AzM2 | Arizona's Statewide Achievement Assessment for English Language Arts and Mathematics

ELA Item Specifications

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.
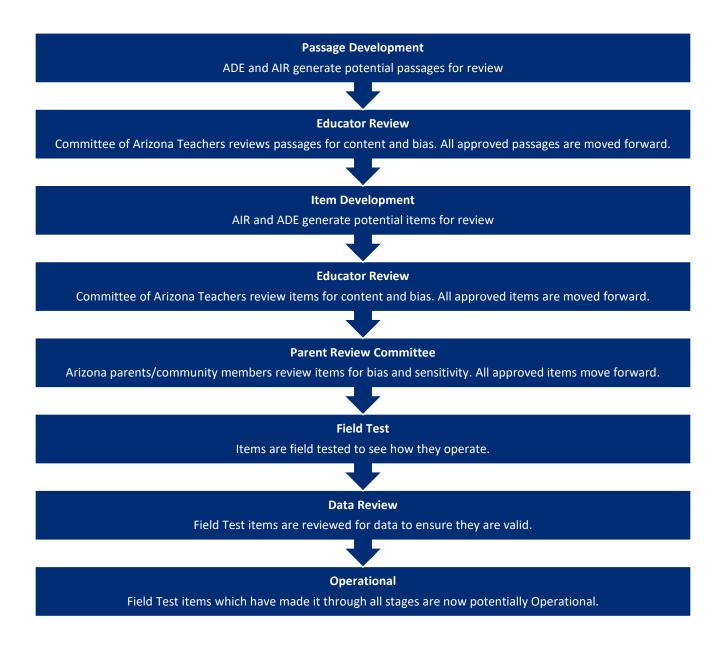
During the item-development process, all AzM2 items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzM2 items are generally representative of Arizona's geographic 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.

Passage Development
ADE and AIR generate potential passages for review

Educator Review
Committee of Arizona Teachers reviews passages for content and bias. All approved passages are moved forward.

Item Development
AIR and ADE generate potential items for review

Educator Review
Committee of Arizona Teachers review items for content and bias. All approved items are moved forward.

Parent Review Committee
Arizona parents/community members review items for bias and sensitivity. All approved items move forward.

Field Test
Items are field tested to see how they operate.

Data Review
Field Test items are reviewed for data to ensure they are valid.

Operational
Field Test items which have made it through all stages are now potentially Operational.

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.

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.

Grades 9 – 11 Reporting Category	Min.	Max.
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.

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.

TEI Type	Description
Editing Task Choice (ETC)	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.
Evidence-Based Selected Response (EBSR)	**Multiple Choice/Multiple Select Format** – 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). **Multiple Choice/Hot Text Format** – 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).
Graphic Response Item Display (GRID)	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.

Hot Text (HT)	**Selectable Hot Text -** 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.
	Drag-and-Drop Hot Text - 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.
Matching Item (MI)	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.
Multi-Select (MS)	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.
Open Response	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.
Writing Prompt Items	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

Content Standard	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine strong support for a given analysis of / inference drawn from the text. Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	Items ask the student to determine a theme or central idea *and* 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.

Task Demand	Common Item Formats
Determine a theme or central idea in the text and analyze how it is developed throughout the text. Determine a theme or central idea in the text and determine and analyze the specific details that aid in its development. Summarize the text objectively.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine a significant change or changes in a complex character. Determine how a complex character's traits develop over the course of a text. Analyze how complex characters change and how these changes develop the theme of the passage or advance the plot.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.
Proficient	**Highly Proficient**
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine the figurative or connotative meaning of a word or phrase as it is used in a text. Analyze the impact of given figurative words or phrases on meaning or tone. Analyze word choice to select words or phrases that develop a given meaning or tone. Select an example of figurative words or phrases from the text and analyze the impact of the word choice on meaning or tone.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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).

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Analyze what effect an author's structural choice has on the text.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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).
Proficient	**Highly Proficient**
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

Content Standard	Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
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. Analyze the effect a particular perspective or cultural experience presented in the text has on the story's meaning.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Select the phrases or sentences in the text that show emphasis/absence of significant elements in the visual representation. 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.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	Analyze how an author draws on and transforms source material in a specific work.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Analyze the similarities and/or differences between the source material and the newer work. Analyze how an author uses source material for an original work.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine strong, but implied, support for a given analysis of an inference drawn from the text. Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.
Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine a central idea in the text and analyze how it is developed throughout the text. Determine a central idea in the text and determine and analyze the specific details that aid in its development. Summarize a text objectively.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Analyze how the author unfolds an analysis or series of ideas or events. Analyze why an author unfolds an analysis or series of ideas or events in a certain way.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine the figurative, connotative, or technical meaning of a word or phrase as it is used in a text. Analyze the impact of given figurative or technical words or phrases on meaning or tone. Analyze word choice to select words or phrases that develop a given meaning or tone. 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.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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).
Stimuli Type	Reading Passage
Content Limits	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 *then* analyze.

Task Demand	Common Item Formats
Analyze the way in which an author develops or refines a given claim or idea through structural decisions. 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. Determine which portion of the text refines the author's ideas or claims, then explain how it develops or refines the ideas.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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).

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
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. Analyze the significance of particular rhetorical devices, and explain how they are used in the text to convey a point of view or purpose	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Select the phrases or sentences in the text that show emphasis/absence of significant elements in the second representation. 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.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Select textual evidence to delineate an explicit argument or claim in the text. Determine whether reasoning is sound and/or evidence is relevant, sufficient, and true, and whether it supports the text's claims. Select an argument or claim made in the text, then select the reasoning or evidence used to delineate it.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Analyze the similarities and/or differences between how the two works address similar themes or concepts.	• Evidence-based Selected Response (Multiple Choice/Multi-Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility and accuracy of each source.
Stimuli Type	Listening Stimuli
Content Limits	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.

Task Demand	Common Item Formats
Synthesize information presented in different media. Synthesize information presented in different media, and then evaluate sources for credibility and accuracy.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	Evaluate a speaker's point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Stimuli Type	Listening Stimuli
Content Limits	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.

Task Demand	Common Item Formats
Explain the point of view presented by a speaker. Identify where the speaker uses false or distorted reasoning or evidence. 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.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
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.

Proficient	Highly Proficient
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

Content Standard	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.

Stimuli Type	Editing Task
Content Limits	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.

Task Demand	Common Item Formats
Apply rules of standard English grammar and usage.	• Editing Task Choice

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking:
    a.   inconsistently uses parallel structure.
    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.
	Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking:
	    a. occasionally uses parallel structure.
	    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.

Proficient	**Highly Proficient**

Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking:
    a.   uses parallel structure.
    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.
	Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking:
	    a. uses parallel structure.
	    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.

AZ.ELA.9-10.L.2

Content Standard	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.

Stimuli Type	Editing Task
Content Limits	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.

Task Demand	Common Item Formats
Apply rules of standard English punctuation and spelling.	• Editing Task Choice

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Demonstrates basic understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:
    a.   inconsistently uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    b.   inconsistently uses a colon to introduce a list or quotation.
    c.   spells below-grade-level words correctly.
	Demonstrates understanding of the conventions of Standard English capitalization, punctuation, and spelling when writing:
	    a. generally uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
	    b. generally uses a colon to introduce a list or quotation.
	    c. spells most grade-level words correctly.

Proficient	**Highly Proficient**

Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:
    a.   uses a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
    b.   uses a colon to introduce a list or quotation.
    c.   spells grade-level words correctly.
	Demonstrates strong command of the conventions of Standard English capitalization, punctuation, and spelling when writing, using that command to enhance style and meaning:
	    a. uses a semicolon to link two or more closely related independent clauses.
	    b. uses a colon to introduce a list or quotation.
	    c. spells above-grade-level words correctly.

AZ.ELA.9-10.L.4

Content Standard	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.
Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine the meaning of a word or phrase as it is used in a text, using context clues. Determine the meaning of a word or phrase as it is used in a text, by recognizing patterns of word changes. Correctly use patterns of word changes.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from at least one strategy:
 	
  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).
  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.
  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.
  d. verifies the preliminary determination of the meaning of a below-grade-level word or phrase.
	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from one or more strategies:
	
	  a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
	  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.
	  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.
	  d. verifies the preliminary determination of the meaning of a word or phrase.

Proficient	**Highly Proficient**

Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:
 	
  a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  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.
  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.
  d. verifies the preliminary determination of the meaning of a word or phrase.
	Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:
	
	  a. identifies and correctly uses patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
	  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.
	  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.
	  d. verifies the preliminary determination of the meaning of a word or phrase.

AZ.ELA.9-10.L.5

Content Standard	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.

Stimuli Type	Reading Passage
Content Limits	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.

Task Demand	Common Item Formats
Determine the figurative meaning of a word or phrase as it is used in a text. Analyze the function of figurative words or phrases as they are used in a text. Explain the nuances in the meanings of words with similar definitions.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Demonstrates simple understanding of figurative language, word relationships, and nuances in word meanings:
   a.   inconsistently recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.
   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:
	   a. recognizes figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.
	   b. recognizes nuances in the meaning of words with similar denotations.

Proficient	**Highly Proficient**

Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:
   a.   interprets figures of speech (e.g., euphemism, oxymoron) in context and analyzes their role in the text.
   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:
	   a. interprets and uses figures of speech in context and analyzes their role in texts.
	   b. analyzes and uses nuances in the meaning of words with similar denotations.

Writing

AZ.ELA.9-10.W.1

Content Standard	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.
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	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

Directions Templates
Write an argumentative essay/editorial about . . . . Use information from the passages in your essay.
Manage your time carefully so that you can
    • read the passages;
    • plan your response;
    • write your response; and
    • revise and edit your response.
Be sure to
    • include a claim;
    • address counterclaims;
    • use evidence from multiple sources; and
    • avoid overly relying on one source.
Your response should be in the form of a multiparagraph essay. Write your response in the space provided.
	• Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and evidence: a. introduces claim(s) and creates an organization, establishing relationships among claim(s), reasons, and evidence. b. develops claim(s), supplying evidence in a manner that anticipates the audience's concerns. c. 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. d. attempts a formal style and objective tone while demonstrating awareness of the norms and conventions of Standard English. e. provides a concluding statement or section.	Writes arguments to support claims in an analysis of substantive topics or texts, using reasoning and relevant evidence: a. 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. b. 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. c. 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. d. 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. e. provides a concluding statement or section that supports the argument presented.
Proficient	**Highly Proficient**
Writes arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. 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. b. 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. c. 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. d. 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. e. provides a concluding statement or section that follows from and supports the argument presented.	Writes highly effective arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence: a. 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. b. 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. c. 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. d. 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. e. provides an effective concluding statement or section that follows from and supports the argument presented.

AZ.ELA.9-10.W.2

Content Standard	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).
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	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.

Task Demand	Common Item Formats

Directions Templates
Write an informational/explanatory essay about . . . .
Use information from the passages in your essay.
Manage your time carefully so that you can
    • read the passages;
    • plan your response;
    • write your response; and
    • revise and edit your response.
Be sure to
    • use evidence from multiple sources; and
    • avoid overly relying on one source.
Your response should be in the form of a multiparagraph essay. Write your response in the space provided.
	• Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes informative/explanatory texts to examine and convey ideas, concepts, and information through the selection, organization, and analysis of content: a. states a topic; attempts an organization of ideas, concepts, and information to make connections and distinctions. b. develops the topic with information and examples appropriate to the audience's knowledge of the topic. c. uses appropriate transitions to link the major sections of the texts. d. uses topic-appropriate language and vocabulary to describe the topic. e. attempts a formal style and an appropriate tone while demonstrating awareness of the norms and conventions of Standard English. f. provides a concluding statement or section.	Writes informative/explanatory texts to examine and convey ideas, concepts, and information accurately through the selection, organization, and analysis of content: a. 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. b. develops the topic with relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience. c. uses appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. uses topic-appropriate language and domain-specific vocabulary to manage the complexity of the topic. e. 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. f. provides a concluding statement or section that supports the information or explanation presented.
Proficient	**Highly Proficient**
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: a. 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. b. 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. c. uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. uses precise language and domain-specific vocabulary to manage the complexity of the topic. e. 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. f. 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).	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: a. 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. b. 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. c. 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. d. uses precise language, domain-specific vocabulary, and figures of speech to manage the complexity of the topic. e. 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. f. 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).