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
			B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.	0	0			[Identifies a situation in which students write a "story" about a real or imagined		
Writing	Writing Standard 1: Writing Applications  The student will express his or her thinking and ideas by using a variety of writing genres, as	1	LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.		0	ER Written Response	None	experience.]  Be sure to include:  Characters. Setting. Plot.	Scored 0-5	V.L.1b
	demonstrated by:		HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.		4			[Do not require dialogue.]		
Writing	Writing Standard 1: Writing Applications  The student will express his or her thinking and ideas by using a variety of writing genres, as demonstrated by:	3	B-3: writing an expository paragraph that includes a topic sentence, supporting details, and a conclusion.	0	1	ER Written Response	None	[Identifies a situation in which students write an expository paragraph about a topic familiar to students.]  Be sure to include:  • A topic sentence.  • Supporting details.  • A conclusion.	Scored 0-5	V.L.1b
Writing	Writing Standard 1: Writing Applications  The student will express his or her thinking and ideas by using a variety of writing genres, as	7	B-7; writing a persuasive paragraph that states a position/claim and supports arguments with evidence.	Đ	θ	ER	None	[Identifies a situation in which students write a persuasive paragraph/essay that states a position/claim about a topic familiar to students.]	Scored 0-5	V.L.1b
ting	demonstrated by:	, , ,	LI-7: writing a persuasive text that states a position/claim and supports arguments with evidence.	4	2*	Written Response	Notice	Be sure to: • State your position. • Give reasons to support your position.	Scored 0-0	V.L. 10

Printed: 10/24/2018

Stage V Writing
Page 1 of 59

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	Writing Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	3	E-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," and proper adjectives.	0	3	MC Multiple Choice	None	Which sentence uses capitalization correctly?	Scored 1  4 OPTIONS  One sentence with correct capitalization (proper noun or adjective).  Three sentences with incorrect or missing capitalization.	None
			B-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.	0	θ				Scored 1 4 OPTIONS One sentence with correct	
Writing	Writing Standard 2: Standard English Conventions  The student will identify and apply conventions of standard English in his or her written communications by:	3	LI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.	0	0	MC Multiple Choice	None	Which sentence uses capitalization correctly?	capitalization (titles or abbreviations).  Three same sentences with incorrect or missing capitalization.	None
			HI-3: using capitalization at the beginning of sentences, proper nouns, the pronoun "I," proper adjectives, titles, and abbreviations.	1	1				Test the title of a person/place, not a book title.	
Writing	Writing Standard 2: Standard English Conventions	5	LI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.	0	θ	мс	None	Which sentence uses punctuation/commas correctly?	Scored 1 4 OPTIONS One sentence with correct comma for items in a series, direct address, introductory words and	None
ng	Standard 2: Standard English Conventions  The student will identify and apply conventions of standard English in his or her written communications by:		HI-5: using commas to punctuate items in a series, dates, greetings and closings of letters, direct address, introductory words, phrases, clauses, compound sentences, and appositives.	2	2	Multiple Choice		[Use "punctuation" when one answer choice is missing necessary comma(s).]	clauses, compound sentence).  Three same sentences with incorrect or missing comma.	

Printed: 10/24/2018

WestEd

Stage V Writing
Page 2 of 59

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	Writing Standard 2: Standard English Conventions	c	LI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.	θ	θ	MC	None	Which sentence uses punctuation/quotation marks correctly?	Scored 1 4 OPTIONS One sentence with correct quotation marks.	None
ting	The student will identify and apply conventions of standard English in his or her written communications by:	0	HI-6: using quotation marks to punctuate dialogue, titles, and exact words from sources.	2	1	Multiple Choice	None	[Use "punctuation" when one answer choice is missing necessary quotation marks.]	Three same sentences with incorrect or missing quotation marks.  (Dialogue, quotes from a source.)	None
8	Writing Standard 2: Standard English Conventions		LI-7: using colons to punctuate time, salutations, and sentences introducing lists.	0	9	MC		Which sentence/greeting uses punctuation/colons correctly?	Scored 1 4 OPTIONS One sentence with correct	
Writing	The student will identify and apply conventions of standard English in his or her written communications by:	7	HI-7: using colons to punctuate time, salutations, and sentences introducing lists.	2	0	Multiple Choice	None	[Use "punctuation" when one answer choice is missing necessary colons.]	use of colons.  Three same sentences with incorrect or missing colons.  (Time, introduction of lists.)	None

Printed: 10/24/2018

WestEd

Stage V Writing
Page 3 of 59

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	Writing Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	9	E-9: using apostrophes to punctuate contractions and singular possessives.	0	2	MC Multiple Choice	Sentence with underlined portion	Read the sentence.  [One sentence with [in]correct contraction underlined.]  Which word belongs in the underlined part of the sentence?	Scored 1  4 OPTIONS  Two to three answer choices with incorrect use of apostrophe, and "correct as is" as one answer choice.  (Contractions, singular possessives.)	
			B-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	Ф	θ			Read the sentence.	Scored 1 4 OPTIONS	
Writing	Writing Standard 2: Standard English Conventions  The student will identify and apply conventions of standard English in his or her written communications by:	9	LI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	0	0	MC Multiple Choice	Sentence with underlined portion	[One sentence with [in]correct single/plural possessive underlined.]	Two to three answer choices with incorrect use of apostrophe, and "correct as is" as one answer choice.	
			HI-9: using apostrophes to punctuate contractions, singular possessives, and plural possessives.	2	1				(Plural possessives.)	

Printed: 10/24/2018

WestEd

Stage V Writing
Page 4 of 59

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
			E-2: spelling words correctly.	θ	θ				Scored 1 4 OPTIONS	
Writing	Writing Standard 2: Standard English Conventions	2	B-2: spelling words correctly.	0	2	MC	None	Which word is spelled correctly?	Correctly spelled word.  Three misspellings of the same word.	None
ting	The student will identify and apply conventions of standard English in his or her written communications by:	2	LI-2: spelling words correctly.	θ	0	Multiple Choice	None		Four different words; only one is spelled correctly.	
			HI-2: spelling words correctly.	2	2				(Commonly misspelled words.)	
			E-13: using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications.	0	3		None	Which sentence is correct?	Scored 1  4 OPTIONS  Four same sentences; only one sentence uses the	,
	Writing		B-13: using verb tenses (simple and progressive) in a variety of writing applications.	0	1				correct verb tense.  (Simple present, simple past, simple future, present progressive.)	t
Writing	Standard 2: Standard English Conventions  The student will identify and apply conventions of standard English in his or her written communications by:	13	E-13: using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications.	0	1	MC Multiple Choice	Sentence with underlined	Read the sentence.  [One sentence with [in]correct verb tense	Scored 1 4 OPTIONS Two to three answer choices with incorrect use of verb tense, and "correct	

Printed: 10/24/2018

WestEd

Stage V Writing
Page 5 of 59

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
			B-13: using verb tenses (simple and progressive) in a variety of writing applications.	1	0		portion (verbs)	underlined.]  Which word[s] belong[s] in the underlined part of the sentence?	as is" as one answer choice.  (Simple present, simple past, simple future, present progressiveirregular verbs.)	

WestEd Printed: 10/24/2018

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-13: using verb tenses (simple, progressive, and- perfect) in a variety of writing applications.	0	9		None	Which sentence is correct?	Scored 1 4 OPTIONS Four same sentences; only	,
	Writing		HI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications.	3	0			Which sentence is correct?	one sentence uses the correct verb tense.  (Perfect tense.)	
Writing	Standard 2: Standard English Conventions  The student will identify and apply conventions of standard English in his or her written communications by:	13	LI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications.	0	1	MC Multiple Choice		Read the sentence.  [One sentence with [in]correct verb tense	Scored 1 4 OPTIONS Two to three answer	V.L.1a
			HI-13: using verb tenses (simple, progressive, and perfect) in a variety of writing applications.	1	1		Sentence with underlined portion (verbs)	underlined.]  Which word[s] belong[s] in the underlined part of the sentence?	choices with incorrect use of verb/verb phrases, and "correct as is" as one answer choice.  (Perfect tenseirregular verb.)	
			E-14: using subject-verb agreement in sentences in a variety of writing applications.	0	0				Scored 1	
Writing	Writing Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:		B-14: using subject-verb agreement in sentences in a variety of writing applications.	0	0	MC	None	Which sentence is correct?	4 OPTIONS  One sentence with correct	V.L.1a
ting		14	LI-14: using subject-verb agreement in sentences in a variety of writing applications.	0	θ	Multiple Choice	Notice	WHICH SERREILE IS COTTOUT	subject-verb agreement.  Three same sentences with incorrect subject-verb agreement.	
			HI-14: using subject-verb agreement in sentences in a variety of writing applications.	2	3				agreement.	

Stage V Writing Page 7 of 59 WestEd Printed: 10/24/2018

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	Writing Standard 2: Standard English Conventions The student will identify and apply conventions of standard English in his or her written communications by:	15	E-15: using noun phrases in sentences.	1	0	MC Multiple Choice	Sentence with underlined portion (noun phrase)	Read the sentence.  [One sentence with [in]correct noun 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 noun phrase, and "correct as is" as one answer choice.	V.L.1a
			B-15: using noun, adverbial and/or prepositional phrases in sentences.	0	0				Scored 1	
Writing	Writing Standard 2: Standard English Conventions  The student will identify and apply conventions of standard English in his or her written communications by:	15	LI-15: using noun, adverbial and/or prepositional phrases in sentences.	0	0	MC Multiple Choice	Sentence with underlined portion (adverbial or prepositional phrase)	Read the sentence.  [One sentence with [in]correct adverbial or prepositional phrase underlined.]  Which words belong in the underlined part	4 OPTIONS  Two to three answer choices with incorrect use of adverbial or prepositional phrase, and	V.L.1a V.L.1b
	communications by.		HI-15: using noun, adverbial and/or prepositional phrases in sentences.	1	3			of the sentence?	"correct as is" as one answer choice.	

Printed: 10/24/2018

WestEd

Stage V Writing
Page 8 of 59

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
			E-2: using a variety of organizational strategies (e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing, with support.	0	0					
Writing	Writing Standard 3: Writing Process	<del>2</del>	B-2: using a variety of organizational strategies (e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing.	θ	θ	M <del>C</del>	GRAPHIC  Chart, table, Venn- diagram, web, story map,	Look at the [graphic organizer]. [Graphic organizer.]	Scored 1	None
	Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:		LI-2: using a variety of organizational strategies- (e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing.	θ	0	Multiple Choice	plot line with missing information	Which idea belongs in the blank space of the [graphic organizer]?	4 OPTIONS	
			HI-2: using a variety of organizational strategies- (e.g., outline, chart, table, graph, Venn diagram, web, story map, plot line, thinking maps, etc.) to plan writing.	θ	θ					
			B-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language, with instructional support.	θ	θ		GRAPHIC	Read the sentence. [One sentence with word underlined.]		
Writing	Writing Standard 3: Writing Process Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:	12	LI-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.		θ	MC Multiple Choice	Sentence with designated word underlined  Thesaurus/dictionary entry for a designated word	Look at the thesaurus/dictionary entry for [underlined word].  [Graphic of thesaurus/dictionary entry.]	Scored 1 4 OPTIONS	V.L.2
	demonstrated by:		HI-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	2	2		ioi a designated word	Which word <b>best</b> replaces [underlined word] in the sentence?		

Stage V Writing Page 9 of 59 WestEd Printed: 10/24/2018

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	Writing		B-1: including an identifiable main idea/topic- sentence.	0	0			Read the paragraph from a student essay.	Scored 1	
ing Paragraph	Standard 4: Writing Elements  The student will integrate elements of effective writing to develop engaging and focused text as	1	LI-1: including an identifiable main idea, topic sentence, and/or thesis statement.	0	0	MC Multiple Choice	Paragraph (4 to 5 sentences; first sentence is a blank line)	[Paragraph beginning with a blank line as the first sentence.]  Which sentence belongs in the blank	4 OPTIONS  One-sentence answer choices related to the	None
tbµ	demonstrated by:		HI-1: including an identifiable main idea, topic sentence, and/or thesis statement.	2	3			space?	paragraph; only one is a topic sentence.	
Wri	Writing Standard 4: Writing Elements		B-6: using details to support the main idea/topic sentence.	0	0			Read the paragraph from a student essay.	Scored 1 4 OPTIONS	
Writing Paragraph	The student will integrate elements of effective writing to develop engaging and focused text as demonstrated by:	6	LI-6: using details to support the main idea, topic sentence, and/or thesis statement.	0	0	MC Multiple Choice	Paragraph (4 to 5 sentences; second/third/fourth sentence is a blank line)	[Paragraph with a blank line as the second/third/fourth sentence.]  Which sentence belongs in the blank	One-sentence answer choices related to the paragraph; only one is a	None
hqk			HI-6: using details to support the main idea, topic sentence, and/or thesis statement.	2	2			space?	detail supporting the main idea/topic sentence.	
Writing	Writing		B-7: using transitions among sentences, paragraphs, and ideas.	Φ	0			Read the paragraph from a student essay.	Scored 1	
ting Paragraph	Standard 4: Writing Elements  The student will integrate elements of effective writing to develop engaging and focused text as	Standard 4: Writing Elements  udent will integrate elements of effective  7  LI-7: using training trai		θ	θ	MC Multiple Choice	Paragraph (4 to 5 sentences; blank line in one sentence)	[Paragraph with a blank line in one sentence.]  Which word [or words] belong[s] in the	4 OPTIONS  Transition-word[s]/phrase answer choices; only one	V.L.1a
ηdέ	demonstrated by:		HI-7: using transitions among sentences, paragraphs, and ideas.	2	4			blank space?	answer choice is correct.	

Printed: 10/24/2018

WestEd

Stage V Writing
Page 10 of 59

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
Writin	Writing		B-9: creating an ending that provides a sense of resolution or closure.	0	Đ			Read the paragraph from a student essay.	Scored 1	
ng Paragr	Standard 4: Writing Elements  The student will integrate elements of effective writing to develop engaging and focused text as	9	LI-9: creating an ending that provides a sense of resolution or closure.	0	θ	MC Multiple Choice	Paragraph (4 to 5 sentences; blank line as last sentence)	[Paragraph with a blank line as the last sentence.]  Which sentence belongs in the blank	4 OPTIONS  One-sentence answer choices related to the	None
aph	demonstrated by:	LILO: creating an anding that provides a copie of	2	4				paragraph; only one fits as a concluding sentence.		
Wr	Writing		LI-2: locating and evaluating informational sources- about a topic.	0	9				Scored 1	
Writing Paragraph	Standard 5: Research  The student will demonstrate research skills by using a variety of reference materials to complete a variety of writing tasks as evidenced by:	2	HI-2: locating and evaluating informational sources about a topic.	2	0	MC Multiple Choice	One-sentence writing scenario about student/teacher/school-context assignment/task	Which source is <b>best</b> to use for this assignment/task?	4 OPTIONS  Title/type/description of sources; only one fits the assignment.	None

Printed: 10/24/2018

WestEd

Stage V Writing
Page 11 of 59

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	Reading Standard 1: Print Concepts  The student will demonstrate knowledge of print concepts by:	4	B-4: locating and applying specific information by using the organizational features of a book/resource/dictionary. (e.g., title, author, table of contents, index, glossary)	3	1	MC Multiple Choice	GRAPHIC  Elements of a book/dictionary/ newspaper	Look at the [specific element of book/dictionary/newspaper].  [GRAPHIC]  Which/what [question asking students to locate specific information in the stimulus]?	Scored 1 4 OPTIONS 4 pieces of information from the stimulus	V.L.2.16		
*	Reading		B-6: applying knowledge of spelling pattern exceptions.	0	0		Sentence containing a		4-OPTIONS			
Reading	Standard 2: Decoding  The student will demonstrate knowledge of	6	LI-6: N/A	0	0	MG Multiple Choice	word with an affix (without contextual clues to the	The prefix/suffix [prefix/suffix] helps the reader- knew that the word [base with prefix/affix word- with affix] means	only one contain the	V.L.2.E-7, B-7, LI-7		
off.	decoding by:		HI 6: N/A	0	0	Walapie Choice	meaning of the word)	wai any noare	meaning of the affix			
			E-9: reading base words and inflectional endings and identifying their functions (i.e., tense, plurality, comparison and part of speech). (e.g., cleans = third-person singular present tense verb)	0	2				Scored 1 4 OPTIONS			
Reading	Reading Standard 2: Decoding The student will demonstrate knowledge of	9	B-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.	0	1	MC Multiple Choice	Sentence with a blank	Which word belongs in the blank?	(1) Word that fits context and order (2) Word that fits context,	V.L.1a		
g	decoding by:		LI-9: applying knowledge of inflectional endings, to include regular and irregular forms, in context.	0	0	Manple Sholes			but not order (3) Word that fits order, but not context			
			HI-9: applying knowledge of inflectional endings, to include regular and irregular forms, in context.	0	0				(4) Word that does not fit order or context			
	Reading		B-10: applying knowledge of affixes to base words in context.	0	0		Sentence containing a		Scored 1			
Reading	Standard 2: Decoding  The student will demonstrate knowledge of	ecoding 10 trate knowledge of	Standard 2: Decoding  10 t will demonstrate knowledge of	Standard 2: Decoding  10 he student will demonstrate knowledge of	LI-10: applying knowledge of affixes to base words in context.	θ	0	MC Multiple Choice	word with an affix (without contextual clues to the meaning of the word)	When you add the prefix/suffix [prefix/suffix], what is the meaning of the new word?	4 OPTIONS only one option contains	V.L.2
	decoding by:		HI-10: applying knowledge of affixes to base words in context.	4	0		,		the meaning of the affix			

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	Reading Standard 2: Decoding The student will demonstrate knowledge of decoding by:	13	E-13: applying knowledge of word order (i.e., syntax) to confirm decoding of text.	3	0	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	V.L.1a

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)	Reading Standard 4: Comprehending Text	4	E-4: answering literal questions about text. (e.g., who, what, when, and where)	0	1	МС	Literary reading passage	[Who/what/where/when/why/which/how literal	Scored 1	Name
: Literary (Fiction)	The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering literal questions about text. (e.g., who, what, when, where, when, why, which, and how)	1	2	Passage-based: Multiple Choice		question about the passage.]	4 OPTIONS	None
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text	4	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	0	2	МС	Literary reading passage	Which word/sentence describes/shows [inferential/prediction/evaluation question about the passage]?	Scored 1 4 OPTIONS	V.L.2
Literary (Fiction)	The student will demonstrate knowledge of reading comprehension by:		HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	2	2	Passage-based: Multiple Choice		[Inferential, prediction, evaluation question about the passage.]	Vocabulary items can be written to this PI.	
Readin Passag	Reading Standard 4: Comprehending Text		E-8: identifying the main idea (explicit) and supporting details in text.	0	θ	MC			Scored 1	
g:Literary  e (Fiction)	The student will demonstrate knowledge of reading comprehension by:	<b>&amp;</b>	B-8: determining the main idea (explicit and implicit) and supporting- details in text.	θ	θ	Passage-based: Multiple-Choice	Literary reading passage	What is the main idea of the passage?	4 OPTIONS	None
Reading Passage	Reading Standard 4: Comprehending Text		LI-8: summarizing the main idea (explicit or implicit) and supporting details in text.	0	0	MC	Literary reading passage		Scored 1	
Reading: Literary Passage (Fiction)	The student will demonstrate knowledge of reading comprehension by:	8	HI-8: summarizing the main idea (explicit or implicit) and supporting details in text.	0	1	Passage-based: Multiple Choice	, , ,	What is the <b>best</b> summary of the passage?	4 OPTIONS	None

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
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0					
			E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	θ	θ					
			B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0			Which word/words from the passage- indicates/indicate sequential/chronological order?		
Read			LI-9: locating-sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago.)	0	0					
ing: Literary l	Reading Standard 4: Comprehending Text	9	HI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0	MC	Literary reading passage		Scored 1	V.L.1a
Reading: Literary Passage (Fiction)	The student will demonstrate knowledge of reading comprehension by:		PE-9: identifying signal words that indicate sequential/chronological order.  (e.g., first, next, finally)	0	θ	Passage-based: Multiple Choice			4 OPTIONS	
ġ,			E-9: locating-sequential/chronological-order-signal words in text. (e.g., first, next, finally, today, now)	0	0			Read the sentence from the passage.		
			B-9: locating sequential/chronological order-signal words in text. (e.g., first, next, finally, today, now)	0	0			[Quoted text from the passage] Which word/words indicates/indicate sequential/chronological order?		
			LI-9: locating-sequential/chronological-order-signal-words in text. (e.g., first, next, finally, today, now, meanwhile, not-long ago)	0	0					
			HI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	1					

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
			E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Which word/words from the passage		
Readir			LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			indicates/indicate a comparison/contrast?		
ıg:-Literary	Reading Standard 4: Comprehending Text		HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	MC	Literary reading passage		Scored 1	
Passage	The student will demonstrate knowledge of reading comprehension by:	<del>10</del>	E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	Passage-based: Multiple Choice	Energy reading passage		4 OPTIONS	None
+(Fiction)			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Read the sentence from the passage.  [Quoted text from the passage]		
			LI-10: locating-signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Which word/words indicates/indicate- comparison/contrast?		
			HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
<del>, 20</del>			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words from the passage- indicates/indicate cause and effect?		
eading:	Reading Is Standard 4: Comprehending Text	LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			maicates/maicate cause and enect:-			
Literary		HI-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	θ	θ	MC	Literary reading passage		Scored 1	None	
Passage (Fiction)		E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0	Passage-based: Multiple Choice			4 OPTIONS	110110	
-(Fiction)		B-11: locating signal words that indicate cause and effect. (e.g., as aresult of, consequently, so that, because of, since)			Read the sentence from the passage.  [Quoted text from the passage]					
			LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words indicates/indicate cause and effect?		

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-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	0	0					
			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
			B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	1			Why did the author write the passage?		
			LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			, , , , , ,		
			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	3					
Re			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
ading: Lit	Reading		B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			Based on the passage, which sentence best		
Reading: Literary Passage (Fiction)	Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	12	LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC Passage-based: Multiple Choice	Literary reading passage	describes the author's opinion/belief about [idea in the passage]?	Scored 1 4 OPTIONS	None
ıge (Fiction	Total group of the state of the		HI-12: determining the author's point of view and/or stated or implied- purpose (i.e., to inform, to persuade, to entertain).	0	0					
			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
		B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			What does the author believe about [idea in the passage]?			
		LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0				in the		
			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	0					

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
			B-13: identifying the cause and effect relationship of two related events in a literary selection.	0	0					
Reading:			LI-13: determining the cause and effect relationship of two related events in a literary selection.	0	0			What causes [something from the text]?		
Literary P.	Reading Standard 4: Comprehending Text	43	HI-13: determining the cause and effect relationship of two related events in a literary selection.	0	0	MC <del>Passage-based:</del>	Literary reading passage		Scored 1	None None
Passage (F	The student will demonstrate knowledge of reading comprehension by:		B-13: identifying the cause and effect relationship of two related events in a literary selection.	θ	θ	Multiple Choice			4 OPTIONS	
<del>(Fiction)</del>			LI-13: determining the cause and effect relationship of two related events in a literary selection.	0	0			What caused [something from the text] to- happen?		
			HI-13: determining the cause and effect relationship of two related events in a literary selection.	θ	θ					
Reading:	Reading		B-14: drawing conclusions from information implied or inferred in a literary selection.	0	0	MO		Which word/sentence describes/shows		
: Literary (Fiction)	Standard 4: Comprehending Text  The student will demonstrate knowledge of	14	LI-14: drawing conclusions from information implied or inferred in a literary selection.	0	0	MC Passage-based: Multiple Choice	Literary reading passage	[implication/inferential question about the passage]?  [Question that requires an inference or conclusion	Scored 1 4 OPTIONS	None
Passage	reading comprehension by:		HI-14: drawing conclusions from information implied or inferred in a literary selection.	2	0	·		to be made by students.]		
Read			B-15: describing and distinguishing between major and minor characters in a fictional text.	0	1			Who is the major character in the passage?		
Reading: Literary (Fiction)	Standard 4: Comprehending Text  15 The student will demonstrate knowledge of reading comprehension by:	LI-15: describing the characteristics of the major and minor characters in a fictional text.	0	0	MC	Literary reading passage		Scored 1	None	
rary Passion)		B-15: describing and distinguishing between major and minor characters in a fictional text.	0	0	Passage-based: Multiple Choice	g passage		4 OPTIONS		
sage			LI-15: describing the characteristics of the major and minor characters in a fictional text.	0	1			Which word <b>best</b> describes [character]?		

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)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	<del>15</del>	HI-15: analyzing the motivations of the major and minor characters in a fictional text.	<del>0</del>	Φ	MC Passage-based: Multiple Choice	Literary reading passage	Why does [character] do [something in the text]?	Scored 1 4 OPTIONS	None

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
Rea Pas	Reading		B-16: describing the setting from a fictional text.	0	0					
Reading: Lit Passage (Fic	Standard 4: Comprehending Text  The student will demonstrate knowledge of	16	LI-16: describing the setting from a fictional text.	0	0	MC Passage-based: Multiple Choice	Literary reading passage	What is the setting of the story?	Scored 1 4 OPTIONS	None
: Literary (Fiction)	reading comprehension by:		HI-16: describing the setting from a fictional text.	0	1	Multiple Choice				
Reac Pass	Reading			0	1	MC		Which word/sentence describes/shows [question about plot/sequence of events in the passage]?  [Question about the plot/sequence of events in the passage.]		
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	17	E-17: identifying the plot (sequence of events) of a fictional text.	0	1	Passage-based: Multiple Choice	Literary reading passage	What happens before/after/when [question requiring the identification of the plot in the passage]?  [Question requiring the identification of the plot in the passage.]  [Do not focus on conflict.]	Scored 1 4 OPTIONS	None
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	17	B-17: identifying the conflict of a plot in a fictional text.	0	1	MC Passage-based: Multiple Choice	Literary reading passage	Which word/sentence describes/shows [question requiring identification of the conflict of the plot in the passage]?  [Question about the conflict 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:	17	HI-17: describing the plot and its components. (e.g., main events, conflict, rising action, climax, falling action and resolution.)	1	2	MC Passage-based: Multiple Choice	Literary reading passage	What happens before/after/when [question requiring the identification/description of component of the plot in the passage]?  [Question requiring the identification/ description of component of plot in a passage.]  [Do not focus on conflict.]	Scored 1 4 OPTIONS	None
70 71			PE-18: relating illustrations to fictional text.	0	0					
Reading: L Passage (F	Reading Standard 4: Comprehending Text	18	E-18: relating illustrations to fictional text.  B-18: relating illustrations to fictional text.	1	0	MC Passage-based:	Literary reading passage	Which sentence from the passage matches the illustration?	Scored 1	None

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
iterary iction)	The student will demonstrate knowledge of reading comprehension by:		LI-18: relating illustrations to fictional text.	0	0	Multiple Choice	Graphic necessary		4 OPTIONS	
			HI-18: relating illustrations to fictional text.	0	θ					

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
			B-19: comparing and contrasting two characters within a fictional text.	0	0					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of	19	LI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.	0	1	MC Passage-based: Multiple Choice	Literary reading passage	What/Which [element of passage] describes/shows [question about comparing/contrasting/connecting two characters in the passage]?  [Question comparing/contrasting/connecting two	Scored 1 4 OPTIONS	None
rary ion)	reading comprehension by:		HI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.	1	0	·		characters in the passage.]		
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	35	B-35: identifying different elements of figurative language, including simile, metaphor, and personification in a literary selection	θ	θ	MC Passage-based: Multiple-Choice	Literary reading passage	Which sentence contains a- simile/metaphor/personification?-	Scored 1 4 OPTIONS	<b>∀.L.2</b>
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	35	HI-35: interpreting figurative language, including simile, metaphor, personification, hyperbole, symbolism, and imagery in a literary selection.	2	0	MC Passage-based: Multiple Choice	Literary reading passage	Read the sentence from the passage.  [Sentence from the passage that contains a simile/metaphor/personification/ hyperbole/symbolism/imagery.]  What does the sentence mean?	Scored 1 4 OPTIONS	V.L.2

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:   Passage	Reading Standard 4: Comprehending Text		E-4: answering literal questions about text. (e.g., who, what, when, and where)	0	0	мс	Informational reading	[Who/what/where/when/why/which/how literal	Scored 1	
Reading: Informational Passage (Nonfiction)	The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering literal questions about text. (e.g., who, what, when, where, when, why, which, and how)	2	1	Passage-based: Multiple Choice	passage	question about the passage.]	4 OPTIONS	None
Reading: Ir Passage (	Reading Standard 4: Comprehending Text		LI-4: answering literal, inferential, prediction, evaluation, and/or personal-response questions about text.	0	0	мс	Informational reading	Which word/sentence describes/shows [inferential/prediction/evaluation question about the passage]?	Scored 1	VII
Reading: Informational Passage (Nonfiction)	The student will demonstrate knowledge of reading comprehension by:	4	HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	8	2	Passage-based: Multiple Choice	passage	[Inferential, prediction, evaluation question about the passage.]	4 OPTIONS	V.L.2
			E-8: identifying the main idea (explicit) and supporting details in text.	0	0			What is the main idea of the passage?		
Reading Passa	Reading		B-8: determining the main idea ( <i>explicit and implicit</i> ) and supporting details in text.	1	1	мс				
Reading: Informationa Passage (Nonfiction)	Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	8	B-8: determining the main idea (explicit and implicit) and supporting details in text.	1	0	Passage-based: Multiple Choice	Informational reading passage		Scored 1 4 OPTIONS	None
າal າ)			LI-8: summarizing the main idea (explicit or implicit) and supporting- details in text.	0	0			What is the <b>best</b> summary of the passage?		

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-8: summarizing the main idea (explicit or implicit) and supporting details in text.	0	θ					

Printed: 10/24/2018 WestEd

WestEd

Stage V Reading
Page 24 of 59

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
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0					
			E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0					
			B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0			Which word/words from the passage indicates/indicate sequential/chronological order?		
Readi			LI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0					
ng: Informa	Reading		HI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	1					
ading: Informational Passage	Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	9	PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0	MC Passage-based: Multiple Choice	Informational reading passage		Scored 1 4 OPTIONS	V.L.1.a
age (Nonfiction)			E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0					
on)		B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0			Read the sentence from the passage.  [Quoted text from the passage]  Which word/words indicates/indicate-			
		LI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0			sequential/chronological order?-			
			HI-9: locating-sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago.)	0	0					

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
			E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Which word/words from the passage indicates/indicate a comparison/contrast?		
Reading			LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
ading: Information:	Reading Standard 4: Comprehending Text		HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	1	MC	Informational reading		Scored 1	
nal Passage (Nonfiction)		10	E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0		passage	Read the sentence from the passage.  —[Quoted text from the passage]	4 OPTIONS	None
nfiction)			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	θ					
		LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Which word/words indicates/indicate- comparison/contrast?			
			HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					

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
			E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words from the passage		
Reading:			LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	1			indicates/indicate cause and effect?		
Informationa	Reading Standard 4: Comprehending Text	11	HI-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	1	0	MC	Informational reading		Scored 1	None
ll Passage (N	The student will demonstrate knowledge of reading comprehension by:		E-11: identifying signal words that indicate cause and effect. (e.g., as a-result of, consequently, so that, because of, since)	0	0	Passage-based: Multiple Choice	passage		4 OPTIONS	None
(Nonfiction)			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Read the sentence from the passage.  [Quoted text from the passage]		
		LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words indicates/indicate cause and effect?			
			HI-11: identifying signal words that indicate cause and effect. (as a result- of, consequently, so that, because of, since)	0	0					

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
			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
			B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0					
			LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	1			Why did the author write the passage?		
			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	1					
Reading:			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
Information	Reading Standard 4: Comprehending Text		B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC	lufa ann ath ann lunn aite a	Based on the passage, which sentence <b>best</b>	Scored 1	
ing: Informational Passage	The student will demonstrate knowledge of reading comprehension by:	12	LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	θ	0	Passage-based: Multiple Choice	Informational reading passage	describes the author's opinion/belief about [idea in the passage]?	4 OPTIONS	None
(Nonfiction)			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	1					
			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	θ					
			B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			What does the author believe about [idea in the		
			LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			passage]?		
			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	1					

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
Readin Passa	Reading		B-21: applying understanding of content area vocabulary within math, science, and social studies texts.	1	0	мс			Scored 1	
Reading: Informationa Passage (Nonfiction)	Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	21	LI-21: applying understanding of content area vocabulary within math, science, and social studies texts.	0	0	Passage-based: Multiple Choice	Informational reading passage	What does the word [word from the passage] mean in the passage?	4 OPTIONS words or phrases	V.L.2
al			HI-21: applying understanding of content area vocabulary within math, science, and social studies texts.	1	0					
Read Pas			B-25: interpreting external text within nonfiction text for a specific purpose.	- 0	0		Informational reading- passage			
Reading: Informationa Passage (Nonfiction)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:		LI-25: interpreting external text within nonfiction text for a specific purpose.	<del>-</del> <del>0</del>	θ	MC  Passage-based: Multiple Choice	GRAPHIC  Map, graph, chart, diagram, table, timeline, etc.	[Question requiring an interpretation of information in the map/graph/chart/diagram/timeline of the passage.]	Scored 1 4 OPTIONS	None
ional ion)			HI-25: interpreting external text within nonfiction text for a specific purpose.	0	0		attached to a nonfiction reading passage			
7			E-31: comparing and contrasting two items within an expository text.	0	0					
Reading: Informationa Passage (Nonfiction)	Reading Standard 4: Comprehending Text	31	B-31: comparing and contrasting two items within an expository text.	0	0	МС	Informational reading	According to the passage, how are [two things]	Scored 1	None
formational lonfiction)	The student will demonstrate knowledge of reading comprehension by:		LI-31: comparing and contrasting two items within an expository text.	0	0	Passage-based: Multiple Choice	passage	alike/different?	4 OPTIONS	
			HI-31: comparing and contrasting two items within an expository text.	1	1					

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 Passage (Procedura)	Reading Standard 4: Comprehending Text	4	E-4: answering literal questions about text. (e.g., who, what, when, and where)	0	0	MC <del>Passage-based:</del>	Functional reading	[Who/what/where/when/why/which/how literal— question about the passage.]	Scored 1	None
unctional ocedural)	The student will demonstrate knowledge of reading comprehension by:		B-4: answering literal questions about text. (e.g., who, what, when, where, when, why, which, and how)	0	0	Hassage based.  Multiple Choice	<del>passage</del>	<del>quesion about ine passage.]</del>	4 OPTIONS	
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text	4	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	0	0	МС	Functional reading	Which word/sentence describes/shows [inferential/prediction/evaluation question about the passage]?	Scored 1	V.L.2
unctional rocedural)	The student will demonstrate knowledge of reading comprehension by:	7	HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	1	0	Passage-based: Multiple Choice	passage	[Inferential, prediction, evaluation question about the passage.]	4 OPTIONS	
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text	8	E-8: identifying the main idea (explicit) and supporting details in text.	0	0	MC	Functional reading-	What is the main idea of the passage?	Scored 1	None
unctional rocedural)	The student will demonstrate knowledge of reading comprehension by:		B-8: determining the main idea (explicit and implicit) and supporting details in text.	0	0	<del>Passage-based:</del> Multiple Choice	passage		4-OPTIONS	
Reading Passage	Reading Standard 4: Comprehending Text		LI-8: summarizing the main idea (explicit or implicit) and supporting- details in text.	0	0	MC			Scored 1	

Domain (and Genre)	Standard	PI#	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Options / Rubric	Language Strand Codes
(Procedural)	The student will demonstrate knowledge of reading comprehension by:	8	HI-8: summarizing the main idea (explicit or implicit) and supporting details in text.	9	0	<del>Passage-based:</del> Multiple Choice	<del>Functional reading passage</del>	What is the <b>best</b> summary of the passage?	4-OPTIONS	None

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
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0					
			E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0					
			B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0			Which word/words from the passage indicates/indicate sequential/chronological order?		
Reading: F			LI-9: locating-sequential/chronological-order signal words in text. (e.g., first, next, finally, today, new, meanwhile, not long ago)	0	0					
unctional F	Reading Standard 4: Comprehending Text	9	HI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	1	0	MC	Functional reading		Scored 1	V.L.1.a
Reading: Functional Passage (Procedural)	The student will demonstrate knowledge of reading comprehension by:		PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally-)	0	0	Passage-based: Multiple Choice	passage		4 OPTIONS	
ocedural)			E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	0	0			Read the sentence from the passage.		
		B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now)	g., g		- [Quoted text from the passage] Which word/words indicates/indicate					
		LI-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0			sequential/chronological order?			
			HI-9: locating-sequential/chronological-order-signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago.)	0	0					

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
			E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	θ					
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Which word/words from the passage		
Reading:			LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			indicates/indicate a comparison/contrast?		
Functional F	Reading Standard 4: Comprehending Text	<del>10</del>	HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	θ	MC	Functional reading		Scored 1	None None
<del>'assage (Pro</del>	The student will demonstrate knowledge of reading comprehension by:		E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	Passage-based: Multiple Choice	<del>passage</del>		4-OPTIONS	
ocedural)			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	θ			Read the sentence from the passage.  — [Quoted text from the passage]		
			LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Which word/words indicates/indicate- comparison/contrast?		
			HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					

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
			E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since )	0	0					
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words from the passage		
Reading:			LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			indicates/indicate cause and effect?		
FunctionalF	Reading Standard 4: Comprehending Text	44	HI-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	0	0	MC	Functional reading		Scored 1	None
<sup>2</sup> assa <del>ge (P</del> ro	The student will demonstrate knowledge of reading comprehension by:		E-11: identifying signal words that indicate cause and effect. (e.g., as a-result of, consequently, so that, because of, since)	0	0	Passage-based: Multiple Choice	<del>passage</del>		4 OPTIONS	None
ocedural)			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Read the sentence from the passage.  [Quoted text from the passage]		
		LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words indicates/indicate cause and effect?			
			HI-11: identifying signal words that indicate cause and effect. (as a result- of, consequently, so that, because of, since)	0	θ					

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	
			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0						
			B-12: identifying the author's point of view and/or main purpose (i.e., to-inform, to persuade, to entertain).	0	θ			Why did the author write the passage?  [Do not use if the passage type is explicit in the			
			LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			text.]			
R <sub>ea</sub>			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	0						
ding: Functi			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0						
ctional Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of	<del>12</del>	B-12: identifying the author's point of view and/or main purpose (i.e., to-inform, to persuade, to entertain).	0	0	MC  Passage-based: Multiple Choice	Functional reading- passage	Based on the passage, which sentence best	Scored 1 4 OPTIONS	None	
age (Procedural)	reading comprehension by:		LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			describes the author's opinion/belief about [idea in the passage]?			
<del>ural)</del>			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	0						
				E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
			B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			What does the author believe about [idea in the			
			LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			<del>passage]?</del>			

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-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	0	0					
Re Pa			B-21: applying understanding of content area vocabulary within math, science, and social studies texts.	0	θ					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	<del>21</del>	LI-21: applying understanding of content area vocabulary within math, science, and social studies texts.	0	0	MC Passage-based: Multiple Choice	Functional reading- passage	What does the word [word from the passage] mean in the passage?	Scored 1 4-OPTIONS words or phrases	V.L.2
ural)			HI-21: applying understanding of content area vocabulary within math, science, and social studies texts.	0	0					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	22	E-22: following a written multiple-step procedural task.	1	0	MC Passage-based: Multiple Choice	Functional reading passage	At which step do you [step in task/procedure]?	Scored 1 4 OPTIONS	None
Reac Pass:	Booding		B-25: interpreting external text within nonfiction text for a specific purpose.	0	0		Functional reading passage			
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	andard 4: Comprehending Text  dent will demonstrate knowledge of reading comprehension by:  LI-25: interpreting external text within not the reading comprehension by:  HI-25: interpreting external text within not the reading comprehension by:	LI-25: interpreting external text within nonfiction text for a specific purpose.	0	0	MC Passage-based: Multiple Choice	passage  GRAPHIC  Map/graph/chart/ diagram/table/timeline		Scored 1 4 OPTIONS	None
nal ural)			HI-25: interpreting external text within nonfiction text for a specific purpose.	0	0		attached to a functional reading passage			

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 Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	<del>29</del>	PE-29: locating information within functional documents (graphic organizers, menus, directories, flyers, brochures, etc.).	0	0	MC Multiple Choice	Functional reading- passage	[Literal question locating information in the passage.]	Scored 1 4 OPTIONS	None
			E-29: interpreting information within functional documents (graphic organizers, manuals, recipes, memos, menus, directories, flyers, brochures, etc.).	0	θ					
Readi Passa	Reading		B-29: interpreting information within functional documents.	0	0					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text  29 The student will demonstrate knowledge of reading comprehension by:	29	LI-29: interpreting information within functional documents.	0	0	MC Multiple Choice	Functional reading passage	[Inferential question interpreting information in the passage.]	Scored 1 4 OPTIONS	None
			HI-29: interpreting information within functional documents.	1	1					

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	
Readii Persuasive	Reading Standard 4: Comprehending Text	4	E-4: answering literal questions about text. (e.g., who, what, when, and where)	0	0	MC	Persuasive reading	[Who/what/where/when/why/which/how literal	Scored 1	None	
ding: e Passage	The student will demonstrate knowledge of reading comprehension by:	4	B-4: answering literal questions about text. (e.g., who, what, when, where, when, why, which, and how)	0	2	Passage-based: Multiple Choice	passage	question about the passage.]	4 OPTIONS	None	
Readi Persuasive	Reading Standard 4: Comprehending Text	4	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	0	1	MC	Persuasive reading	Which word/sentence describes/shows [inferential/prediction/evaluation question about the passage]?	Scored 1	V.L.2	
ing: Passage	The student will demonstrate knowledge of reading comprehension by:	·	HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	0	θ	Passage-based: Multiple Choice	passage	[Inferential, prediction, evaluation question about the passage.]	4 OPTIONS		
Reading: Persuasive Pas:	Reading Standard 4: Comprehending Text	8	E-8: identifying the main idea (explicit) and supporting details in text.	0	0	MC	Persuasive reading passage	What is the main idea of the passage?	Scored 1	None	
ng: Passage	The student will demonstrate knowledge of reading comprehension by:		B-8: determining the main idea (explicit and implicit) and supporting details in text.	1	2	Passage-based: Multiple Choice			4 OPTIONS		
Re: Persuasi	Reading Standard 4: Comprehending Text		LI-8: summarizing the main idea (explicit or implicit) and supporting- details in text.	0	0	МС	Persuasive reading		Scored 1		
Reading: suasive Passage	Standard 4: Comprehending Text	Standard 4: Comprehending Text  8 ne student will demonstrate knowledge of	8	HI-8: summarizing the main idea ( <i>explicit or implicit</i> ) and supporting details in text.	1	0	Passage-based: Multiple Choice	passage	What is the <b>best</b> summary of the passage?	4 OPTIONS	None

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	
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	<del>0</del>	0						
			E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, new)	0	0						
			B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, new)	0	θ			Which word/words from the passage- indicates/indicate sequential/chronological order?-			
Read			LI-9: locating-sequential/chronological-order-signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0						
<del>ling: Pers</del> t	Reading Standard 4: Comprehending Text	9	HI-9: locating-sequential/chronological order-signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long-ago)	0	0	MC	Persuasive reading- passage		Scored 1	<del>V.L.1a</del>	
lasivo Pas	The student will demonstrate knowledge of reading comprehension by:	_	PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	<del>0</del>	0	Passage-based: Multiple Choice	<del>paccayo</del>		4-OPTIONS	V.L. 10	
sage				E-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, new)	θ	θ			Read the sentence from the passage.		
		B-9: locating sequential/chronological order signal words in text. (e.g., first, next, finally, today, new)	0	0			Read the sentence from the passage.  [Quoted text from the passage]  Which word/words indicates/indicate				
		LI-9: locating-sequential/chronological-order-signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0			sequential/ehronological order?-				
			HI-9: locating-sequential/chronological order signal words in text. (e.g., first, next, finally, today, now, meanwhile, not long ago)	0	0						

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
			E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in-spite of)	0	0			Which word/words from the passage		
Rea			LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			indicates/indicate a comparison/contrast?		
ding: P	Reading Standard 4: Comprehending Text	10	HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	2	0	MC	Persuasive reading passage		Scored 1	None
ersuasive Passa	The student will demonstrate knowledge of reading comprehension by:		E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	Passage-based: Multiple Choice	passage		4 OPTIONS	1.6.10
ge		B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0			Read the sentence from the passage.  — [Quoted text from the passage]  Which word/words indicates/indicate-comparison/contrast?			
		LI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0						
			HI-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					

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
			E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words from the passage		
Re			LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			indicates/indicate cause and effect?		
ading: P	Reading Standard 4: Comprehending Text		HI-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	0	1	MC	Persuasive reading		Scored 1	None
ersuasive Passa		11	E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since )	0	0	Passage-based: Multiple Choice	passage		4 OPTIONS	NOTE
<b>1</b> 99		B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Read the sentence from the passage.  — [Quoted text from the passage]			
	· ·	LI-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0			Which word/words indicates/indicate cause and effect?			
	H	HI-11: identifying signal words that indicate cause and effect. (as a result- of, consequently, so that, because of, since)	0	θ						

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	
			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0						
			B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			Why did the author write the passage?			
			LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	θ	θ						
			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	1	1						
R			E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0			g What is the author's purpose for writing the passage?	Scored 1 4 OPTIONS		
Reading: Persuasive Pas	Reading Standard 4: Comprehending Text		B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC	Persuasive reading passage				
uasive Pas	The student will demonstrate knowledge of reading comprehension by:	12	LI-12: determining the author's point of view and/or main purpose (i.e., to-inform, to persuade, to entertain).	0	θ	Passage-based: Multiple Choice				None	
sage			HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	1	0						
				E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0					
	<u></u>	B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0			What is the author's opinion/belief about [idea in the passage]?	(idea in			
		LI-12: determining the author's point of view and/or main purpose (i.e., to-inform, to persuade, to entertain).	0	0							
		HI-12: determining the author's point of view and/or stated or implied purpose (i.e., to inform, to persuade, to entertain).	1	0							

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:	32	B-32: identifying fact and opinion in persuasive text.	1	1	MC Multiple Choice	Persuasive reading passage	Which statement from the passage is a/an fact/opinion?	Scored 1 4 OPTIONS	None
			B-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	0	0			Read the sentence from the passage.		
			LI-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	Đ	0			[Sentence quoted from the passage] Which word/words/sentence from the passage does the author use to influence the reader?		
Reading: Pe	Reading		HI-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	2	1	Mo			2	
ding: Persuasive Passage	Standard 4: Comprehending Text  The student will demonstrate knowledge of reading comprehension by:	33	B-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	θ	0	MC Multiple Choice	Persuasive reading passage		Scored 1 4 OPTIONS	None
			LI-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	0	1			Which word/words/sentence does the author use to persuade/influence the reader?		

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-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	0	Ф					

Stage V Reading Page 44 of 59 WestEd Printed: 10/24/2018

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: Fict	Listening Standard 1: Comprehension of Oral		E-3: responding to fiction and nonfiction read- alouds by identifying main ideas/concepts and- details in complete sentences.	θ	θ			Look at number XX.  Listen to the [passage/instructions/announcement].  [30-40 word fiction/nonfiction passage]  Now listen to the [passage/instructions/announcement]		
ion or Nonfiction Passage	Communications  The student will demonstrate understanding of oral communications by:	3	B-3: responding to fiction and nonfiction read- alouds by identifying main ideas/concepts and supporting details in complete sentences.	3	5	MC Orally Administered/ Passage-based: Multiple Choice	Oral (30-40 word fiction or nonfiction passage)	again to answer the question.  [main idea/concept/detail question (read to students)]  [30-40 word fiction/nonfiction passage]  [main idea/concept/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	V.L.1a

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	Listening Standard 1: Comprehension of Oral Communications	3	E-3: responding to fiction and nonfiction read- alouds by identifying main ideas/concepts and- details in complete sentences.	9	Φ	MC Orally Administered/	Oral (50-70 word fiction or	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 about main idea/concept/detail (read to students)]  [50-70 word fiction/nonfiction passage/instructions/announcement]  Listen to the question and the answer	Scored 1 4 OPTIONS	V.L.1a
Nonfiction Passage	The student will demonstrate understanding of oral communications by:	· ·	B-3: responding to fiction and nonfiction read- alouds by identifying main ideas/concepts and supporting details in complete sentences.	0	5	Passage-based: Multiple Choice	nonfiction passage)	choices.  Question number XX: [first question (read to students)]  The answer choices are [answer choices (read to students)]  Mark your answer.  Listen to the question and the answer choices.  Question number XX: [second question (read to students)]  The answer choices are [answer choices (read to students)]  Mark your answer.	phrases or sentences	V.E. IG

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	Listening Standard 1: Comprehension of Oral Communications  The student will demonstrate understanding of oral communications by:	з	LI-3: summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences.	5	2	MC Orally Administered/ Passage-based: Multiple Choice	Oral passage) (50-70 word sentence 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/concept/detail question (read to students)]  [50-70 word fiction/nonfiction passage] [main idea/concept/detail question (read to students)]  Listen to the answer choices. The answer choices are [answer choices read to students]. Mark your answer.  [Note: This question is the second of two questions, the first of which is an HI-3 inference/conclusion question.]  Listen to the question and the answer choices.  Question number XX: [second (of two) question about main idea/concept/detail (read to students)]  The answer choices are [answer choices (read to students)]  Mark your answer.	Scored 1 4 OPTIONS phrases or sentences	None

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

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	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	HI-3: making inferences and drawing conclusions using evidence from fiction and nonfiction readalouds in complete sentences.	5	3	MC Orally Administered/ Passage-based: Multiple Choice	Oral (50-70 word sentence fiction/nonfiction passage)	[Note: This question is the first of two questions, the second of which is an LI-3 main idea question.]  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.  [first (of two) question about inferences made/drawing conclusions, and second (of two) question about main idea (read to students)]  [50-70 word fiction/nonfiction passage/instructions/announcement]  Question number XX: [first (of two) question about inferences made/drawing conclusions (read to students)]  The answer choices are [answer choices (read to students)]  Mark your answer.	Scored 1 4 OPTIONS complete sentences	None

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
Listen	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:		B-4: sequencing events from read-alouds, presentations and conversations.	0	0	MC Orally Administered/ Passage-based: Multiple Choice		Look at number XX. Listen to the [passage/instructions/announcement].  [50-70 word fiction/nonfiction passage/instructions/announcement]		
ing: Fiction or Nonficti		4	LI-4: sequencing events from read-alouds, presentations and conversations.	0	1		Oral (50-70 word sentence fiction/nonfiction passage)	Now listen to the [passage/instructions/announcement] again to answer the question:  [question about sequence of events (read to students)]  [50-70 word fiction/nonfiction	Scored 1 4 OPTIONS phrases or sentences	None
on Passage			HI-4: sequencing events from read-alouds, presentations and conversations.	3	0			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.		

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
			B-4: sequencing events from read-alouds, presentations and conversations.	0	2	MC Orally Administered/ Passage-based: Multiple Choice		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]		
Listening: Fiction or Nonfiction	9	4	LI-4: sequencing events from read-alouds, presentations and conversations.	0	1		Oral (50-70 word sentence fiction/nonfiction passage)	again to answer the questions:  [two questions 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 (read to students)]	Scored 1 4 OPTIONS phrases or sentences	None
n Passage		nications  HI-4: sequ	HI-4: sequencing events from read-alouds, presentations and conversations.	2	0			The answer choices are [answer choices (read to students)] Mark your answer.  Listen to the question and the answer choices. Question number XX. [second question (read to students)]  The answer choices are [answer choices (read to students)] Mark your answer.		

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
			E-8: following multiple step directions/ instructions- which include prepositional phrases.	0	0	MC Orally Administered/ Passage-based: Multiple Choice		Look at number XX. Listen to the [passage/instructions/announcement].		
Listening: Fictio	Listening Standard 1: Comprehension of Oral		B-8: following multiple step directions, instructions, and procedures which include prepositional phrases.	0	0		Oral (50-70 word fiction/nonfiction multiple step passage/ instructions/ announcement for an academic assignment/procedure/ process with prepositional phrases)	[50-70 word fiction/nonfiction multiple step passage/instructions/announcement]  Now listen to the [passage/instructions/announcement] again to answer the question.		
n or Nonfiction Pas	Communications  The student will demonstrate understanding of oral communications by:		LI-8: following multiple step directions, instructions, and procedures which include prepositional phrases.	0	θ			[question about multiple step directions/instructions/procedures (read to students)]  [50-70 word fiction/nonfiction passage/instructions/announcement]	4 OPTIONS	None
ssage			HI-8: following multiple step directions, instructions, and procedures which include prepositional phrases.	4	1			[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.		

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	H-1: producing sentences with accurate pronunciation, intonation and stress.	20	10	RP 6	n/a	[sentence for the student to repeat]	Scored 0-6	V.L.1b
			B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, and abilities using complete sentences.	θ	θ	SA4 OE Orally Administered/ Spoken Response	Oral		Scored 0-4	
			LI-4: participating in formal and informal socio- functional communication tasks using complete- sentences with instructional support.	0	0			Next, please answer in complete sentences.  What [something students would like to do/have in the future]?  Why would you like to [do/have in the future]?		
Speaking	Speaking Standard 2: Delivery of Oral Communications	4	HI-4: participating in formal and informal socio- functional communication tasks using complete sentences.	1	1					V.L.1b
king	The student will communicate orally by:		B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, and abilities using complete sentences.	0	θ					V.L.2
			LI-4: participating in formal and informal socio- functional communication tasks using complete- sentences-with instructional support.	θ	θ			Next, please answer in complete sentences.  What is your favorite [object/thing/place]?  Why is it your favorite [object/thing/place]?		
			HI-4: participating in formal and informal socio- functional communication tasks using complete sentences.	1	3					

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:	5	PE-5: responding to academic questions in complete sentences.	0	2	SA4 OE Orally Administered/ Spoken Response	GRAPHIC  Graphic of animal/object/ person/event	Look at number XX.  Look at the picture.  Please answer in complete sentences. What is happening in the picture?  Tell one more thing about the picture.	Scored 0-4	V.L.1b
			E-5: asking and responding to academic questions in complete sentences.  B-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, etc.)	0	1 0	SA4 OE Orally Administered/ Spoken Response		Look at number XX.  Look at the pictures.  Please answer in complete sentences. What is one		
			LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	0	2		GRAPHIC  Two graphics of content area animals/objects/ persons/events with	way the [things/events in the pictures] are different?  What is one way the [things/events in the pictures] are similar?		
			E-5: asking and responding to academic questions in complete sentences.  B-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, etc.)	Ψ	0		similarities and differences or academic charts and graphs that show similarities and differences	Look at number XX.  Look at the pictures.  Please answer in complete sentences. What is		
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	5	LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	0	1			happening in picture one?  What is happening in picture two?	Scored 0-4	V.L.1b V.L.2
			E-5: asking and responding to academic questions in complete sentences.	0	0			Look at number XX.		
			B-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, etc.)	0	0			Follow along as I read the statement.  [Content area statement that students can		
			LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	Δ	0		None	agree/disagree with or express a probability]  Please answer in complete sentences.  Do you agree or disagree with this statement?		

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: asking and responding to academic questions (i.e., agreeing/disagreeing with others, expressing probabilities, hypothetical questions, etc.) in complete sentences.	2	2			Explain why you agree or disagree that [content area statement that students can agree/disagree with or express a probability].		

Stage V Speaking WestEd Printed: 10/24/2018

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:	5	LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	0	1	SA4 OE Orally Administered/ Spoken Response	GRAPHIC  Content area graphic[s] about which students could express probabilities/information/ similarities and differences]	Look at the [content-area graphics about which students could express probabilities/information/similarities and differences].  Please answer in complete sentences.  How are the [graphic] in the pictures different?  How are the [graphic] in the pictures similar?  Look at number XX.  Look at the [content-area graphic about which students could express probabilities/information/similarities and differences].  Please answer in complete sentences.  Compare the information in the [graphic]. What is one thing that you learn from comparing the information in the [graphic]?  What is one more thing that you learn from comparing the information in the [graphic]?	Scored 0-4	V.L.1b V.L.2

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
				1	0			Look at number XX.  Look at the [content-area graphic about which students could express probabilities/information/similarities and differences].  Ask me one question about this [graphic].  Ask me another question about this [graphic].		
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	5	HI-5: asking and responding to academic questions (i.e., agreeing/disagreeing with others, expressing probabilities, hypothetical questions, etc.) in complete sentences.	2	0	SA4 OE Orally Administered/ Spoken Response	GRAPHIC  Content area graphic[s] about which students could express probabilities/information/ similarities and differences]	Look at number XX.  Look at the [content-area graphics about which students could express probabilities/information/similarities and differences].  Please answer in complete sentences.  How are the [graphic] in the pictures different?  How are the [graphic] in the pictures similar?	Scored 0-4	V.L.1b V.L.2
				2	0			Look at number XX.  Look at the [content-area graphic about which students could express probabilities/information/similarities and differences].  Please answer in complete sentences.  What is one thing that you learn from the information in the [graphic]?  Tell me one more thing that you learn from the information in the [graphic].		

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 Standard 2: Delivery of Oral Communications The student will communicate orally by:		E-6: sharing a personal experience/story using complete sentences.	0	0		Oral			
Spe			B-6: sharing a personal experience/story supported- by details and examples in complete sentences.	0	0	SA4 OE		Please answer in two or more complete sentences.  Tell about [a personal experience/interest/story].  Include [who/what in the personal experience/interest/story] and why [detail about the personal experience/interest/story].		V.L.1b
Speaking		6	LI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	0	0	Orally Administered/ Spoken Response			Scored 0-4	V.L.16 V.L.2
			HI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	1	2					
			B-10: providing multiple step directions/ instructions- using sentences and phrases.	0	0	SA4 OE		Look at number XX.  Look at the map of the [place/city/area].  Please answer in two or more complete sentences.  Use the path marked on the map to tell how to get from the [one location on map] to the [another location on the map].	Scored 0-4	
	Speaking		LI-10: providing multiple step directions/ instructions with specific details.	0	0					
S			HI-10: providing multiple step directions/ instructions with specific details.	2	1		GRAPHIC			V.L.1a
Speaking	Standard 2: Delivery of Oral Communications  The student will communicate orally by:	10	B-10: providing multiple step directions/ instructions- using sentences and phrases.	0	θ	Orally Administered/ Spoken Response	Graphic of map			V.L.1a V.L.1b V.L.2
			LI-10: providing multiple step directions/ instructions with specific details.	0	0			Please answer in two or more complete sentences. Give me clear instructions on how to [do something		
			HI-10: providing multiple step directions/ instructions with specific details.	0	2			students would be familiar with]. Include at least four steps.		

	Range	Words	Items
Literary Passage			
	Low end	125-175	5
	Mid-range	176-250	6
	Upper end	251-350	8
Informational Passage			
	Low end	125-175	5
	Mid-range	176-250	6
	Upper end	251-350	8
Functional Passage			
	Low end	125-175	5
	Mid-range	176-250	6
	Upper end	251-350	8
Persuasive Passage			
	Low end	125-175	5
	Mid-range	176-250	6
	Upper end	251-350	8
Listening Passage			
	Low end	35-42	2
	Upper end	50-70	4