

**Stage IV Writing  
AZELLA Item Specifications  
Fall 2011 and Spring 2013**

Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format /Type	Stimulus Description	Task Description: Stem /Prompt	Task Description: Options /Rubric	Language Strand Codes
Writing	<p style="text-align: center;"><b>WRITING</b></p> <p style="text-align: center;"><b>Standard 1: Writing Applications</b></p> <p style="text-align: center;">The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</p>	1	B-1: writing a narrative paragraph about real or imagined events, using a sequence of sentences including characters and setting.	0	4	ER Written Response	None	<p>[Identifies a situation in which students write a "story" about a real or imagined experience.]</p> <p>Be sure to include:</p> <ul style="list-style-type: none"> <li>• Characters.</li> <li>• Setting.</li> <li>• Plot.</li> </ul> <p>[Do not require dialogue.]</p>	Scored 0-5	IV.L.1b
Writing	<p style="text-align: center;"><b>WRITING</b></p> <p style="text-align: center;"><b>Standard 1: Writing Applications</b></p> <p style="text-align: center;">The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</p>	7	<p>LI-7: writing a formal letter (e.g., <i>business letter, letter to the principal or teacher</i>) that presents information purposefully and follows a conventional format, with instructional support.</p> <p>HI-7: writing a formal letter (e.g., <i>business letter, letter to the principal or teacher</i>) that presents information purposefully and follows a conventional format.</p>	0	0	ER Written Response	None	<p>[Identifies an issue/situation in which students write a letter to a specific person/group/business and make suggestions/recommendations on how to deal with the issue/situation.]</p> <p>Be sure to:</p> <ul style="list-style-type: none"> <li>• Today's date.</li> <li>• The address as [example of name, street, city, state, ZIP code].</li> </ul>	Scored 0-5	IV.L.1b
Writing	<p style="text-align: center;"><b>WRITING</b></p> <p style="text-align: center;"><b>Standard 1: Writing Applications</b></p> <p style="text-align: center;">The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:</p>	8	<p>B-8: writing a persuasive paragraph using facts, ideas and concepts to influence the reader.</p> <p>HI-8: writing an essay which states a clear position, convincing arguments and relevant evidence.</p>	0	0	ER Written Response	None	<p>[Identifies a situation in which students write a persuasive paragraph that states a position/claim about a topic familiar to students.]</p> <p>Be sure to:</p> <ul style="list-style-type: none"> <li>• Your position.</li> <li>• Evidence to support your position.</li> </ul>	Scored 0-5	IV.L.1b

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	2	E-2: using common spelling of high frequency words, word families and rhyming words.	2	0	MC Multiple Choice	None	Which word is spelled correctly?	Scored 1 4 OPTIONS Correctly spelled high frequency word. Three misspelled words.	I.V.L.2
Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	2	B-2: using common spelling of CVC (e.g., cat), CCVC (e.g., ship), CVCC (e.g., sink) words, r-controlled words (e.g., cart, burn), diphthongs (e.g., out, oil), digraphs (e.g., phone, meat) and irregular plurals (e.g., children).	0	3	MC Multiple Choice	None	Which word is spelled correctly?	Scored 1 4 OPTIONS Correctly spelled CVC, CCVC, CVCC word, r-controlled word, diphthong, digraph, irregular plural. Three misspelled words.	IV.L.2
Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	2	LI-2: using common spelling of homonyms, inflectional endings (e.g., -ed, -ing, -er), prefixes (e.g., pre-, pro-, non-) and suffixes (e.g., -al, -ology).	0	2	MC Multiple Choice	None	Which word is spelled correctly?	Scored 1 4 OPTIONS Correctly spelled word with inflectional endings, prefixes, suffixes, homonyms. Three misspelled words.	IV.L.2

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	2	HI-2: using common spelling patterns and generalizations to spell words (e.g., 'i before e', plurals of words ending with 'y', doubling of final consonant).	1	1	MC  Multiple Choice	None	Which word is spelled correctly?	Scored 1  4 OPTIONS  One correctly spelled word.  Three words with misuse of common spelling patterns.	None

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Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	3	<del>PE-3: writing words using appropriate capitalization (e.g., proper nouns, pronoun "I") with instructional support.</del>	0	0	MC Multiple Choice	None	Which sentence uses capitalization correctly?	Scored 1  4 OPTIONS  One sentence with correct capitalization of a proper noun, person's title, and/or abbreviation.  Three sentences with incorrect or missing capitalization.	None
			E-3: writing words and simple sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", sentence beginnings) with instructional support.	0	2					
			B-3: writing words and sentences using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names).	1	0					
Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	3	<del>L1-3: writing sentences and simple paragraphs using appropriate capitalization (e.g., proper nouns, the pronoun "I", titles, abbreviations, words used as names, historical events).</del>	0	0	MC Multiple Choice	None	Which sentence uses capitalization correctly?	Scored 1  4 OPTIONS  One sentence with correct capitalization of a historical event.  Three sentences with incorrect or missing capitalization.	None
			HI-3: writing paragraphs using appropriate capitalization (e.g., proper nouns, pronoun "I", titles, abbreviations, words used as names, historical events).	3	0					

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Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	4	B-4: writing sentences using appropriate punctuation (e.g., ending punctuation; period: abbreviations; colons: time; commas: items in a series, introductory words, friendly letters; apostrophes: contractions).	0	3	MC Multiple Choice	None	Which sentence uses punctuation correctly?  [Items may be written to assess specific punctuation: Which sentence uses commas correctly? However, all options must contain the tested punctuation.]	Scored 1  4 OPTIONS  One correct sentence to test end punctuation; period in abbreviation; colon in time; comma in series, introductory words, friendly letter; or apostrophe in contraction.  Three same sentences with incorrect punctuation.	None
Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	4	LI-4: writing sentences and simple paragraphs using appropriate punctuation (e.g., ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles).	0	1	MC Multiple Choice	None	Which sentence uses punctuation correctly?  [Items may be written to assess specific punctuation: Which sentence uses the semi-colon correctly? However, all options must contain the tested punctuation.]	Scored 1  4 OPTIONS  One correct sentence to test apostrophe in possessives; semi-colons; quotation marks in dialogue or titles.  Three same sentences with incorrect punctuation.	None

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Writing	<p><b>Standard 2: Standard English Conventions</b></p> <p><b>The student will identify and apply conventions of standard English in his or her written communications by:</b></p>	4	<p>HI-4: writing paragraphs using appropriate punctuation (<i>e.g., ending punctuation; periods: abbreviations; colons: time, business letters; commas: items in a series, introductory words, friendly letters; apostrophes: contractions, possessives; semi-colons; quotation marks: dialogue, titles, business letters, direct quotes, exact words from sources</i>).</p>	4	0	<p>MC</p> <p>Multiple Choice</p>	None	<p>Which sentence uses punctuation correctly?</p> <p>[Items may be written to assess specific punctuation: Which sentence uses the semi-colon correctly? However, all options must contain the tested punctuation.]</p>	<p style="text-align: center;">Scored 1</p> <p style="text-align: center;">4 OPTIONS</p> <p>One correct sentence to test apostrophe in possessives; semi-colons; quotation marks in dialogue or titles.</p> <p>Three same sentences with incorrect punctuation.</p>	None

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Writing	<b>Standard 2: Standard English Conventions</b>  <b>The student will identify and apply conventions of standard English in his or her written communications by:</b>	6	E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.	0	0	MC Multiple Choice	None	Which sentence uses the correct verb tense?	Scored 1 4 OPTIONS	IV.L.1a
			B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications.	0	1				Four same sentences; only one sentence uses the correct verb tense.  (Simple present, simple past, simple future, present progressive.)	
			E-6: using verb tenses (i.e., simple present, simple past, simple future, present progressive) in a variety of writing applications.	0	0		Scored 1 4 OPTIONS			
			B-6: using verb tenses (i.e., simple, progressive) in a variety of writing applications.	0	3		Two to three answer choices with incorrect use of verb tense, and "correct as is" as one answer choice.  (Simple present, simple past, simple future, present progressive--irregular verbs.)			

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	6	LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.	0	0	MC  Multiple Choice	None	Which sentence uses the correct verb tense?	Scored 1  4 OPTIONS  Four same sentences; only one sentence uses the correct verb tense.  (Perfect tense.)	IV.L.1a
			HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.	4	0				Scored 1  4 OPTIONS  Two to three answer choices with incorrect use of verb tense, and "correct as is" as one answer choice.  (Perfect tense--irregular verbs.)	
			LI-6: using verb tenses (i.e., simple, progressive, perfect) in a variety of writing applications.	0	1		Sentence with underlined portion (verbs)	Read the sentence.  [One sentence with [in]correct verb tense underlined.]  Which word[s] belong[s] in the underlined part of the sentence?	Scored 1  4 OPTIONS	
			HI-6: using verb tenses (simple, progressive, perfect) in a variety of writing applications.	1	1				Two to three answer choices with incorrect use of verb tense, and "correct as is" as one answer choice.  (Perfect tense--irregular verbs.)	



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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	7	E-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P) in a variety of writing applications.	0	1	MC Multiple Choice	None	Which sentence is correct?	Scored 1  4 OPTIONS  One sentence with correct subject-verb agreement (S-V, S-V-O, S-V-C, S-V-O-P).  Three same sentences with incorrect subject-verb agreement.	IV.L.1a
Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	7	<del>B-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.</del>	0	0	MC Multiple Choice	None	Which sentence is correct?	Scored 1  4 OPTIONS  One sentence with correct subject-verb agreement (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO).  Three same sentences with incorrect subject-verb agreement.	IV.L.1a
	<del>L1-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.</del>	0	0							
	HI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	3	0							
	<del>B-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.</del>	0	0							
	L1-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	0	1							
	HI-7: using subject-verb agreement in sentences (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO) in a variety of writing applications.	3	0							
							Sentence with underlined portion (subject or verb)	Read the sentence.  [One sentence with [in]correct subject-verb agreement underlined.]  Which word[s] belong[s] in the underlined part of the sentence?	Scored 1  4 OPTIONS  Two to three answer choices with incorrect subject-verb agreement (i.e., S-V, S-V-O, S-V-C, S-V-O-P, S-V-DO-IO, S-V-IO-DO), and "correct as is" as one answer choice.	

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Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	8	E-8: using noun phrases in sentences.	0	0	MC Multiple-Choice	Sentence with underlined noun phrase	Read the sentence.  [One sentence with [in]correct noun phrase underlined.]  Which words belong in the underlined part of the sentence?	Scored 4  4 OPTIONS  Two to three answer choices with incorrect use of noun phrase, and "correct as is" as one answer choice.	None
Writing	<b>Standard 2: Standard English Conventions</b>  The student will identify and apply conventions of standard English in his or her written communications by:	8	B-8: using noun, adverbial and/or prepositional phrases in sentences.	0	1	MC Multiple Choice	Sentence with underlined adverbial or prepositional phrase	Read the sentence.  [One sentence with [in]correct adverbial or prepositional phrase underlined.]  Which words belong in the underlined part of the sentence?	Scored 1  4 OPTIONS  Two to three answer choices with incorrect use of adverbial or prepositional phrase, and "correct as is" as one answer choice.	IV.L.1a IV.L.1b
		LI-8: using noun, adverbial and/or prepositional phrases in sentences.	0	1						
		HI-8: using noun, adverbial and/or prepositional phrases in sentences.	3	0						

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Writing	<p style="text-align: center;"><b>Writing Standard 3: Writing Process</b></p> <p>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</p>	4	<p>LI-1: generating, organizing, and maintaining a record of ideas for pre-writing.</p>	0	0	<p>MC Multiple Choice</p>	<p>GRAPHIC Chart, table, Venn diagram, web, story map, plot line with missing information</p>	<p>Look at the [graphic organizer]. [Graphic organizer.] Which idea belongs in the blank space of the [graphic organizer]?</p>	<p>Scored 4 4 OPTIONS</p>	None
			<p>HI-1: generating, organizing, maintaining and evaluating ideas for pre-writing.</p>	0	0					
Writing	<p style="text-align: center;"><b>Writing Standard 3: Writing Process</b></p> <p>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</p>	4	<p>LI-4: applying appropriate tools (e.g., <i>resources, reference materials</i>) or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</p>	0	0	<p>MC Multiple Choice</p>	<p>GRAPHIC Sentence with designated word underlined Thesaurus/dictionary entry for a designated word</p>	<p>Read the sentence. [One sentence with word underlined.] Look at the thesaurus/dictionary entry for [underlined word]. [Graphic of thesaurus/dictionary entry.] Which word <b>best</b> replaces [underlined word] in the sentence?</p>	<p>Scored 1 4 OPTIONS</p>	IV.L.2
			<p>HI-4: applying appropriate tools (e.g., <i>resources, reference materials</i>) or strategies (e.g., <i>peer review, rubrics</i>) to rearrange and modify words, sentences, and paragraphs in order to clarify meaning.</p>	3	0					

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Writing Paragraph	<b>Standard 4: Writing Elements</b>  The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:	2	B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.	1	1	MC  Multiple Choice	Paragraph (4 to 5 sentences; blank line in one sentence)	Read the paragraph from a student essay.  [Paragraph with a blank line in one sentence.]  Which word belong in the blank space?	Scored 1  4 OPTIONS  Transition-word[s]/phrase answer choices; only one answer choice is correct.	IV.L.1a
			LI-2: writing paragraphs with a logical organizing principle, transitions and relevant supporting details.	0	1					
			HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution.	1	1					
			B-2: writing a paragraph, focused on a topic, that includes details, clear sequencing, and transitional words and phrases to connect ideas.	0	3		Paragraph (4 to 5 sentences; second/third/fourth sentence is a blank line)	Read the paragraph from a student essay.  [Paragraph with a blank line as the second/third/fourth sentence.]  Which sentence belongs in the blank space?	Scored 1  4 OPTIONS  One-sentence answer choices related to the paragraph; only one is a detail supporting the main idea/topic sentence, or fits the sequence of the information.	
			LI-2: writing paragraphs with a logical organizing principle, transitions and relevant supporting details.	2	2					
			HI-2: writing paragraphs that use a structure that fits the type of writing, smooth and effective transitions, and a conclusion that provides a sense of resolution.	0	1					

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Reading	<b>Reading Standard 1: Print Concepts</b>  The student will demonstrate knowledge of print concepts by:	3	B-3: locating specific information using the organizational features of a book, a dictionary and a newspaper.	2	2	MC Multiple Choice	Features of a book/dictionary/ newspaper	[Question asking students to locate specific information in the stimulus.]	Scored 1  4 OPTIONS  4 pieces of information from the stimulus	None
Reading	<b>Reading Standard 1: Print Concepts</b>  The student will demonstrate knowledge of print concepts by:	4	E-4: alphabetizing a series of words to the third letter.	1	0	MC Multiple Choice	None	Which set of words is in alphabetical order?	Scored 1  4 OPTIONS  Each answer choice contains same set of four words; only one answer choice contains set of four words in correct alphabetical order (to the third letter).	None
Reading	<b>Reading Standard 1: Print Concepts</b>  The student will demonstrate knowledge of print concepts by:	4	B-4: alphabetizing a series of words.	0	0	MC Multiple Choice	List of 6 words	Look at the following words.  [List of six words]  Which two words come <b>first/last</b> in alphabetical order?	Scored 1  4 OPTIONS  Each answer choice contains two words; only one answer choice contains correct first/last two words in alphabetical order.	None
		LI-4: alphabetizing a series of words.	0	0						
		HI-4: alphabetizing a series of words.	0	2						

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Reading	<b>Reading Standard 2: Decoding</b>  The student will demonstrate knowledge of decoding by:	6	E-6: decoding regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel diagraphs (e.g., <i>th, sh, ck</i> ) and diphthongs (e.g., <i>ea, ie, ee</i> ) and r-controlled vowels.	4	2	SA1  Orally Administered/ Spoken Response	GRAPHIC  [List of three above-grade-level two-syllable/compound words (consonant blends, consonant/vowel diagraphs (th, sk, ck), diphthongs (ea, ie ee), and r-controlled vowels.)]	Look at number XX.  Look at the list of words.  [List of three (above-grade-level two-syllable words)]  Read each word to me.	Scored 1	None
Reading	<b>Reading Standard 2: Decoding</b>  The student will demonstrate knowledge of decoding by:	11	E-11: applying knowledge of affixes to base words in context.  B-11: applying knowledge of affixes to base words in context.  LI-11: applying knowledge of affixes to base words in context.  HI-11: applying knowledge of affixes to base words in context.	0 0 0 2	0 0 0 0	MC  Multiple Choice	Sentence containing a word with an affix (without contextual clues to the meaning of the word)	When you add the prefix/suffix [prefix/suffix] to [root word], what is the meaning of the new word?	Scored 1  4 OPTIONS  Only one option contains the meaning of the affix.	IV.L.2
Reading	<b>Reading Standard 2: Decoding</b>  The student will demonstrate knowledge of decoding by:	14	E-14: applying knowledge of word order (syntax) to confirm decoding of text.  B-14: applying knowledge of word order (syntax) to confirm decoding of text.  LI-14: applying knowledge of word order (syntax) to confirm decoding of text.  HI-14: applying knowledge of word order (syntax) to confirm decoding of text.	0 0 0 3	0 0 0 1	MC  Multiple Choice	Sentence with a blank	Which word belongs in the blank?	Scored 1  4 OPTIONS  (1) Word that fits context and order (2) Word that fits context, but not order (3) Word that fits order, but not context (4) Word that does not fit order or context	IV.L.1a

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	3	B-3: predicting what might happen next in a reading selection.	1	0	MC  Passage-based: Multiple Choice	Literary reading passage	Based on the passage, what will happen next?	Scored 1  4 OPTIONS  One correct answer choice contains a plausible prediction supported by the passage; three answer choices contain implausible predictions.	None
				1	1			What will happen after [event] of the passage?		
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering who, what, where, when, why, which and how questions about text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	[Who/what/where/when/why/which/how literal question about the passage.]	Scored 1  4 OPTIONS	None
			LI-4: answering literal and personal response questions about text.	0	3					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	HI-4: answering literal, inferential and personal response questions about text.	1	2	MC  Passage-based: Multiple Choice	Literary reading passage	[Who/what/where/when/why/which/how inferential question about the passage.]	Scored 1  4 OPTIONS	None

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	9	E-9: identifying signal words (e.g., <i>first, next, finally</i> ) that indicate chronological order.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which word from the passage indicates chronological order?	Scored 1  4 OPTIONS	IV.L.1.a
			B-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now</i> ) in text.	0	0					
			LI-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now, meanwhile, not long ago</i> ) in text.	0	0					
			HI-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now, meanwhile, not long ago</i> ) in text.	0	1					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	10	E-10: identifying signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which word from the passage indicates a contrast?	Scored 4  4 OPTIONS	IV.L.1a
			B-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			LI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					



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			HI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
Reading: Literary Passage (Fiction)	<p style="text-align: center;"><b>Reading Standard 4: Comprehending Text</b></p> <p style="text-align: center;"><b>The student will demonstrate knowledge of reading comprehension by:</b></p>	11	E-11: identifying signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0	MC Passage-based: Multiple-Choice	Literary reading passage	Which words from the passage indicate cause and effect?	Scored-4 4-OPTIONS	IV.L.1a
			B-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
			LI-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
			HI-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
Reading: Literary Passage (FI)	<p style="text-align: center;"><b>Reading Standard 4: Comprehending Text</b></p> <p style="text-align: center;"><b>The student will demonstrate knowledge of reading comprehension by:</b></p>	12	E-12: identifying the author's main purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	0	MC Passage-based: Multiple-Choice	Literary reading passage	Why did the author write the passage?	Scored-4 4-OPTIONS	None
			B-12: identifying the author's main purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	0					
			LI-12: determining the author's main purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	0					

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History			HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).	0	0					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	13	B-13: identifying the cause and effect relationship between two related events in a literary selection.	0	0	MC Passage-based: Multiple Choice	Literary reading passage	What causes [something from the text]?	Scored 1 4 OPTIONS	None
			LI-13: determining the cause and effect relationship between two related events in a literary selection.	0	0					
			HI-13: determining the cause and effect relationship between two related events in a literary selection.	0	1					
			B-13: identifying the cause and effect relationship between two related events in a literary selection.	0	0			What caused [something from the text]?		
			LI-13: determining the cause and effect relationship between two related events in a literary selection.	0	0					
			HI-13: determining the cause and effect relationship between two related events in a literary selection.	0	1					
Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	14	B-14: drawing conclusions from information implied or inferred in a literary selection.	0	0	MC Passage-based: Multiple Choice	Literary reading passage	[Question that requires an inference or conclusion to be made by students.]	Scored 1 4 OPTIONS	None
			LI-14: drawing conclusions from information implied or inferred in a literary selection.	0	0					
			HI-14: drawing conclusions from information implied or inferred in a literary selection.	0	1					

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Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	15	LI-15: describing the characteristics of the major and minor characters within a fictional text.	0	2	MC  Passage-based: Multiple Choice	Literary reading passage	Which word <b>best</b> describes [character]?	Scored 1  4 OPTIONS	None
Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	15	HI-15: analyzing the motivations of the major and minor characters within a fictional text.	2	0	MC  Passage-based: Multiple Choice	Literary reading passage	Why does [character] do [something in the text]?	Scored 1  4 OPTIONS	None
Reading: Literary Passage (Fiction)	<b>Reading Standard 4: Comprehending Text</b>  The student will demonstrate knowledge of reading comprehension by:	16	<del>B-16: comparing and contrasting two characters within a fictional text.</del>	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	How is/was [character(s)] [different/alike] [from other character(s)] in the passage?  [Question comparing/contrasting/ connecting two characters.]	Scored 1  4 OPTIONS	None
	<del>LI-16: comparing and contrasting two characters within a fictional text.</del>		0	0						
	HI-16: comparing, contrasting, and describing the connections between two characters within a fictional text.		0	1						

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	17	B-17: describing the various settings within a fictional text.	0	1	MC  Passage-based: Multiple Choice	Literary reading passage	Which word describes the setting?	Scored 1  4 OPTIONS	None
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	19	E-19: identifying the plot (sequence of events) in a fictional text heard or read.	1	1	MC  Passage-based: Multiple Choice	Literary reading passage	What happened [first/next/after] [plot detail from passage]?  [Question about the sequence of events in a passage.]	Scored 1  4 OPTIONS	None
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	19	B-19: identifying the main problem or conflict of a plot in a fictional text.	1	0	MC  Passage-based: Multiple Choice	Literary reading passage	What is the main problem in the passage?	Scored 1  4 OPTIONS	None
				0	1			What is [character's] <b>main</b> problem in the passage?		

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	19	LI-19: identifying the plot and its components (e.g., main events, conflict, rising action, climax, falling action, resolution) in a fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	[Question requiring the identification/description of elements of plot in a passage.]	Scored 1  4 OPTIONS	None
			HI-19: describing the plot and its components (e.g., main events, conflict, rising action, climax, falling action and resolution) in a fictional text.	0	0					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	20	PE-20: relating illustrations to fictional text.	0	0	MC  Passage-based: Multiple Choice	Literary reading passage	Which part of the passage does the illustration help the reader understand?	Scored 1  4 OPTIONS	None
			E-20: relating illustrations to fictional text.	0	0					
			B-20: relating illustrations to fictional text.	0	0					
			LI-20: relating illustrations to fictional text.	0	0					
			HI-20: relating illustrations to fictional text.	1	0					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering who, what, where, when, why, which and how questions about text.	0	1	MC  Passage-based: Multiple Choice	Informational reading passage	[Who/what/where/when/why/which/how literal question about the passage.]	Scored 1  4 OPTIONS	None
			LI-4: answering literal and personal response questions about text.	1	0					
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	HI-4: answering literal, inferential and personal response questions about text.	0	1	MC  Passage-based: Multiple Choice	Informational reading passage	[Who/what/where/when/why/which/how inferential question about the passage.]	Scored 1  4 OPTIONS	None
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	8	E-8: identifying the main idea and two to three details.	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	What is the main idea of the passage?	Scored 1  4 OPTIONS	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	8	B-8: summarizing the main idea and supporting details from text.	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Which is the <b>best</b> summary of the passage?	Scored 1  4 OPTIONS	None
			LI-8: summarizing the main idea and supporting details from text using academic vocabulary.	0	0					
			HI-8: summarizing the main idea and supporting details from text using academic vocabulary.	2	1					
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	9	E-9: identifying signal words (e.g., <i>first</i> , <i>next</i> , <i>finally</i> ) that indicate chronological order.	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Which word from the passage indicates chronological order?	Scored 1  4 OPTIONS	IV.L.1.a
			B-9: locating sequential/chronological order signal words (e.g., <i>first</i> , <i>next</i> , <i>finally</i> , <i>today</i> , <i>now</i> ) in text.	0	0					
			LI-9: locating sequential/chronological order signal words (e.g., <i>first</i> , <i>next</i> , <i>finally</i> , <i>today</i> , <i>now</i> , <i>meanwhile</i> , <i>not long ago</i> ) in text.	0	0					
			HI-9: locating sequential/chronological order signal words (e.g., <i>first</i> , <i>next</i> , <i>finally</i> , <i>today</i> , <i>now</i> , <i>meanwhile</i> , <i>not long ago</i> ) in text.	0	1					



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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	10	E-10: identifying signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Which word from the passage indicates a contrast?	Scored 1  4 OPTIONS	IV.L.1.a
			B-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			LI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			HI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	1	0					
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	11	E-11: identifying signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Which words from the passage indicate cause and effect?	Scored 4  4 OPTIONS	IV.L.1.a
			B-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
			LI-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
			HI-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					

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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying the author's main purpose (e.g., to inform, to persuade, to entertain).	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	Why did the author write the passage?	Scored 1  4 OPTIONS	None
			B-12: identifying the author's main purpose (e.g., to inform, to persuade, to entertain).	0	0					
			LI-12: determining the author's main purpose (e.g., to inform, to persuade, to entertain).	0	0					
			HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).	2	1					
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	14	HI-14: drawing conclusions from information implied or inferred in a literary selection.	1	0	MC  Passage-based: Multiple Choice	Informational reading passage	How are [inferential question relating to the passage]?  [Questions that require an inference or conclusion to be made by the student.]	Scored 1  4 OPTIONS	None
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	21	B-21: applying understanding of content area vocabulary within math, science and social studies texts.	0	0	MC  Passage-based: Multiple Choice	Informational reading passage (math, science, social studies)	What does <u>[word from the passage]</u> mean in the passage?	Scored 1  4 OPTIONS	IV.L.2
			LI-21: applying understanding of content area vocabulary within math, science and social studies texts.	0	0					
			HI-21: applying understanding of content area vocabulary within math, science and social studies texts.	2	0					

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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	24	LI-24: interpreting information from external text within nonfiction text for a specific purpose.	0	0	MC  Passage-based: Multiple Choice	Informational reading passage  GRAPHIC  Map/graph/chart/ diagram/table/timeline attached to an informational reading passage.	In/based on the [map/graph/chart/ diagram/table/timeline], which/what [detail from graphic]?	Scored 1  4 OPTIONS	None
			HI-24: interpreting information from external text within nonfiction text for a specific purpose.	1	1			[Question requiring an interpretation of information in the text feature.]		
Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	29	<del>E-29: comparing and contrasting two items within an expository text.</del>	0	0	MC  Passage-based: Multiple Choice	Informational reading passage	What do both [two things/people] in the passage [do/wear/other detail]?	Scored 1  4 OPTIONS	None
			<del>B-29: comparing and contrasting two items within an expository text.</del>	0	0					
			<del>LI-29: comparing and contrasting two items within an expository text.</del>	0	0					
			HI-29: comparing and contrasting two items within an expository text.	1	0					
			<del>E-29: comparing and contrasting two items within an expository text.</del>	0	0			What is a/the difference between [two things] described in the passage?		
			<del>B-29: comparing and contrasting two items within an expository text.</del>	0	0					
			<del>LI-29: comparing and contrasting two items within an expository text.</del>	0	0					
			HI-29: comparing and contrasting two items within an expository text.	1	0					

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Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering who, what, where, when, why, which and how questions about text.	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	[Who/what/where/when/why/which/how literal question about the passage.]	Scored 1  4 OPTIONS	None
			LI-4: answering literal and personal- response questions about text.	0	0					
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	HI-4: answering literal, inferential and personal response questions about text.	0	1	MC  Passage-based: Multiple Choice	Functional reading passage	[Who/what/where/when/why/which/how inferential question about the passage.]	Scored 1  4 OPTIONS	None
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	8	E-8: identifying the main idea and two to three details.	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	What is the main idea of the passage?	Scored 1  4 OPTIONS	None
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate	8	B-8: summarizing the main idea and supporting details from text.	0	0	MC  Passage-based:	Functional reading passage	Which is the <b>best</b> summary of the passage?	Scored 1  4 OPTIONS	None
			LI-8: summarizing the main idea and supporting details from text using academic vocabulary.	0	0					

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HI (Procedural)	<del>knowledge of reading comprehension by:</del>		<del>HI-8: summarizing the main idea and supporting details from text using academic vocabulary.</del>	0	0	Multiple Choice			<del>4 OPTIONS</del>	

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Reading: Functional (Procedural)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	9	E-9: identifying signal words (e.g., <i>first, next, finally</i> ) that indicate chronological order.	0	0	MC Passage-based: Multiple Choice	Functional reading passage	Which word from the passage indicates chronological order?	Scored 1 4 OPTIONS	IV.L.1.a
			B-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now</i> ) in text.	0	0					
			LI-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now, meanwhile, not long ago</i> ) in text.	0	0					
			HI-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now, meanwhile, not long ago</i> ) in text.	0	0					
Reading: Functional (Procedural)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	10	E-10: identifying signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0	MC Passage-based: Multiple Choice	Functional reading passage	Which word from the passage indicates a contrast?	Scored 1 4 OPTIONS	IV.L.1.a
			B-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			LI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			HI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	1					

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Reading: Functional (Procedural)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	11	E-11: identifying signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	Which words from the passage indicate cause and effect?	Scored 1  4 OPTIONS	IV.L.1.a
			B-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
			LI-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	0	0					
			HI-11: locating signal words in text that indicate cause and effect (e.g., <i>as a result of, consequently, so that, because of, since</i> ).	1	0					
Reading: Functional (Procedural)	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	12	E-12: identifying the author's main purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	Why did the author write the passage?	Scored 1  4 OPTIONS	None
			B-12: identifying the author's main purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	0					
			LI-12: determining the author's main purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	1					
			HI-12: determining the author's stated or implied purpose (e.g., <i>to inform, to persuade, to entertain</i> ).	0	1					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	21	B-21: applying understanding of content area vocabulary within math, science and social studies texts.	0	0	MC  Passage-based: Multiple Choice	Functional reading passage (math, science, social studies)	What does [content area word] mean in the passage?	Scored 1  4 OPTIONS	IV.L.2
			LI-21: applying understanding of content area vocabulary within math, science and social studies texts.	0	0					
			HI-21: applying understanding of content area vocabulary within math, science and social studies texts.	1	0					
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	22	B-22: following a set of written multi-step instructions to perform routine procedures and answer questions.	0	0	MC  Passage-based: Multiple Choice	Functional reading passage (does not have to be math, science, social studies related)	What is the <b>first</b> step in [task/procedure]?  What is/will be done before/right after [task/procedure]?  [Questions about steps in a task/procedure.]	Scored 1  4 OPTIONS	None
			LI-22: following a set of written multi-step instructions to perform routine procedures, answer questions or solve problems in math, science and social studies.	0	0	MC  Passage-based: Multiple Choice				
			HI-22: following a set of written multi-step instructions to perform unfamiliar procedures, answer questions or solve problems in math, science and social studies.	2	0					
Reading: (Proc)	Reading Standard 4: Comprehending Text		LI-24: interpreting information from external text within nonfiction text for a specific purpose.	0	0	MC	Functional reading passage  GRAPHIC	In/based on the [map/graph/chart/diagram/table/timeline], which/what [detail from graphic]?	Scored 1	



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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Functional	The student will demonstrate knowledge of reading comprehension by:	24	HI-24: interpreting information from external text within nonfiction text for a specific purpose.	2	0	Passage-based: Multiple Choice	Map/graph/chart/ diagram/table/timeline attached to a functional reading passage	from graphic]. [Question requiring an interpretation of information in the text feature.]	4 OPTIONS	None
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	28	LI-28: locating information in functional documents (e.g., letters, memos, directories, search engines, manuals, recipes, graphic organizers).	2	0	MC  Passage-based: Multiple Choice	Functional reading passage	According to the/which of [literal question requiring students to locate specific information in the passage]?	Scored 1  4 OPTIONS	None
Reading: Functional (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	28	HI-28: interpreting information in functional documents (e.g., memos, directories, search engines, manuals, recipes, graphic organizers).	0	0	MC  Passage-based: Multiple Choice	Functional reading passage	How are [interpretive question relating to the passage]?  [Questions that require an interpretation or inference to be made by the student.]	Scored 4  4 OPTIONS	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering who, what, where, when, why, which and how questions about text.	0	2	MC  Passage-based: Multiple Choice	Persuasive reading passage	[Who, what, where, when, why, which, how literal question about the passage.]	Scored 1  4 OPTIONS	None
			LI-4: answering literal and personal response questions about text.	2	1					
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	4	HI-4: answering literal, inferential and personal response questions about text.	2	0	MC  Passage-based: Multiple Choice	Persuasive reading passage	[Who, what, where, when, why, which, how inferential question about the passage.]	Scored 1  4 OPTIONS	None
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	8	E-8: identifying the main idea and two-to- three details.	1	2	MC  Passage-based: Multiple Choice	Persuasive reading passage	What is the main idea of the passage?	Scored 1  4 OPTIONS	None
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	8	B-8: summarizing the main idea and supporting details from text.	0	0	MC  Passage-based: Multiple Choice	Persuasive reading passage	Which is the <b>best</b> summary of the passage?	Scored 1	IV.L.1a
			LI-8: summarizing the main idea and supporting details from text using academic vocabulary.	0	0					

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Passive Passage	The student will demonstrate knowledge of reading comprehension by:		HI-8: summarizing the main idea and supporting details from text using academic vocabulary.	0	1	Passage-based. Multiple Choice			4 OPTIONS	

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Persuasive Passage	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	9	E-9: identifying signal words (e.g., <i>first, next, finally</i> ) that indicate chronological order.	0	0	MC  Passage-based: Multiple Choice	Persuasive reading passage	Which word from the passage indicates chronological order?	Scored 4  4 OPTIONS	IV.L.1a
			B-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now</i> ) in text.	0	0					
			LI-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now, meanwhile, not long ago</i> ) in text.	0	0					
			HI-9: locating sequential/chronological order signal words (e.g., <i>first, next, finally, today, now, meanwhile, not long ago</i> ) in text.	0	0					
Reading: Persuasive Passage	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	10	E-10: identifying signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0	MC  Passage-based: Multiple Choice	Persuasive reading passage	Which word from the passage indicates a contrast?	Scored 1  4 OPTIONS	IV.L.1a
			B-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			LI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	0	0					
			HI-10: locating signal words in text that indicate comparison/contrast (e.g., <i>similarly, on the other hand, however, yet, in spite of</i> ).	1	1					

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	11	E-11: identifying signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).	0	0	MC  Passage-based: Multiple Choice	Persuasive reading passage	Which words from the passage indicate cause and effect?	Scored 1  4 OPTIONS	IV.L.1a
			B-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).	0	0					
			LI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).	0	0					
			HI-11: locating signal words in text that indicate cause and effect (e.g., as a result of, consequently, so that, because of, since).	1	0					
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying the author's main purpose (e.g., to inform, to persuade, to entertain).	0	0	MC  Passage-based: Multiple Choice	Persuasive reading passage	Why did the author write the passage?	Scored 1  4 OPTIONS	None
			B-12: identifying the author's main purpose (e.g., to inform, to persuade, to entertain).	0	0					
			LI-12: determining the author's main purpose (e.g., to inform, to persuade, to entertain).	0	2					
			HI-12: determining the author's stated or implied purpose (e.g., to inform, to persuade, to entertain).	0	2					

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Reading: Persuasive Passage	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	30	B-30: identifying fact and opinion in persuasive text.	1	2	MC Passage-based: Multiple Choice	Persuasive reading passage	Which sentence is/contains an opinion?	Scored 1 4 OPTIONS	None
			B-30: identifying fact and opinion in persuasive text.	1	0			Which sentence from the passage is a fact?		
Reading: Persuasive Passage	<b>Reading Standard 4: Comprehending Text</b>  <b>The student will demonstrate knowledge of reading comprehension by:</b>	31	<del>B-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).</del>	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	Which word/words/sentence does the author use to influence the reader?	Scored 1 4 OPTIONS	None
			<del>LI-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).</del>	0	0					
			HI-31: identifying words used in persuasive text to affect the reader (e.g., stereotypes, testimonial, exaggeration, loaded words).	1	1					

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Listening				0	4		Oral (30-50 word fiction/nonfiction passage)	<p>Look at number XX.</p> <p>Listen to the [passage/instructions/announcement].</p> <p>[30-50 word fiction/nonfiction passage]</p> <p>Now listen to the [passage/instructions/announcement] again to answer the question.</p> <p>[main idea/detail question (read to students)]</p> <p>[30-50 word fiction/nonfiction passage]</p> <p>[main idea/detail question (read to students)]</p> <p>Listen to the answer choices. The answer choices are [answer choices (read to students)]. Mark your answer.</p>		

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Fiction or Nonfiction Passage	<p style="text-align: center;"><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p>The student will demonstrate understanding of oral communications by:</p>	3	B-3: responding to read-alouds (nonfiction and fiction) by identifying main ideas and details in sentences.	0	6	MC  Orally Administered/ Passage-based: Multiple Choice	Oral (50-70 word fiction/nonfiction passage)	<p>[Note: This question is the first of two questions, the second of which may be coded to another P.I.]</p> <p>Look at number XX. Listen to the [passage/instructions/announcement].</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Now listen to the [passage/instructions/announcement] again to answer the questions.</p> <p>[two questions about main idea/detail (read to students)]</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Listen to the question and the answer choices.</p> <p>Question number XX: [first question (read to students)]</p> <p>The answer choices are [answer choices (read to students)]. Mark your answer.</p>	<p>Scored 1</p> <p>4 OPTIONS</p> <p>phrases or sentences</p>	None



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Listening: Fiction or Nonfiction Passage	<b>Listening Standard 1: Comprehension of Oral Communications</b>  The student will demonstrate understanding of oral communications by:	3	LI-3: summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in sentences.	5	0	MC  Orally Administered/ Multiple Choice	Oral (50-70 word fiction/nonfiction passage)	Look at number XX. Listen to the [passage/instructions/announcement].  [50-70 word fiction/nonfiction passage]  Now listen to the [passage/instructions/announcement] again to answer the question. [main idea/supporting detail question (read to students)]  [50-70 word fiction/nonfiction passage]  [main idea/supporting detail question (read to students)]  Listen to the answer choices. The answer choices are [answer choices (read to students)]. Mark your answer.	Scored 1  4 OPTIONS  phrases or sentences	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	<b>Listening Standard 1: Comprehension of Oral Communications</b>  <b>The student will demonstrate understanding of oral communications by:</b>	3	LI-3: summarizing main ideas and supporting details from read-alouds (nonfiction and fiction) in sentences.	1	0	MC  Orally Administered/ Multiple Choice	Oral  (50-70 word fiction/nonfiction passage)	<p>[Note: This question is the first of two questions, the second of which is main idea question.]</p> <p>Look at numbers XX and XX. Listen to the [passage/instructions/announcement].</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Now listen to the [passage/instructions/announcement] again to answer the questions.</p> <p>[first (of two) question about supporting detail, and second (of two) question about main idea (read to students)]</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Question number XX: [first (of two) question about supporting detail (read to students)]</p> <p>The answer choices are [answer choices (read to students)]. Mark your answer.</p>	Scored 1  4 OPTIONS  phrases or sentences	None
				5	1			<p>[Note: This question is the second of two questions, the first of which is a supporting detail question.]</p> <p>Listen to the question and the answer choices.</p> <p>Question number XX: [second (of two) question about main idea (read to students)]</p> <p>The answer choices are [answer choices (read to students)]. Mark your answer.</p>		

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Listening: Fiction or Nonfiction Passage	<p><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p><b>The student will demonstrate understanding of oral communications by:</b></p>	3	<p>HI-3: making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in sentences.</p>	2	0	<p>MC</p> <p>Orally Administered/ Passage-based: Multiple Choice</p>	<p>Oral (50-70 word fiction/nonfiction passage)</p>	<p>Look at number XX. Listen to the [passage/instructions/announcement].</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Now listen to the [passage/instructions/announcement] again to answer the question.</p> <p>[question about inferences made/drawing conclusions (read to students)]</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>[question about inferences made/drawing conclusions (read to students)].</p> <p>Listen to the answer choices. The answer choices are [answer choices (read to students)]. Mark your answer.</p>	<p>Scored 1</p> <p>4 OPTIONS</p> <p>phrases or sentences</p>	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	<p><b>Listening Standard 1: Comprehension of Oral Communications</b></p> <p>The student will demonstrate understanding of oral communications by:</p>	3	<p>HI-3: making inferences and drawing conclusions using evidence from read-alouds (nonfiction and fiction) in sentences.</p>	2	1	<p>MC</p> <p>Orally Administered/ Passage-based: Multiple Choice</p>	<p>Oral (50-70 word fiction/nonfiction passage)</p>	<p>[Note: This question is the first of two questions, the second of which is an LI-3 main idea/supporting detail question.]</p> <p>Look at numbers XX and XX. Listen to the [passage/instructions/announcement].</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Now listen to the [passage/instructions/announcement] again to answer the questions.</p> <p>[first (of two) question about inferences made/drawing conclusions, and second (of two) question about main idea/supporting detail (read to students)]</p> <p>[50-70 word fiction/nonfiction passage/instructions/announcement]</p> <p>Question number XX: [first (of two) question about inferences made/drawing conclusions (read to students)]</p> <p>The answer choices are [answer choices (read to students)]. Mark your answer.</p>	<p>Scored 1</p> <p>4 OPTIONS</p> <p>phrases or sentences</p>	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	<b>Listening Standard 1: Comprehension of Oral Communications</b>  <b>The student will demonstrate understanding of oral communications by:</b>	5	B-5: sequencing events from information presented in read-alouds, presentations, and conversations.	0	2	MC  Orally Administered/ Passage-based: Multiple Choice	Oral (50-70 word fiction/nonfiction passage)	Look at number XX. Listen to the [passage/instructions/announcement].  [50-70 word fiction/nonfiction passage/instructions/announcement]	Scored 1  4 OPTIONS  phrases or sentences	IV.L.1a
			<del>LL-5: sequencing events from information presented in read-alouds, presentations, and conversations.</del>	<del>0</del>	<del>0</del>			Now listen to the [passage/instructions/announcement] again to answer the question.  [question about sequence of events (read to students)]		
			HI-5: sequencing events from information presented in read-alouds, presentations, and conversations.	3	1			[50-70 word fiction/nonfiction passage/instructions/announcement]  [question about sequence of events (read to students)]  Listen to the answer choices. The answer choices are [answer choices (read to students)]. Mark your answer.		

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	<b>Listening Standard 1: Comprehension of Oral Communications</b>  <b>The student will demonstrate understanding of oral communications by:</b>	5	B-5: sequencing events from information presented in read-alouds, presentations, and conversations.	0	1	MC  Orally Administered/ Passage-based: Multiple Choice	Oral  (50-70 word fiction/nonfiction passage)	[Note. This question is the first of two questions, the second of which may be coded to another P.I.]	Scored 1  4 OPTIONS  phrases or sentences	IV.L.1a
			<del>LI-5: sequencing events from information presented in read-alouds, presentations, and conversations.</del>	<del>0</del>	<del>0</del>			Look at numbers XX and XX. Listen to the [passage/instructions/announcement].		
								[50-70 word fiction/nonfiction passage/instructions/announcement]		
								Now listen to the [passage/instructions/announcement] again to answer the questions.		
								[two questions, one of which is about sequence of events (read to students)]		
								[50-70 word fiction/nonfiction passage/instructions/announcement]		
								Listen to the question and the answer choices. Question number XX: [first question about sequence of events (read to students)]		
			The answer choices are [answer choices (read to students)]. Mark your answer.							
			<del>B-5: sequencing events from information presented in read-alouds, presentations, and conversations.</del>	<del>0</del>	<del>0</del>			[Note: This question is the second of two questions, the first of which may be coded to another P.I.]		
			<del>LI-5: sequencing events from information presented in read-alouds, presentations, and conversations.</del>	<del>0</del>	<del>0</del>			Listen to the question and the answer choices. Question number XX: [second question about sequence of events (read to students)]		
			HI-5: sequencing events from information presented in read-alouds, presentations, and conversations.	1	0			The answer choices are [answer choices (read to students)]. Mark your answer.		

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Listening: Fiction or Nonfiction Passage	<b>Listening Standard 1: Comprehension of Oral Communications</b>  The student will demonstrate understanding of oral communications by:	6	B-6: following multi-step instructions/directions, procedures and processes which contain specific academic content vocabulary.	0	2	MC  Orally Administered/ Passage-based: Multiple Choice	Oral  (50-70 word passage with multiple steps/instructions for an academic assignment/procedure/process)	Look at number XX. Look at the pictures and listen to the [passage/instructions/announcement].  [50-70 word fiction/nonfiction multiple step passage/instructions/announcement]  Now listen to the [passage/instructions/announcement] again to answer the question.  [question about multiple step directions/instructions/procedures (read to students)]  [50-70 word fiction/nonfiction passage/instructions/announcement]  [question about multiple step directions/instructions/procedures (read to students)]  Listen to the answer choices. The answer choices are [answer choices (read to students)]. Mark your answer.	Scored 1  4 OPTIONS  phrases or sentences	IV.L.1a
Listening: Fiction or	<b>Listening Standard 1: Comprehension of Oral Communications</b>	6	LI-6: following multi-step instructions/directions, procedures and processes which contain specific	3	2	MC  Orally Administered/	Oral  (50-70 word passage with multiple steps/instructions for an academic	Look at number XX. Look at the pictures and listen to the [passage/instructions/announcement].  [50-70 word fiction/nonfiction multiple step passage/instructions/announcement]  Now listen to the [passage/instructions/announcement] again to answer the question.  [question about multiple step directions/instructions/procedures (read to	Scored 1  GRAPHIC  4 OPTIONS	None

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Nonfiction Passage	The student will demonstrate understanding of oral communications by:		procedures and processes which contain specific academic content vocabulary.			Orally Administered Passage-based: Multiple Choice	assignment/procedure/process)  [GRAPHIC answer choices]	students])  [50-70 word fiction/nonfiction passage/instructions/announcement]  [question about multiple step directions/instructions/procedures (read to students)]  Which picture shows [question about multiple step directions/instructions/procedures (read to students)]? Mark your answer.	Pictures that relate to the passage, but only one that answers the question	



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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	1	HI-1: producing sentences with accurate pronunciation, intonation, and stress.	20	10	RP6	n/a	[sentence for the student to repeat]	Scored 0-6	IV.L.1b
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	4	B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, abilities, and needs, using complete sentences.	0	0	SA4 OE  Orally Administered/ Spoken Response	Oral	Please answer in two or more complete sentences. [Question or imperative sentence asking for personal information.] [Question asking student to justify response.]	Scored 0-4	IV.L.1b IV.L.2
		LI-4: participating in formal and informal conversation tasks using complete sentences.	0	0						
		HI-4: participating in formal and informal conversation tasks using complete sentences.	2	4						
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	5	E-5: sharing a personal experience/story using complete sentences.	0	0	SA4 OE  Orally Administered/ Spoken Response	Oral	Please answer in two or more complete sentences.  Think about a time when [a personal experience/interest/story happened].  Tell [one detail from the experience/interest/story, e.g., who/what/when/where/how] and [another detail from the experience/interest/story,	Scored 0-4	IV.L.1b IV.L.2
		B-5: sharing a personal experience/story supported by details and examples in complete sentences.	0	0						
		LI-5: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	0	0						

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
			HI-5: sharing a personal experience/story with descriptive language and supported by details and examples in complete sentences.	2	3			e.g., who/what/when/where/how].		
Speaking	<b>Speaking Standard 2: Delivery of Oral Communications</b>  The student will communicate orally by:	6	<del>B-6: making predictions about academic content using complete sentences.</del>	0	0	SA4 OE  Orally Administered/ Spoken Response	Oral  GRAPHIC	<p>Look at number XX. Look at the [picture/chart/map]. It has information about [contents of picture/chart/map].</p> <p>Please answer in complete sentences.</p> <p>Based on the [picture/chart/map], [question about picture/chart/map contents]? [Question asking student to justify response or provide additional information]?</p>	Scored 0-4	IV.L.1b IV.L.2
			LI-6: making predictions and inferences about academic content using complete sentences with instructional support.	0	1					
			HI-6: making predictions and inferences about academic content using complete sentences.	3	3					
			<del>B-6: making predictions about academic content using complete sentences.</del>	0	0					
			<del>LI-6: making predictions and inferences about academic content using complete sentences with instructional support.</del>	0	0					
			HI-6: making predictions and inferences about academic content using complete sentences.	2	0					
			B-6: making predictions about academic content using complete sentences.	0	1					
							Look at number XX. Look at the			

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Domain (and Genre)	STANDARD	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
			LI-6: making predictions and inferences about academic content using complete sentences with instructional support.	0	0			[chart/graph]. Please answer in complete sentences.  Tell me one thing you learn from the information in the [chart/graph]. Tell me another thing you learn from the information in the [chart/graph].		
			HI-6: making predictions and inferences about academic content using complete sentences.	1	0					
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	7	B-7: giving multiple step directions and instructions.	1	4	SA4 OE  Orally Administered/ Spoken Response	Oral	Please answer in two or more complete sentences. Tell how to [do something students would be familiar with]. Include at least four steps.	Scored 0-4	IV.L.1b
Speaking	Speaking Standard 2: Delivery of Oral Communications  The student will communicate orally by:	7	LI-7: issuing multiple step directions and instructions including time, location and movement.	1	2	SA4 OE  Orally Administered/ Spoken Response	Oral	Look at number XX.  Look at the map of the [place].  Please answer in two or more complete sentences. Use the path marked on the map to tell how to get from [first location on the map] to [second location on the map].	Scored 0-4.	IV.L.1a IV.L.1b

	<b>Range</b>	<b>Words</b>	<b>Items</b>
<b>Literary Passage</b>			
	Low end	100-150	5
	Mid-range	151-225	6
	Upper end	226-300	8
<b>Funtional Passage</b>			
	Low end	100-150	5
	Mid-range	151-225	6
	Upper end	226-300	8
<b>Persuasive Passage</b>			
	Low end	100-150	5
	Mid-range	151-225	6
	Upper end	226-300	8
<b>Listening Passage</b>			
	Low end	30-50	2
	Upper end	50-70	3