

|  |  |
|--|--|
| <b>Content Standard</b>                            | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of phrases and clauses in general and their function in specific sentences.</li> <li>Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol> |
| <b>Stimuli Type</b>                                | Editing Task   |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.  |
| <b>Task Demand</b>                                 | <b>Common Item Formats</b>   |
| Apply rules of standard English grammar and usage. | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul>  |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| <p>Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas:</p> <ol style="list-style-type: none"> <li>recognizes the function of phrases and clauses in general and their function in specific sentences.</li> <li>relies on simple, compound, and complex sentences to signal differing relationships among ideas.</li> <li>places phrases and clauses within a sentence.</li> </ol>   | <p>Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking in the following areas:</p> <ol style="list-style-type: none"> <li>identifies the function of phrases and clauses in general and their function in specific sentences.</li> <li>chooses among simple, compound, complex, and compound-complex sentences to signal relationships among ideas.</li> <li>places phrases and clauses within a sentence, avoiding misplaced and dangling modifiers.</li> </ol>  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| <p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>explains the function of phrases and clauses in general and their function in specific sentences.</li> <li>chooses among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol> | <p>Demonstrates correct application and command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>analyzes the function of phrases and clauses in general and explains their function in specific sentences.</li> <li>makes informed choices among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.</li> <li>effectively places phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.</li> </ol> |

AZ.ELA.7.L.2

|   |  |
|---|--|
| <b>Content Standard</b>                                   | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Use a comma to separate coordinate adjectives.<br>b. Use correct spelling.  |
| <b>Stimuli Type</b>                                       | Editing Task   |
| <b>Content Limits</b>                                     | Items may ask the student to evaluate and correct errors which focus on punctuation and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Apply rules of standard English punctuation and spelling. | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. inconsistently uses a comma to separate coordinate adjectives.<br>b. spells below-grade-level words correctly. | Demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. uses a comma to separate coordinate adjectives.<br>b. spells most grade-level words correctly.                    |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. uses a comma to separate coordinate adjectives.<br>b. spells grade-level words correctly.                                  | Demonstrates correct application and command of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. uses a comma to separate coordinate adjectives.<br>b. spells above-grade-level words correctly. |

AZ.ELA.7.L.4

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | <p>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.</p> <ol style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase.</li> </ol> |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |   | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> <li>Open Response</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using at least one strategy:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, below-grade Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>   | <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, using one or more strategies:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>                                 |
| Proficient   | Highly Proficient  |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul> | <p>Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul> |

AZ.ELA.7.L.5

|   |   |   |
|---|---|---|
| <b>Content Standard</b>   | <p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.</li> <li>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ol> |   |
| <b>Stimuli Type</b>   | Reading Passage   |   |
| <b>Content Limits</b>   | <p>Items may ask students to interpret figures of speech in context. Items may ask students to relate words to one another. Items may ask students to distinguish the connotations of words with similar meanings. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.</p>   |   |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>  |
| <p>Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>Use relationships between specific words (e.g., synonym/antonym, analogy) to help interpret their meaning</p> <p>Distinguish among the connotations of words with similar definitions.</p> |   | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> <li>Open Response</li> </ul> |



### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. inconsistently identifies figures of speech (e.g., literary, religious, and mythological allusions) in context.</li> <li>b. inconsistently identifies the relationship between particular basic words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. inconsistently identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul> | <p>Demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. identifies figures of speech (e.g., literary, religious, and mythological allusions) in context.</li> <li>b. identifies the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. identifies the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>  |
| Proficient  | Highly Proficient   |
| <p>Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context.</li> <li>b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</li> <li>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</li> </ul>   | <p>Demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings:</p> <ul style="list-style-type: none"> <li>a. interprets figures of speech (e.g., literary, religious, and mythological allusions) in context to evaluate the effect of diction upon the text.</li> <li>b. uses the relationship between particular words (e.g., synonym/antonym, analogy) to evaluate the effect of diction upon the text.</li> <li>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending) to evaluate the effect of diction upon the text.</li> </ul> |

## Writing

### AZ.ELA.7.W.1

| <b>Content Standard</b>  | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> |
|--|--|
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)  |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p><b>Directions Templates</b></p> <p>Write an argumentative essay about . . . . Use information from the passages in your essay. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• include a claim;</li> <li>• address counterclaims;</li> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>   |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Writes arguments that include a claim supported by extratextual evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s) and organizes the reasons and evidence.</li> <li>b. supports claim(s), demonstrating a basic understanding of the topic or text.</li> <li>c. uses transitional words to link claim(s), reasons, and evidence.</li> <li>d. writes in an informal style.</li> <li>e. provides a concluding statement or section.</li> </ul>  | <p>Writes arguments to support claims with reasons and evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s) and organizes the reasons and evidence logically.</li> <li>b. supports claim(s) with reasoning and evidence from the text (extratextual evidence may occasionally be present) that demonstrate an understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to link claim(s), reasons, and evidence.</li> <li>d. establishes a formal style, but does not consistently maintain it.</li> <li>e. provides a concluding statement or section that follows from the argument presented.</li> </ul>   |
| Proficient  | Highly Proficient   |
| <p>Writes arguments to support claims with clear reasons and relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s), acknowledges alternate or opposing claims, and organizes the reasons and evidence logically.</li> <li>b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. establishes and maintains a formal style.</li> <li>e. provides a concluding statement or section that follows from and supports the argument presented.</li> </ul> | <p>Writes clear arguments to support claims with logical reasoning and relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces supportable claim(s), acknowledges and evaluates alternate or opposing claim(s), and organizes the reasons and evidence logically.</li> <li>b. supports claim(s) with logical reasoning and specific evidence, using accurate, credible sources and demonstrating an acute understanding of the topic or text.</li> <li>c. uses precise words, phrases, and clauses to create cohesive links among major sections of the essay and clarify the relationships among claim(s), reasons, and evidence.</li> <li>d. establishes and maintains a formal style and an objective tone.</li> <li>e. provides a compelling concluding statement or section that includes analysis of the evidence and follows and supports the argument presented.</li> </ul> |

| <b>Content Standard</b>  | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> |
|--|---|
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)   |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p><b>Directions Templates</b></p> <p>Write an explanatory essay about . . . . Use information from the passages in your essay. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>  |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic; attempts an organization of ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect.</li> <li>b. describes the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses basic transitions to link ideas and concepts.</li> <li>d. uses topic-appropriate language and vocabulary to inform about or describe the topic.</li> <li>e. uses an informal style.</li> <li>f. provides a concluding statement or section.</li> </ul>  | <p>Writes informative/explanatory text to explain a topic through the selection and organization of relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic clearly; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aid comprehension.</li> <li>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses appropriate transitions to create cohesion.</li> <li>d. uses topic-appropriate language and vocabulary to inform about or explain the topic.</li> <li>e. establishes a formal style, but does not consistently maintain it.</li> <li>f. provides a concluding statement or section that follows from the information or explanation presented.</li> </ul>  |
| Proficient  | Highly Proficient   |
| <p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to aiding comprehension.</li> <li>b. develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establishes and maintains a formal style.</li> <li>f. provides a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> | <p>Writes informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information with a strongly developed focus through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic with a strongly developed focus using appropriate strategies such as definition, classification, comparison/contrast, and cause and effect; includes formal formatting (e.g., headings) and graphics (e.g., charts, tables) to enhance comprehension.</li> <li>b. develops the topic with analysis of relevant facts, complex ideas, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. establishes and maintains a formal style and an objective tone.</li> <li>f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.</li> </ul> |



**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 8

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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AzM2 Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each *Item Specifications* document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 6-8 Reporting Category</b>     | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 24%         | 31%         |
| Reading Standards for Informational Text | 30%         | 38%         |
| <i>Reading for Informational Text</i>    | 30%         | 25%         |
| <i>Listening Comprehension</i>           | 0%          | 13%         |
| Writing and Language                     | 30%         | 38%         |
| <i>Writing</i>                           | 17%         | 19%         |
| <i>Language</i>                          | 13%         | 19%         |

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| Percentage of Points by Depth of Knowledge (DOK) Level |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
| Grade 8  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|  | 10%–20%     | 50%–60%     | 15%–25%     | 17%–19%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).

## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 8 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description  |
|--|--|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.  |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item <i>or</i> a “Part B” Multi-Select item (see below).<br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |
| <b>Graphic Response Item Display (GRID)</b>    | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.   |

|                             |  |
|-----------------------------|--|
| <b>Hot Text (HT)</b>        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|                             | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b> | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |

## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT—** On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

**PBT—** On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).



# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

8.RL.1– Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RL.2– 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.

8.RL.3– 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.

### Craft and Structure

8.RL.4– 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.

8.RL.5– 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.

8.RL.6– 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.

### Integration of Knowledge and Ideas

8.RL.7– 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.

8.RL.8– (Not applicable to literature)

8.RL.9– Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

### Range of Reading and Level of Text Complexity

8.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

## **Reading Standards for Informational Text**

### **Key Ideas and Details**

8.RI.1– Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

8.RI.2– 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.

8.RI.3– Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

### **Craft and Structure**

8.RI.4– 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.

8.RI.5– 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.

8.RI.6– Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

### **Integration of Knowledge and Ideas**

8.RI.7– Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

8.RI.8– 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.

8.RI.9– 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.

### **Range of Reading and Level of Text Complexity**

8.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

8.SL.2– Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

8.SL.3– Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

## Standards for Language

### Conventions of Standard English

8.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verbals, voice, and mood

8.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. Use correct spelling.

### Vocabulary Acquisition and Use

8.L.4 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.

- a. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, and *secede*).
- b. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- d. Verify the preliminary determination of the meaning of a word or phrase

8.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g. verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

## Standards for Writing

### Text Types and Purposes

8.W.1– Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

8.W.2– Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

## Grade 8 ELA Item Specifications

### Reading Literature

#### AZ.ELA.8.RL.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotes, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should emphasize the importance of citing evidence that provides the strongest support possible. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Select the strongest textual evidence to support an explicit statement from the text.</p> <p>Select the strongest textual evidence to support an inference from the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

#### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Cites textual evidence to support an analysis of what the text says explicitly.  | Cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.            |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | Applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text. |

AZ.ELA.8.RL.2

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item may ask the student to determine a theme or central idea from a section of the text or from the entire text. The item may refer to themes and central ideas that are explicit or implicit in the text. The item may focus on the use of characters, setting, and plot in the development of the theme or central idea but should not simply ask students to analyze characters, setting, and plot development. Items may ask students to summarize the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine a theme or central idea of the text, and analyze how it is developed in a particular section of the text or over the course of the text.</p> <p>Analyze how character, setting, or plot contributes to a theme or central idea's development.</p> <p>Summarize the text objectively.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies a theme or central idea of a text; identifies characters, setting, and plot; provides a list of events from the text.   | Identifies a theme or central idea of a text and determines details or events that develop it; explains characters, setting, and plot; provides a simple, objective summary of the text.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines a theme or central idea of a text and analyzes its development over the course of a text, including its relationship to the characters, setting, and plot; provides an objective summary of the text. | Determines two or more themes or central ideas and analyzes their development over the course of a text; evaluates the theme(s) or central idea(s) and the relationship to narrative elements; provides a concise and comprehensive objective summary of the text. |

AZ.ELA.8.RL.3

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item should focus on specific dialogue or actions that contribute significantly to plot or character development rather than general and overarching questions about a character or plot point. The item may ask the student to identify specific dialogue or actions in the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Analyze what a specific line(s) of dialogue or incident from the text reveals about character or plot.</p> <p>Select a line(s) of dialogue or incident from the text that supports an analysis about a plot point or character.</p> <p>Draw a conclusion about character or plot and select a line(s) of dialogue or incident from the text as support</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies specific lines of dialogue or incidents in a story or drama that propel the action and reveal aspects of the character.                  | Describes how specific lines of dialogue or incidents in a story or drama propel the action and reveal aspects of the character.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Analyzes how specific lines of dialogue or incidents in a story or drama propel the action, reveal aspects of the character, or provoke a decision. | Analyzes and evaluates the effectiveness of an author's use of dialogue or incidents in a story or drama to propel the action, reveal aspects of the character, or provoke a decision. |

AZ.ELA.8.RL.4

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Determine the meaning of a word or phrase and/or select other words or phrases in the text that provide clues to the meaning.</p> <p>Analyze the impact of figurative language, an analogy or an allusion from the text on the text's meaning or tone.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies words that impact meaning and tone.   | Distinguishes between literal, figurative, and connotative meanings of words and phrases as they are used in a text; determines the effect of specific word choices on meaning and tone, including analogies or allusions to other texts.             |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Determines the meaning of words and phrases, including figurative and connotative meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | Determines the meaning and evaluates the impact of words and phrases, including figurative and connotative meanings; analyzes and evaluates the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |



AZ.ELA..8.RL.5

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | 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.  |   |
| <b>Stimuli Type</b>  | Reading Passage   |   |
| <b>Content Limits</b>  | The item should not simply ask the student to describe the structures of the texts, but should focus on the way structure influences meaning and style. The item must be inter-textual, but can focus on one text more than another. The item can refer to the structure of an entire piece or the structure of a particular section. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Analyze how an element of structure found in both texts contributes to each text's meaning.</p> <p>Analyze how the texts' meanings have been influenced or created by structure.</p> <p>Analyze how the structure of each text creates differences or similarities in the texts' meanings</p> |   | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Compares and contrasts the structure of two texts.  | Compares and contrasts the structure of two or more texts, describing the connection to their meaning and style.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Compares and contrasts the structure of two or more texts, analyzing how the differing structure of each text contributes to its meaning and style. | Compares and contrasts, then evaluates for effectiveness, the structure of two or more texts, analyzing how the differing structure of each text contributes to meaning and style. |

AZ.ELA.8.RL.6

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item should not simply ask the student to identify points of view, but should focus on how they affect the tone of the text. The item should ask about the interactions of multiple points of view. The item may focus on what the audience knows that the character doesn't know, or what the character knows that the audience doesn't know. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Analyze how different points of view affect the passage or create tone.</p> <p>Select textual evidence to support an inference about how different points of view affect the passage or create tone.</p> <p>Determine a difference between two points of view and analyze how this difference affects the passage or creates tone.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies that differences in the points of view of the characters or the reader affect the meaning of the text.  | Describes how differences in the points of view of the characters or the reader contribute to an understanding of the text.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes how differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor in the text. | Evaluates the impact of differences in the points of view of the characters or the reader (e.g., created through the use of dramatic irony) and the effectiveness of creating suspense or humor in the text. |

AZ.ELA.8.RL.7

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | 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.   |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | The item must ask about the text version and its multimedia counterpart. The item's difficulty may be dependent on the significance and extent of the adaptations departure from the original text. The item may focus on the effectiveness of the adaptation. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| Analyze how the director or actors' choices contribute to a similarity or difference in the two texts |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script.  | Describes the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, identifying the choices made by the director or actors.                                 |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes 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. | Evaluates the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script; critiques the choices made by the director or actors and proposes alternate treatments. |

AZ.ELA.8.RL.9

|  |   |
|--|---|
| <b>Content Standard</b>  | Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | The item should focus primarily on the modern passage, not on the older text. When focusing on the older text, the item should focus on the connection between the two texts (rather than the older text itself) and pertain to matters of theme, pattern, events, or archetypes, rather than the overall meaning or non-essential information found in the older text. The item can include passages from older texts or simply make reference to them/aspects of them if they are well-known or canonical enough. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Analyze how an archaic element in the modern work impacts meaning.</p> <p>Analyze how an archaic element in the modern work has been rendered new.</p> <p>Analyze how an element in the modern work has been drawn from a myth, traditional story, or religious work.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Identifies a relationship between a modern work of fiction and patterns of events or character types from myths, traditional stories, or religious works.                                       | Determines how a modern work of fiction draws on explicit themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new. |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Analyzes how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, describing how the material is rendered new. | Evaluates how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works; evaluates the impact of the newly rendered material.   |

## Reading Informational Texts

### AZ.ELA.8.RI.1

|  |  |
|--|--|
| <b>Content Standard</b>  | Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotes, or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should emphasize the importance of citing evidence that provides the strongest support possible. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Select the strongest textual evidence to support an explicit statement from the text.</p> <p>Select the strongest textual evidence to support an inference from the text.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Cites textual evidence to support an analysis of what the text says explicitly.  | Cites textual evidence to support an analysis of what the text says explicitly as well as inferences drawn from the text.            |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Cites the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | Applies thorough textual evidence to strongly support a deep analysis of the text as well as complex inferences drawn from the text. |

AZ.ELA.8.RI.2

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | The item may refer to central ideas that are explicit or implicit in the text. The item may ask the student to determine the central idea from a section of the text or from the entire text. The item may focus on how the central idea of the text relates to supporting ideas. Items may ask students to summarize the text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine a central idea and analyze how it develops in a particular section of the text or over the course of the text.</p> <p>Determine a central idea and analyze how a supporting idea from the text contributes to its development.</p> <p>Summarize the text objectively.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies a central idea of a text; provides a list of events or details from the text.   | Identifies a central idea of a text and describes its development over the course of a text; provides a simple, objective summary of the text.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Determines a central idea of a text and analyzes its development over the course of a text, including its relationship to supporting ideas; provides an objective summary of the text. | Determines and analyzes the central ideas of a text and analyzes their development over the course of a text; evaluates the strength of the supporting ideas; provides a comprehensive objective summary of the text. |

AZ.ELA.8.RI.3

|   |   |
|---|---|
| <b>Content Standard</b>   | Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item should not ask general or overarching questions about individuals, ideas, or events in the text, but rather should focus on the connections and distinctions between them. The item may ask the student to compare, contrast, or categorize individuals, ideas, or events in the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Analyze how a specific individual, idea, or event from the text connects to or is made distinct from another individual, idea, or event.</p> <p>Select textual evidence that supports an analysis about the connection or distinction between individuals, ideas, or events in the text.</p> <p>Determine how the text makes a connection or distinction between individuals, ideas, or events in the text and analyze the effect of this connection or distinction.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies that a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | Describes how a text makes explicit connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).             | Evaluates how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).          |

AZ.ELA.8.RI.4

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | The item should focus on words and phrases that have figurative, technical, or allusive meanings central to the meaning of the text, and should focus on how the words and phrases function within the context of the text. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine the meaning of a word or phrase and/or identify other words or phrases in the text that provide clues to the meaning.</p> <p>Analyze the impact of word choice, analogy, or allusion on the text’s meaning or tone.</p> <p>Determine and analyze the impact of word choice, analogy, or allusion on the text’s meaning or tone.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies the literal or figurative meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone.   | Determines the meaning of basic words and phrases as they are used in a text, including common figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. | Analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the rhetorical effect of specific word choices on meaning and tone, including analogies or allusions to other texts.     |



AZ.ELA.8.RI.5

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | The item may focus on a single sentence or the paragraph as a whole. The item should not simply ask the student to describe the structure of the paragraph, but should focus on the impact and importance of the structure. The item may focus on organizational structures like cause/effect, compare/contrast, problem/solution, or chronology. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Analyze how a paragraph's structure develops or impacts the meaning of the paragraph or the meaning of the entire text.</p> <p>Analyze how a paragraph's structure develops and/or refines a key concept in the text</p> | <ul style="list-style-type: none"> <li>• Grid Item</li> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies the structure of a specific paragraph in a text; describes the role of particular sentences in creating that structure.                       | Describes the structure of a specific paragraph in a text and describes its effect on a text; describes the role of particular sentences in developing and refining a key concept.                |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Analyzes in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | Evaluates the effect of the structure of a specific paragraph in a text and its role in the text as a whole, including the role of particular sentences in developing and refining a key concept. |

AZ.ELA.8.RI.6

|   |  |
|---|--|
| <b>Content Standard</b>   | Determine an author's point of view, perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item may ask about how the author develops a point of view or purpose in the text. The item may ask about one or more viewpoints. The item may ask about how the author responds to conflicting evidence or alternate points of view.  |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Select textual evidence to support an inference about how the author develops a viewpoint or handles conflicting information.</p> <p>Determine the author's point of view or purpose and analyze how he/she acknowledges and responds to conflicting evidence or viewpoints.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies an author's point of view, perspective, and purpose in a text; identifies examples where the author acknowledges or responds to conflicting evidence or viewpoints. | Identifies an author's point of view, perspective, and purpose in a text and describes how the author acknowledges and responds to conflicting evidence or viewpoints.             |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines an author's point of view, perspective, and purpose in a text and analyzes how the author acknowledges and responds to conflicting evidence or viewpoints.          | Analyzes an author's point of view, perspective, and purpose in a text and evaluates the effect of how the author acknowledges and responds to conflicting evidence or viewpoints. |

AZ.ELA.8.RI.7

|   |  |
|---|--|
| <b>Content Standard</b>   | Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item must ask about two or more mediums, but may focus on one more than another. The item should not ask general or overarching questions about the different mediums, but should focus on their advantages or disadvantages. The item should rely on multiple stimuli that use alternative mediums. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Evaluate one or more advantage and/or disadvantage of using different mediums to present a topic or idea. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies differences or similarities in the presentation of a particular topic or idea as presented in different media (e.g., print or digital text, video, multimedia). | Compares and contrasts the use of different media (e.g., print or digital text, video, multimedia) in presenting a particular topic or idea.                                       |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Evaluates the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea.                | Evaluates and critiques the use of different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea, providing specific evidence as support. |

AZ.ELA.8.RI.8

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | 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.   |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | The item should not ask the student to simply identify the argument or claims in the text. The item may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. The item may focus on irrelevant or inappropriate evidence. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p>Select textual evidence to delineate or evaluate an explicit argument, claim, or piece of evidence in the text.</p> <p>Delineate and/or evaluate an explicit argument or claim in the text and determine whether reasoning is sound and/or evidence is relevant and sufficient to support the argument or claim.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies the argument or specific claims in a text, describing the reasoning and evidence used to support the argument or claims.   | Describes the argument and specific claims in a text, discussing whether the reasoning is sound and the evidence is relevant and sufficient.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognizes when irrelevant evidence is introduced. | Synthesizes the argument and specific claims in a text, citing specific language to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy. |

AZ.ELA.8.RI.9

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item should ask about both texts, but may focus on one more than the other. The item should focus on key information, evidence, and facts. The item should focus on the differences between the two texts, rather than the similarities. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Contrast the ways in which the authors provide information, use facts, or interpret details.</p> <p>Analyze how the texts provide conflicting information by identifying where they disagree on matters of fact or interpretation.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree.                                    | Describes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation. | Analyzes and evaluates a case in which two or more texts provide conflicting information on the same topic, and identifies where the texts disagree on matters of fact or interpretation, evaluating the strength or reliability of each. |

## Listening

### AZ.ELA.8.SL.2

|  |   |
|--|---|
| <b>Content Standard</b>  | Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.  |
| <b>Stimuli Type</b>  | Listening Stimuli   |
| <b>Content Limits</b>  | Items may ask students to analyze the purpose of information presented in audio or visual form. Students may also be asked to evaluate the motivations and reasons underpinning the presentation of the stimulus.   |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Analyze the purpose of information presented in audio or visual form.</p> <p>Evaluate the motivations of the speaker or author in presenting information in audio or visual form.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally).   | Determines the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and describes the motives (e.g., social, commercial, political) behind its presentation. |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluates the motives (e.g., social, commercial, political) behind its presentation. | Analyzes and evaluates the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) to critique the motives and evaluate the impact of the presentation.         |

AZ.ELA.8.SL.3

|   |  |
|---|--|
| <b>Content Standard</b>   | Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.  |
| <b>Stimuli Type</b>   | Listening Stimuli  |
| <b>Content Limits</b>   | The item may ask students to trace the argument or specific claims made by a speaker in sections of the stimulus or throughout the whole stimulus. The item may focus on evaluating how relevant and/or sufficient the reasoning and evidence is. The item may focus on identifying irrelevant or inappropriate evidence. The item should not ask the student to simply identify the argument or claims made by the speaker. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Select evidence to trace an argument or claim in the stimulus. The item writer may or may not provide the argument to be traced.</p> <p>Determine which claims in a stimulus are supported by reasoning or evidence.</p> <p>Determine whether evidence is sufficient and relevant to the claim.</p> <p>Identify when irrelevant or inappropriate evidence is provided.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies a speaker's argument and specific claims.   | Explains a speaker's argument and specific claims, identifying whether the reasoning is sound.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Delineates a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | Traces and analyzes the argument and specific claims of a speaker, citing specific examples to evaluate whether the reasoning is sound and the evidence is relevant and sufficient; recognizes irrelevant evidence and proves its irrelevancy. |

## Language

### AZ.ELA.8.L.1

|  |   |
|--|---|
| <b>Content Standard</b>                            | <p>Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> <li>Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>Form and use verbs in the active and passive voice.</li> <li>Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>Recognize and correct inappropriate shifts in verbals, voice, and mood.</li> </ol> |
| <b>Stimuli Type</b>                                | Editing Task  |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.   |
| <b>Task Demand</b>                                 | <b>Common Item Formats</b>  |
| Apply rules of standard English grammar and usage. | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul>   |

### Performance Level Descriptors

| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
|--|---|
| <p>Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>recognizes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>inconsistently forms and uses verbs in the active and passive voice.</li> <li>inconsistently forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>recognizes inappropriate shifts in verbals, voice, and mood.</li> </ol> | <p>Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>describes the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>forms and uses verbs in the active and passive voice.</li> <li>generally forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>recognizes and occasionally corrects inappropriate shifts in verbals, voice, and mood.</li> </ol>   |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| <p>Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>explains the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.</li> <li>forms and uses verbs in the active and passive voice.</li> <li>forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>recognizes and corrects inappropriate shifts in verbals, voice, and mood.</li> </ol>                                | <p>Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:</p> <ol style="list-style-type: none"> <li>explains the function of verbals (gerunds, participles, infinitives) in general and evaluates their function in particular sentences.</li> <li>intentionally forms and uses verbs in the active and passive voice to achieve a desired style.</li> <li>strategically forms and uses verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.</li> <li>analyzes and corrects inappropriate shifts in verbals, voice, and mood.</li> </ol> |



AZ.ELA.8.L.2

|   |  |
|---|--|
| <b>Content Standard</b>                                   | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. Use an ellipsis to indicate an omission.<br>c. Use correct spelling.                            |
| <b>Stimuli Type</b>                                       | Editing Task   |
| <b>Content Limits</b>                                     | Items may ask the student to evaluate and correct errors which focus on punctuation and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Apply rules of standard English punctuation and spelling. | <ul style="list-style-type: none"> <li>Editing Task Choice</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Demonstrates awareness of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. inconsistently uses punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. inconsistently uses an ellipsis to indicate an omission.<br>c. spells below-grade-level words correctly. | Demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. generally uses punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. uses an ellipsis to indicate an omission.<br>c. spells most grade-level words correctly.                             |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. uses punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. uses an ellipsis to indicate an omission.<br>c. spells grade-level words correctly.                                       | Demonstrates strong and purposeful command of the conventions of Standard English capitalization, punctuation, and spelling when writing:<br>a. judiciously uses punctuation (comma, ellipsis, dash) to indicate a pause or break.<br>b. uses an ellipsis to indicate an omission.<br>c. spells unfamiliar and above-grade level words correctly. |

AZ.ELA.8.L.4

|  |  |   |
|--|--|---|
| <b>Content Standard</b>  | <p>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.</p> <ol style="list-style-type: none"> <li>Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, and secede).</li> <li>Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>Verify the preliminary determination of the meaning of a word or phrase.</li> </ol> |   |
| <b>Stimuli Type</b>  | Reading Passage  |   |
| <b>Content Limits</b>  | Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.   |   |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>  |
| <p>Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.</p> <p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p> |  | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> <li>Open Response</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words or phrases, using at least one strategy:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, below-grade Greek or Latin affixes and roots as clues to the meaning of a word.</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>   | <p>Generally determines or clarifies the meaning of unknown and multiple-meaning words or phrases, using one or more strategies:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>                       |
| Proficient  | Highly Proficient   |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul> | <p>Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. uses context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>b. uses common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul> |

AZ.ELA.8.L.5

|   |   |
|---|---|
| <b>Content Standard</b>   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figures of speech (e.g. verbal irony, puns) in context.</li> <li>b. Use the relationship between particular words to better understand each of the words.</li> <li>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask students to interpret figures of speech in the context of the text. Items may ask students to relate words to one another. Items may ask students to distinguish the connotations of words with similar meanings. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| Interpret figures of speech (e.g. verbal irony, puns) in context.<br><br>Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning<br><br>Distinguish among the connotations of words with similar definitions. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Demonstrates limited understanding of figurative language, word relationships, and nuances in word meanings: <ul style="list-style-type: none"> <li>a. identifies figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. uses the relationship between particular basic words to better understand each of the words.</li> <li>c. generally distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> | Demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings: <ul style="list-style-type: none"> <li>a. interprets figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. uses the relationship between particular words to better understand each of the words.</li> <li>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>        |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Demonstrates understanding of figurative language, word relationships, and nuances in word meanings: <ul style="list-style-type: none"> <li>a. interprets figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. uses the relationship between particular words to better understand each of the words.</li> <li>c. distinguishes among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul>                         | Demonstrates deep understanding of figurative language, word relationships, and nuances in word meanings: <ul style="list-style-type: none"> <li>a. interprets figures of speech (e.g., verbal irony, puns) in context.</li> <li>b. uses the relationship between particular words to better understand each of the words.</li> <li>c. distinguishes and evaluates the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).</li> </ul> |

## Writing

### AZ.ELA.8.W.1

| <b>Content Standard</b>  | <p>Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> <li>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</li> <li>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> |
|--|---|
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)   |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.  |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p><b>Directions Templates</b></p> <p>Write an argumentative essay about . . . . Use information from the passages in your essay. Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• include a claim;</li> <li>• address counterclaims;</li> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>  |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient   |
|--|--|
| <p>Writes arguments to support claims with reasons and evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s), states opposing claims, and organizes reasons and evidence.</li> <li>b. supports claims with extratextual evidence, demonstrating a basic understanding of the topic or text.</li> <li>c. uses transition words to link claim(s), counterclaims, reasons, and evidence.</li> <li>d. attempts to establish a formal style.</li> <li>e. provides a concluding statement or section.</li> </ul>   | <p>Writes arguments to support claims with reasons and relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s), states alternate or opposing claims, and organizes the reasons and evidence logically.</li> <li>b. supports claims with reasoning and evidence, using sources and demonstrating an understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. establishes a formal style.</li> <li>e. provides a concluding statement or section that supports the argument presented.</li> </ul>  |
| Proficient   | Highly Proficient  |
| <p>Writes arguments to support claims with clear reasons and relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claim(s), acknowledges and distinguishes the claim(s) from alternate or opposing claims, and organizes the reasons and evidence logically.</li> <li>b. supports claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</li> <li>c. uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. establishes and maintains a formal style.</li> <li>e. provides a concluding statement or section that follows from and supports the argument presented.</li> </ul> | <p>Writes arguments to support claims with clear reasons and analysis of relevant evidence:</p> <ul style="list-style-type: none"> <li>a. introduces claims; acknowledges and distinguishes the claims from alternate or opposing claims, evaluating their validity; and organizes the reasons and evidence logically.</li> <li>b. supports claims with a clear position based on logical reasoning and relevant evidence using accurate, credible sources and demonstrating a deep understanding of the topic or text.</li> <li>c. uses a variety of words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>d. establishes and maintains a formal style and objective tone that enhances the argument.</li> <li>e. provides a compelling concluding statement or section that follows from and supports the argument presented.</li> </ul> |

|   |   |  |
|---|---|--|
| <b>Content Standard</b>   | <p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>Establish and maintain a formal style.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol> |  |
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)   |  |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay  |  |
| <b>Task Demand</b>  |   | <b>Common Item Formats</b>   |
| <p><b>Directions Templates</b></p> <p>Write an informative essay about . . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |   | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Writes informative/explanatory text to describe a topic through the selection and organization of content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic; attempts an organization of ideas, concepts, and information.</li> <li>b. summarizes the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses appropriate transitions to create cohesion.</li> <li>d. uses topic-appropriate language and vocabulary to inform.</li> <li>e. attempts a formal style.</li> <li>f. provides a concluding statement or section.</li> </ul>   | <p>Writes informative/explanatory texts to explain a topic and convey ideas, concepts, and information through the selection and organization of content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories.</li> <li>b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. uses topic-appropriate language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establishes a formal style.</li> <li>f. provides a concluding statement or section that follows from the information or explanation presented.</li> </ul>   |
| Proficient  | Highly Proficient   |
| <p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables), when useful to aid comprehension.</li> <li>b. develops the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. uses appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. establishes and maintains a formal style.</li> <li>f. provides a concluding statement or section that follows from and supports the information or explanation presented.</li> </ul> | <p>Writes informative/explanatory texts to examine a topic and convey ideas, concepts, and information with a strongly-developed focus through the selection, organization, and analysis of highly relevant content:</p> <ul style="list-style-type: none"> <li>a. introduces a complex topic clearly, previewing what is to follow; organizes ideas, concepts, and information into broader categories; includes formatting (e.g., headings) and graphics (e.g., charts, tables) when useful to enhance comprehension.</li> <li>b. develops and analyzes the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>c. effectively uses appropriate and varied transitions to create cohesion and clarify the relationships among complex ideas and concepts.</li> <li>d. uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>e. establishes and maintains a formal style and objective tone while attending to the conventions of the discipline in which he or she is writing.</li> <li>f. provides a compelling concluding statement or section that follows from, supports, and extends the information or explanation presented.</li> </ul> |





**AzM2**

Arizona's Statewide Achievement Assessment  
for English Language Arts and Mathematics

# ELA Item Specifications

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GRADE 10

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## Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzM2) is Arizona's statewide achievement test. AzM2 assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzM2 will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzM2 tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.

During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This AzM2 Item Specifications is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each Item Specifications document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzM2 are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzM2 has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzM2 ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzM2 is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

## Item Development Process

AzM2 items go through a rigorous review before they are operational. When an item is “operational” it means it is used to determine a student’s score on the assessment. This is a description of the process every item must go through before it is operational on AzM2.



Sample tests are available online for the ELA portion of AzM2. For more information view the Guide to the Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

## Test Construction Guidelines

The construction of the AzM2 assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzM2 Blueprint provides an overview of the distribution of items on the AzM2 according to the standards. Further, the AzM2 blueprint outlines the Depth of Knowledge distribution of items.

### Blueprint

The AzM2 blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

| <b>Grades 9 – 11 Reporting Category</b>  | <b>Min.</b> | <b>Max.</b> |
|--|-------------|-------------|
| Reading Standards for Literature         | 23%         | 30%         |
| Reading Standards for Informational Text | 31%         | 40%         |
| Reading for Information Text             | 31%         | 27%         |
| Listening Comprehension                  | 0%          | 13%         |
| Writing and Language                     | 29%         | 36%         |
| Writing                                  | 16%         | 18%         |
| Language                                 | 13%         | 18%         |

Listening Standards will only be assessed on the computer-based assessment.

## Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzM2.

| Percentage of Points by Depth of Knowledge (DOK) Level |             |             |             |             |
|--|-------------|-------------|-------------|-------------|
| Grades 9 – 10  | DOK Level 1 | DOK Level 2 | DOK Level 3 | DOK Level 4 |
|  | 10%–20%     | 50%–60%     | 15%–25%     | 16%–18%     |

For more information on DOK, please visit [www.azed.gov/AzM2](http://www.azed.gov/AzM2).

## Item Formats

The AzM2 Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grades 9-10 computer based assessment for AzM2:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzM2 Sample Tests at [www.AzM2portal.org](http://www.AzM2portal.org).

| TEI Type                                       | Description  |
|--|--|
| <b>Editing Task Choice (ETC)</b>               | The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.  |
| <b>Evidence-Based Selected Response (EBSR)</b> | <b>Multiple Choice/Multiple Select Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item <i>or</i> a “Part B” Multi-Select item (see below).<br><b>Multiple Choice/Hot Text Format</b> – The student is directed to answer a “Part A” multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a “Part B” Selectable Hot Text item (see below). |
| <b>Graphic Response Item Display (GRID)</b>    | The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.   |



|                             |  |
|-----------------------------|--|
| <b>Hot Text (HT)</b>        | <b>Selectable Hot Text</b> - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection. |
|                             | <b>Drag-and-Drop Hot Text</b> - Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.          |
| <b>Matching Item (MI)</b>   | The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Multi-Select (MS)</b>    | The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.  |
| <b>Open Response</b>        | The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.  |
| <b>Writing Prompt Items</b> | Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.   |

## Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzM2: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzM2 has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

**Reading Passage** stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

| Acceptable Word Count Ranges by Grade Level |          |
|---|----------|
| 3   | 100–700  |
| 4   | 100–900  |
| 5   | 200–1000 |
| 6   | 200–1100 |
| 7   | 300–1100 |
| 8   | 350–1200 |
| 9   | 350–1300 |
| 10  | 350–1350 |
| 11  | 350–1400 |

**Editing Task** stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

| Acceptable Word Count Ranges by Grade Band |                  |
|--|------------------|
| Grade Band                                 | Word Count Range |
| 3–5  | 100–200          |
| 6–8  | 200–250          |
| 9–11                                       | 250–300          |

**Listening Stimuli** will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

| Listening Timing |          | Passage Word Counts |         |
|------------------|----------|---------------------|---------|
| Grade Level      | Minutes  | Grade Level         | Words   |
| 3                | 0.75–2.0 | 3                   | 200–250 |
| 4                | 0.75–2.0 | 4                   | 200–250 |
| 5                | 0.75–2.0 | 5                   | 250–300 |
| 6                | 0.75–2.0 | 6                   | 250–300 |
| 7                | 0.75–2.0 | 7                   | 300–350 |
| 8                | 0.75–2.0 | 8                   | 300–350 |
| 9                | 0.75–2.0 | 9                   | 300–350 |
| 10               | 0.75–2.0 | 10                  | 300–350 |
| 11               | 0.75–2.0 | 11                  | 300–350 |

**Writing stimuli** will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a “final” copy in the paper booklet or in the word processing area on the computer.

**CBT—** On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their “final” response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

**PBT—** On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a “final” copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375” for grades 3 and 4 (wide ruled) and .3” for grades 5–11 (college ruled).

# Arizona English Language Arts Standards

## Reading Standards for Literature

### Key Ideas and Details

9-10.RL.1– Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RL.2– 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.

9-10.RL.3– 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.

### Craft and Structure

9-10.RL.4– 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.

9-10.RL.5– Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.

9-10.RL.6– Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.

### Integration of Knowledge and Ideas

9-10.RL.7– Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

9-10.RL.8– (Not applicable to literature)

9-10.RL.9– Analyze how an author draws on and transforms source material in a specific work.

### Range of Reading and Level of Text Complexity

9.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 9**.

10.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 10**.

## Reading Standards for Informational Text

### Key Ideas and Details

9-10.RI.1– Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.RI.2– 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.

9-10.RI.3– Analyze how the author constructs 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.

### Craft and Structure

9-10.RI.4– 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.

9-10.RI.5– 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).

9-10.RI.6– 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.

### Integration of Knowledge and Ideas

9-10.RI.7– 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.

9-10.RI.8– 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.

9-10.RI.9– Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.

### Range of Reading and Level of Text Complexity

9.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 9**.

10.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to **grade 10**.

## **Standards for Speaking and Listening**

### **Comprehension and Collaboration**

9-10.SL.2– Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.

9-10.SL.3– Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## **Standards for Language**

### **Conventions of Standard English**

9-10.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use parallel structure.
- b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

9-10.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. Use a colon to introduce a list or quotation.
- c. Use correct spelling.

### **Vocabulary Acquisition and Use**

9-10.L.4– 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.

- a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- b. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
- d. Verify the preliminary determination of the meaning of a word or phrase.

9-10.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

## Standards for Writing

### Text Types and Purposes

9-10.W.1– Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.2– 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.

- a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

# Grades 9-10 ELA Item Specifications

## Reading Literature

AZ.ELA.9-10.RL.1

|   |  |   |
|---|--|---|
| <b>Content Standard</b>   | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |   |
| <b>Stimuli Type</b>   | Reading Passage  |   |
| <b>Content Limits</b>   | Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence that provides the strongest support possible. |   |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>  |
| <p>Determine strong support for a given analysis of / inference drawn from the text.</p> <p>Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul> |

### Performance Level Descriptors

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Cites textual evidence to support analysis of what the text says explicitly.   | Cites textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.                                    |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text. |



AZ.ELA.9-10.RL.2

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items ask the student to determine a theme or central idea <i>and</i> its development. Themes and central ideas may be explicitly or implicitly stated, but the items should not provide the inference for the student. Items should focus on the use of specific details that aid in the development of the theme or central idea. Items may, however, ask the student to select the details themselves. Items may ask the student to summarize the text. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Determine a theme or central idea in the text and analyze how it is developed throughout the text.</p> <p>Determine a theme or central idea in the text and determine and analyze the specific details that aid in its development.</p> <p>Summarize the text objectively.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies a theme or central idea of a text and describes its development over the course of a text; provides a restatement of the text.   | Determines a theme or central idea of a text and describes in detail its development over the course of a text; provides a basic summary of the text.   |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Determines a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text. | Determines and evaluates a theme or central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text. |

AZ.ELA.9-10.RL.3

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items should focus on major characters who exhibit evidence of change over the course of the passage. Items that address character interactions should focus on significant character interactions. Focus should be on character development that is consistent with the major theme(s) of the passage or significantly contributes to the advancement of the plot. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine a significant change or changes in a complex character.</p> <p>Determine how a complex character's traits develop over the course of a text.</p> <p>Analyze how complex characters change and how these changes develop the theme of the passage or advance the plot.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies how characters develop, interact with other characters, and advance the plot or develop the theme.  | Describes how characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of the text, interact with other characters, and advance the plot or develop the theme. | Analyzes the effectiveness of the author's development of complex characters (e.g., those with multiple or conflicting motivations) over the course of the text, including how they interact to advance the plot or shape the theme. |

AZ.ELA.9-10.RL.4

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or evocative meanings central to the meaning of the text rather than isolated, incidental vocabulary. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine the figurative or connotative meaning of a word or phrase as it is used in a text.</p> <p>Analyze the impact of given figurative words or phrases on meaning or tone.</p> <p>Analyze word choice to select words or phrases that develop a given meaning or tone.</p> <p>Select an example of figurative words or phrases from the text and analyze the impact of the word choice on meaning or tone.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| With textual support (e.g., context clues, embedded definition, etc.), determines the literal meaning of words and phrases as they are used in the text; describes the impact of specific word choices on meaning.   | With textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes 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). |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Determines the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyzes 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). | Determines the meaning of complex words and phrases as they are used in the text, including figurative and connotative meanings; analyzes and evaluates 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).  |

AZ.ELA.9-10.RL.5

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items can be overarching questions about structure of entire text or about specific structural devices. Items should ask student to analyze, not just determine, the author's choices. However, a two-part item may ask student to determine then analyze. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| Analyze what effect an author's structural choice has on the text. |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Identifies 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).   | Describes 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).  |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Analyzes 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) to create such effects as mystery, tension, or surprise. | Analyzes 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, and evaluates their impact on the text as a whole. |

AZ.ELA.9-10.RL.6

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.   |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may assume general familiarity with world cultures and well-known literature from other cultures. Items should ask the student to analyze, not to simply identify or determine, the perspective in the text. Items should focus on the perspective and cultural experience presented in the story, not on use of first, second, and/or third person point of view. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Analyze the way in which an author conveys and/or develops a particular perspective or cultural experience as presented and/or developed in a text.</p> <p>Analyze the effect a particular perspective or cultural experience presented in the text has on the story's meaning.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |
| <b>Performance Level Descriptors</b>   |  |  |
| <b>Minimally Proficient</b>  |  | <b>Partially Proficient</b>  |
| Identifies how points of view and/or cultural experiences are reflected in works of literature.  |  | Describes how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.   |
| <b>Proficient</b>  |  | <b>Highly Proficient</b>   |
| Analyzes how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.  |  | Analyzes how competing points of view and/or cultural experiences are reflected in works of literature, drawing on a deep understanding of a variety of literary texts.  |

AZ.ELA.9-10.RL.7

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items should focus on the similarities and differences between the two stimuli. An item may focus primarily on either stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Select the phrases or sentences in the text that show emphasis/absence of significant elements in the visual representation.</p> <p>Analyze the similarities or differences in the way in which the subject or scene is represented in each medium, and the impact of these similarities and differences.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies the differences in a depiction of a subject or a key scene in two different artistic mediums.   | Compares and contrasts the depictions of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.     |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. | Analyzes the effect of the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |

AZ.ELA.9-10.RL.9

|  |  |
|--|--|
| <b>Content Standard</b>  | Analyze how an author draws on and transforms source material in a specific work.  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may focus on the similarities and differences between the source material and the newer text. Items should require analysis of how one work draws on another work. An item may focus primarily on either text, but the item should indicate or test for understanding of a clear link between the two works. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Analyze the similarities and/or differences between the source material and the newer work.</p> <p>Analyze how an author uses source material for an original work.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Recognizes that an author draws on source material in a specific work.             | Describes how an author draws on and transforms source material in a specific work.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes how an author draws on and transforms source material in a specific work. | Analyzes the effectiveness of how an author draws on and transforms source material in a specific work in a demonstration of deeper understanding of the text. |

## Reading Informational Texts

AZ.ELA.9-10.RI.1

|  |  |  |
|--|--|--|
| <b>Content Standard</b>  | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  |  |
| <b>Stimuli Type</b>  | Reading Passage  |  |
| <b>Content Limits</b>  | Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence that provides the strongest support possible. |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p>Determine strong, but implied, support for a given analysis of an inference drawn from the text.</p> <p>Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Cites textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.              | Cites strong textual evidence to support analysis of what the text says explicitly as well as simple inferences drawn from the text.                      |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Cites strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Cites strong and thorough textual evidence to support a deep analysis of what the text says explicitly as well as complex inferences drawn from the text. |



AZ.ELA.9-10.RI.2

|   |  |  |
|---|--|--|
| <b>Content Standard</b>   | 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.  |  |
| <b>Stimuli Type</b>   | Reading Passage  |  |
| <b>Content Limits</b>   | Items ask the student to determine a central idea and its development. Central ideas may be explicitly or implicitly stated, but the items should not provide the inference for the student. Items should focus on the use of specific details that aid in the development of the central idea. Items may, however, ask the student to select the details themselves. Items may ask the student to objectively summarize the text. |  |
| <b>Task Demand</b>  |  | <b>Common Item Formats</b>   |
| <p>Determine a central idea in the text and analyze how it is developed throughout the text.</p> <p>Determine a central idea in the text and determine and analyze the specific details that aid in its development.</p> <p>Summarize a text objectively.</p> |  | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies a central idea of a text and describes its development; provides a restatement of the text using key details.   | Determines a central idea of a text and describes its development over the course of a text; provides a summary of the text with specific details.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines a central idea of a text and analyzes its development over the course of the text, including how it emerges and is shaped and refined by specific details; provides an objective summary of the text. | Determines and evaluates a central idea of a text and analyzes in detail its development over the course of a text, including how it emerges and is shaped and refined by specific details; provides a comprehensive, objective summary of the text. |

AZ.ELA.9-10.RI.3

|   |  |
|---|--|
| <b>Content Standard</b>   | Analyze how the author constructs 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.  |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items may address the text as a whole or may address individual techniques or structural devices the author uses. Items should focus on how ideas, concepts or events are connected to one another and put together into a coherent whole.                       |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Analyze how the author unfolds an analysis or series of ideas or events.</p> <p>Analyze why an author unfolds an analysis or series of ideas or events in a certain way.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Identifies how the author constructs an analysis or a series of ideas or events, including the order in which the points are made and how they are introduced and developed.   | Describes how the author constructs an analysis or a 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.               |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Analyzes how the author constructs an analysis or a 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. | Evaluates the effect of how the author constructs an analysis or a 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. |

AZ.ELA.9-10.RI.4

|  |   |
|--|---|
| <b>Content Standard</b>  | 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.   |
| <b>Stimuli Type</b>  | Reading Passage   |
| <b>Content Limits</b>  | Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative, evocative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>  |
| <p>Determine the figurative, connotative, or technical meaning of a word or phrase as it is used in a text.</p> <p>Analyze the impact of given figurative or technical words or phrases on meaning or tone.</p> <p>Analyze word choice to select words or phrases that develop a given meaning or tone.</p> <p>Select an example of figurative or technical words or phrases from the text and analyze the impact of the word choice on meaning or tone.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>  |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| With textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text; identifies the impact of specific word choices on meaning and tone. | With textual support (e.g., context clues, embedded definition, etc.), determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; describes the impact of specific word choices on meaning and tone. |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyzes the cumulative impact of specific word choices on meaning and tone.    | Analyzes the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; evaluates the cumulative rhetorical effect of specific word choices on meaning and tone.  |

AZ.ELA.9-10.RI.5

|  |  |
|--|--|
| <b>Content Standard</b>  | 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).  |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items can be overarching questions about the structure/development of entire text or about specific structural elements. Items should ask student to analyze, not just determine, the author’s ideas or claims. However, a two-part item may ask student to determine <i>then</i> analyze. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| <p>Analyze the way in which an author develops or refines a given claim or idea through structural decisions.</p> <p>Determine the structural choices an author makes in developing or refining ideas or claims in a text and analyze the effect(s) those choices have on the meaning of the text.</p> <p>Determine which portion of the text refines the author’s ideas or claims, then explain how it develops or refines the ideas.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies how an author’s ideas or claims are developed by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).                     | Describes 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).            |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes 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). | Evaluates how an author develops his or her ideas or claims and refines them with particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |

AZ.ELA.9-10.RI.6

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.  |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items may ask the student to determine the point of view in the text, and to analyze how an author advances or conveys the point of view or purpose. Items should focus on meaningful rhetorical devices that specifically advance the author's purpose or point of view. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Explain the point of view or purpose that is present in the text, and analyze the way in which an author conveys and/or develops a particular point of view or purpose in a text.</p> <p>Analyze the significance of particular rhetorical devices, and explain how they are used in the text to convey a point of view or purpose</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>          |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Identifies an author's point of view or purpose in a text; identifies the author's use of rhetoric to support that point of view or purpose. | Identifies an author's point of view or purpose in a text and describes how an author uses rhetoric to advance that point of view or purpose.                    |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Determines an author's point of view or purpose in a text and analyzes how an author uses rhetoric to advance that point of view or purpose. | Analyzes an author's point of view or purpose in a text and evaluates the effectiveness of an author's use of rhetoric to advance that point of view or purpose. |

AZ.ELA.9-10.RI.7

|   |   |
|---|---|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage   |
| <b>Content Limits</b>   | Items should focus on the similarities and differences between the two stimuli. An item may focus primarily on either stimulus, but must require use of the text stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Select the phrases or sentences in the text that show emphasis/absence of significant elements in the second representation.</p> <p>Analyze the similarities or differences in the way in which the subject is represented or conveyed in each medium, and the impact of these similarities and differences.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>                                |

**Performance Level Descriptors**

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Describes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia).  | Compares and contrasts various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), identifying which details are emphasized in each account.     |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Analyzes 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. | Analyzes various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), evaluating the effect of the emphasis of different details in each account. |

AZ.ELA.9-10.RI.8

|   |  |
|---|--|
| <b>Content Standard</b>   | 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.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | The item should not ask the student to simply identify the argument or claims in the text. The item may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. The item may focus on irrelevant, inappropriate, or intentionally false or misleading statements, or distinguishing fact from opinion. The item may require the student to recognize stereotyping, generalization, emotional appeal, false dilemma, fallacious reasoning, or false analogy. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| <p>Select textual evidence to delineate an explicit argument or claim in the text.</p> <p>Determine whether reasoning is sound and/or evidence is relevant, sufficient, and true, and whether it supports the text's claims.</p> <p>Select an argument or claim made in the text, then select the reasoning or evidence used to delineate it.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>  |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Delineates and evaluates the argument and claims in a text, describing the reasoning and evidence used to support the claim.   | Delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Delineates and evaluates the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identifies false statements and fallacious reasoning. | Explicates and evaluates the argument and specific claims in a text, citing specific language from the text in an assessment of whether the reasoning is valid and the evidence is relevant and sufficient; identifies subtle instances of false statements and fallacious reasoning. |

AZ.ELA.9-10.RI.9

|   |  |
|---|--|
| <b>Content Standard</b>   | Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.   |
| <b>Stimuli Type</b>   | Reading Passage  |
| <b>Content Limits</b>   | Items should be used with paired texts, as at least two documents are necessary to meet the standard. Items should focus on thematic and/or conceptual similarities and differences between the texts. An item may focus primarily on either text, but the item should indicate or test for understanding of a clear link between the two works. |
| <b>Task Demand</b>  | <b>Common Item Formats</b>   |
| Analyze the similarities and/or differences between how the two works address similar themes or concepts. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multi-Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul>   |

**Performance Level Descriptors**

|   |  |
|---|--|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
| Describes specific aspects of seminal/primary documents of historical and literary significance.                                    | Analyzes specific aspects of seminal/primary documents of historical and literary significance, including identifying a related theme or concept.  |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Analyzes seminal/primary documents of historical and literary significance, including how they address related themes and concepts. | Evaluates the reasoning and rhetorical strategies employed in seminal/primary documents of historical and literary significance, including how they address related themes and concepts. |



## Listening

### AZ.ELA.9-10.SL.2

|   |   |
|---|---|
| <b>Content Standard</b>   | Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.   |
| <b>Stimuli Type</b>   | Listening Stimuli   |
| <b>Content Limits</b>   | Items may ask students to synthesize information from an audio stimulus and its textual counterpart to answer a question. Items may also ask students to evaluate audio and textual sources for credibility and accuracy.   |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| <p>Synthesize information presented in different media.</p> <p>Synthesize information presented in different media, and then evaluate sources for credibility and accuracy.</p> | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

### Performance Level Descriptors

|  |  |
|--|--|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>  |
| Uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally).   | Uses multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.   |
| <b>Proficient</b>  | <b>Highly Proficient</b>   |
| Integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source. | Effectively integrates multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) to meet the needs of a specific task, audience, and purpose, while evaluating the credibility and accuracy of each source. |

AZ.ELA.9-10.SL.3

|  |   |   |
|--|---|---|
| <b>Content Standard</b>  | Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.   |   |
| <b>Stimuli Type</b>  | Listening Stimuli   |   |
| <b>Content Limits</b>  | Items may ask the student to determine a speaker's the point of view. Items may ask student to analyze how the speaker uses reasoning, evidence, and/or rhetoric to convey that point of view. Items may ask where reasoning or evidence is false or distorted. |   |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>  |
| <p>Explain the point of view presented by a speaker.</p> <p>Identify where the speaker uses false or distorted reasoning or evidence.</p> <p>Explain the point of view presented by a speaker, then select words, phrases, or sentences that show how that point of view or purpose is advanced through the use of reasoning, evidence, and/or rhetoric.</p> |   | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> <li>• Open Response</li> </ul> |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Summarizes a speaker's point of view, reasoning, and use of evidence.  | Evaluates a speaker's point of view, reasoning, and use of evidence, identifying any fallacious reasoning.  |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | Thoroughly evaluates a speaker's point of view, reasoning, and use of evidence and rhetoric, analyzing any fallacious reasoning or exaggerated or distorted evidence. |

## Language

### AZ.ELA.9-10.L.1

|  |  |
|--|--|
| <b>Content Standard</b>                            | Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use parallel structure.</li> <li>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> |
| <b>Stimuli Type</b>                                | Editing Task   |
| <b>Content Limits</b>                              | Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.  |
| <b>Task Demand</b>                                 | <b>Common Item Formats</b>   |
| Apply rules of standard English grammar and usage. | <ul style="list-style-type: none"> <li>• Editing Task Choice</li> </ul>  |

### Performance Level Descriptors

| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>  |
|---|--|
| Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking: <ul style="list-style-type: none"> <li>a. inconsistently uses parallel structure.</li> <li>b. inconsistently uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> | Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking: <ul style="list-style-type: none"> <li>a. occasionally uses parallel structure.</li> <li>b. generally uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul> |
| <b>Proficient</b>   | <b>Highly Proficient</b>   |
| Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: <ul style="list-style-type: none"> <li>a. uses parallel structure.</li> <li>b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>   | Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: <ul style="list-style-type: none"> <li>a. uses parallel structure.</li> <li>b. uses various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</li> </ul>                       |

AZ.ELA.9-10.L.2

|   |   |
|---|---|
| <b>Content Standard</b>                                   | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. Use a colon to introduce a list or quotation.</li> <li>c. Use correct spelling.</li> </ul> |
| <b>Stimuli Type</b>                                       | Editing Task  |
| <b>Content Limits</b>                                     | Items may ask the student to evaluate and correct errors which focus on punctuation and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.  |
| <b>Task Demand</b>  | <b>Common Item Formats</b>  |
| Apply rules of standard English punctuation and spelling. | <ul style="list-style-type: none"> <li>• Editing Task Choice</li> </ul>   |

**Performance Level Descriptors**

|  |   |
|--|---|
| <b>Minimally Proficient</b>  | <b>Partially Proficient</b>   |
| Demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: <ul style="list-style-type: none"> <li>a. inconsistently uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. inconsistently uses a colon to introduce a list or quotation.</li> <li>c. spells below-grade-level words correctly.</li> </ul> | Demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing: <ul style="list-style-type: none"> <li>a. generally uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. generally uses a colon to introduce a list or quotation.</li> <li>c. spells most grade-level words correctly.</li> </ul> |
| <b>Proficient</b>  | <b>Highly Proficient</b>  |
| Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing: <ul style="list-style-type: none"> <li>a. uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</li> <li>b. uses a colon to introduce a list or quotation.</li> <li>c. spells grade-level words correctly.</li> </ul>   | Demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning: <ul style="list-style-type: none"> <li>a. uses a semicolon to link two or more closely related independent clauses.</li> <li>b. uses a colon to introduce a list or quotation.</li> <li>c. spells above-grade-level words correctly.</li> </ul>     |

AZ.ELA.9-10.L.4

|  |   |  |
|--|---|--|
| <b>Content Standard</b>  | <p>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.</p> <ol style="list-style-type: none"> <li>Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>Verify the preliminary determination of the meaning of a word or phrase.</li> </ol> |  |
| <b>Stimuli Type</b>  | Reading Passage   |  |
| <b>Content Limits</b>  | Items may ask students to use contextual clues and patterns of word changes to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.  |  |
| <b>Task Demand</b>   |   | <b>Common Item Formats</b>   |
| <p>Determine the meaning of a word or phrase as it is used in a text, using context clues.</p> <p>Determine the meaning of a word or phrase as it is used in a text, by recognizing patterns of word changes.</p> <p>Correctly use patterns of word changes.</p> |   | <ul style="list-style-type: none"> <li>Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>Hot Text</li> <li>Multiple Choice</li> <li>Multi-Select</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient   |
|---|--|
| <p>Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy:</p> <ul style="list-style-type: none"> <li>a. identifies and correctly uses patterns of below-grade-level word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a straightforward word or phrase.</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. verifies the preliminary determination of the meaning of a below-grade-level word or phrase.</li> </ul> | <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from one or more strategies:</p> <ul style="list-style-type: none"> <li>a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>                |
| Proficient  | Highly Proficient  |
| <p>Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul>  | <p>Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:</p> <ul style="list-style-type: none"> <li>a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</li> <li>b. uses context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>c. consults general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</li> <li>d. verifies the preliminary determination of the meaning of a word or phrase.</li> </ul> |

|  |  |
|--|--|
| <b>Content Standard</b>  | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.<br>b. Analyze nuances in the meaning of words with similar denotations.   |
| <b>Stimuli Type</b>  | Reading Passage  |
| <b>Content Limits</b>  | Items may ask students to interpret and analyze figures of speech in the context of the text. Items may ask students to analyze nuances of meaning of words with similar denotations. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language. |
| <b>Task Demand</b>   | <b>Common Item Formats</b>   |
| Determine the figurative meaning of a word or phrase as it is used in a text.<br><br>Analyze the function of figurative words or phrases as they are used in a text.<br><br>Explain the nuances in the meanings of words with similar definitions. | <ul style="list-style-type: none"> <li>• Evidence-based Selected Response (Multiple Choice/Multiple Select Format &amp; Multiple Choice/Hot Text Format)</li> <li>• Hot Text</li> <li>• Multiple Choice</li> <li>• Multi-Select</li> </ul>   |

## Performance Level Descriptors

|   |   |
|---|---|
| <b>Minimally Proficient</b>   | <b>Partially Proficient</b>   |
| Demonstrates simple understanding of figurative language, word relationships, and nuances in word meanings:<br>a. inconsistently recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.<br>b. inconsistently recognizes nuances in the meaning of words with similar denotations. | Demonstrates basic understanding of figurative language, word relationships, and nuances in word meanings:<br>a. recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.<br>b. recognizes nuances in the meaning of words with similar denotations.          |
| <b>Proficient</b>   | <b>Highly Proficient</b>  |
| Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:<br>a. interprets figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.<br>b. analyzes nuances in the meaning of words with similar denotations.  | Demonstrates strong understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:<br>a. interprets and uses figures of speech in context and analyzes their role in texts.<br>b. analyzes and uses nuances in the meaning of words with similar denotations. |

## Writing

### AZ.ELA.9-10.W.1

| <b>Content Standard</b>   | <p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol> |
|---|--|
| <b>Stimuli Type</b>   | Reading Passages (may be informational, argumentative, or literary)  |
| <b>Content Limits</b>   | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an argumentative essay.   |
| Task Demand   | Common Item Formats  |
| <p><b>Directions Templates</b></p> <p>Write an argumentative essay/editorial about . . . . Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• include a claim;</li> <li>• address counterclaims;</li> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul>   |



### Performance Level Descriptors

| Minimally Proficient  | Partially Proficient  |
|---|---|
| <p>Writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence:</p> <ol style="list-style-type: none"> <li>introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence.</li> <li>develops claim(s), supplying evidence in a manner that anticipates the audience's concerns.</li> <li>uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, and between reasons and evidence.</li> <li>attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of Standard English.</li> <li>provides a concluding statement or section.</li> </ol>  | <p>Writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence:</p> <ol style="list-style-type: none"> <li>introduces claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>develops claim(s) and counterclaims, supplying evidence for each while pointing out the strengths of both in a manner that anticipates the audience's concerns.</li> <li>uses words, phrases, and clauses to link the major sections of the text and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>establishes a formal style and objective tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</li> <li>provides a concluding statement or section that supports the argument presented.</li> </ol>  |
| Proficient  | Highly Proficient   |
| <p>Writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <ol style="list-style-type: none"> <li>introduces precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>develops claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</li> <li>uses words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>provides a concluding statement or section that follows from and supports the argument presented.</li> </ol> | <p>Writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:</p> <ol style="list-style-type: none"> <li>introduces strong and precise claim(s), distinguishes the claim(s) from alternate or opposing claims, and creates an effective organization that establishes strong, clear relationships among claim(s), counterclaims, reasons, and evidence.</li> <li>develops strong claim(s) and counterclaims fairly, supplying thorough evidence for each while pointing out the strengths and limitations of both in a manner that effectively anticipates the audience's knowledge level and concerns.</li> <li>uses precise words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</li> <li>establishes and maintains a rhetorically appropriate formal style and objective tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>provides an effective concluding statement or section that follows from and supports the argument presented.</li> </ol> |

| <b>Content Standard</b>  | <p>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.</p> <ol style="list-style-type: none"> <li>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</li> <li>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> |  |
|--|--|--|
| <b>Stimuli Type</b>  | Reading Passages (may be informational, argumentative, or literary)  |  |
| <b>Content Limits</b>  | Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.  |  |
| <b>Task Demand</b>   |  | <b>Common Item Formats</b>   |
| <p><b>Directions Templates</b></p> <p>Write an informational/explanatory essay about . . . .</p> <p>Use information from the passages in your essay.</p> <p>Manage your time carefully so that you can</p> <ul style="list-style-type: none"> <li>• read the passages;</li> <li>• plan your response;</li> <li>• write your response; and</li> <li>• revise and edit your response.</li> </ul> <p>Be sure to</p> <ul style="list-style-type: none"> <li>• use evidence from multiple sources; and</li> <li>• avoid overly relying on one source.</li> </ul> <p>Your response should be in the form of a multiparagraph essay. Write your response in the space provided.</p> |  | <ul style="list-style-type: none"> <li>• Writing Prompt</li> </ul> |

### Performance Level Descriptors

| Minimally Proficient   | Partially Proficient  |
|--|---|
| <p>Writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>states a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions.</li> <li>develops the topic with information and examples appropriate to the audience's knowledge of the topic.</li> <li>uses appropriate transitions to link the major sections of the texts.</li> <li>uses topic-appropriate language and vocabulary to describe the topic.</li> <li>attempts a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of Standard English.</li> <li>provides a concluding statement or section.</li> </ol>  | <p>Writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>states a topic; organizes ideas, concepts, and information to make connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) to aid comprehension.</li> <li>develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience.</li> <li>uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>establishes a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of the discipline in which he or she is writing.</li> <li>provides a concluding statement or section that supports the information or explanation presented.</li> </ol>  |
| Proficient   | Highly Proficient   |
| <p>Writes informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>introduces a topic; organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.</li> <li>develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>uses precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>establishes and maintains a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>provides a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> | <p>Writes highly effective informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content:</p> <ol style="list-style-type: none"> <li>clearly introduces a topic; strategically organizes complex ideas, concepts, and information to make important connections and distinctions; includes important formatting (e.g., headings) and graphics (e.g., figures, tables) when useful to aiding comprehension.</li> <li>thoroughly develops the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</li> <li>consistently and effectively uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic.</li> <li>establishes and maintains a rhetorically effective formal style and an appropriate tone while attending to the norms and conventions of the discipline in which he or she is writing.</li> <li>provides an effective concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</li> </ol> |