

Stage V Writing
AZELLA Item Specifications
Fall 2011 and Spring 2013

Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Writing	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:	1	B-1: writing a narrative paragraph based on real and imagined events that includes characters, plot, and setting.	0	0	ER Written Response	None	[Identifies a situation in which students write a "story" about a real or imagined experience.] Be sure to include: • Characters. • Setting. • Plot. [Do not require dialogue.]	Scored 0-5	V.L.1b
			LI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, dialogue, plot, and setting.	0	0					
			HI-1: writing one or more narrative paragraphs based on real and imagined events that include characters, plot, setting, and dialogue as appropriate.	0	4					
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 demonstrated by:	7	B-7: writing a persuasive paragraph that states a position/claim and supports arguments with evidence.	0	0	ER Written Response	None	[Identifies a situation in which students write a persuasive paragraph/essay that states a position/claim about a topic familiar to students.] Be sure to: • State your position. • Give reasons to support your position.	Scored 0-5	V.L.1b
			LI-7: writing a persuasive text that states a position/claim and supports arguments with evidence.	4	2*					

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

*FT in 2013

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

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

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Writing	<p style="text-align: center;">Writing Standard 2: Standard English Conventions</p> <p>The student will identify and apply conventions of standard English in his or her written communications by:</p>	2	E-2: spelling words correctly.	0	0	MC Multiple Choice	None	Which word is spelled correctly?	<p>Scored 1 4 OPTIONS</p> <p>Correctly spelled word.</p> <p>Three misspellings of the same word.</p> <hr/> <p>Four different words; only one is spelled correctly. (Commonly misspelled words.)</p>	None
			B-2: spelling words correctly.	0	2					
			L1-2: spelling words correctly.	0	0					
			HI-2: spelling words correctly.	2	2					
Writing	<p style="text-align: center;">Writing Standard 2: Standard English Conventions</p> <p>The student will identify and apply conventions of standard English in his or her written communications by:</p>	13	E-13: using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications.	0	3	MC Multiple Choice	None	Which sentence is correct?	<p>Scored 1 4 OPTIONS</p> <p>Four same sentences; only one sentence uses the correct verb tense. (Simple present, simple past, simple future, present progressive.)</p>	V.L.1a V.L.1b
			B-13: using verb tenses (simple and progressive) in a variety of writing applications.	0	1					
			E-13: using verb tenses (simple present, simple past, simple future and present progressive) in a variety of writing applications.	0	1					
							Sentence with underlined	[One sentence with [in]correct verb tense	<p>Scored 1 4 OPTIONS</p> <p>Two to three answer choices with incorrect use of verb tense. and "correct</p>	

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

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

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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
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	B-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 of the sentence?	Scored 1 4 OPTIONS Two to three answer choices with incorrect use of adverbial or prepositional phrase, and "correct as is" as one answer choice.	V.L.1a V.L.1b
			L1-15: using noun, adverbial and/or prepositional phrases in sentences.	0	0					
			HI-15: using noun, adverbial and/or prepositional phrases in sentences.	1	3					

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Writing	<p style="text-align: center;">Writing Standard 3: Writing Process</p> <p>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</p>	2	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	MC Multiple-Choice	<p style="text-align: center;">GRAPHIC</p> <p>Chart, table, Venn diagram, web, story map, plot line with missing information</p>	<p>Look at the [graphic organizer].</p> <p>[Graphic organizer.]</p> <p>Which idea belongs in the blank space of the [graphic organizer]?</p>	<p style="text-align: center;">Scored 1</p> <p>4 OPTIONS</p>	None
			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.	0	0					
			L1-2: 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.	0	0					
			H1-2: 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.	0	0					
Writing	<p style="text-align: center;">Writing Standard 3: Writing Process</p> <p>Students use the steps of the writing process as a writing piece moves toward completion as demonstrated by:</p>	12	B-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language, with instructional support.	0	0	MC Multiple Choice	<p style="text-align: center;">GRAPHIC</p> <p>Sentence with designated word underlined</p> <p>Thesaurus/dictionary entry for a designated word</p>	<p>Read the sentence.</p> <p>[One sentence with word underlined.]</p> <p>Look at the thesaurus/dictionary entry for [underlined word].</p> <p>[Graphic of thesaurus/dictionary entry.]</p> <p>Which word best replaces [underlined word] in the sentence?</p>	<p style="text-align: center;">Scored 1</p> <p>4 OPTIONS</p>	V.L.2
			L1-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	0	0					
			H1-12: using resources and reference materials (e.g., thesaurus, dictionary) to select more effective and precise language.	2	2					

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

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

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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	Reading Standard 2: Decoding The student will demonstrate knowledge of decoding by:	6	B-6: applying knowledge of spelling pattern exceptions.	0	0	MC Multiple Choice	Sentence containing a word with an affix (without contextual clues to the meaning of the word)	The prefix/suffix [prefix/suffix] helps the reader know that the word [base with prefix/affix word with affix] means	4 OPTIONS only one contain the meaning of the affix	V.L.2.E.7, B.7, LI.7
			LI-6: N/A	0	0					
			HI-6: N/A	0	0					
Reading	Reading Standard 2: Decoding The student will demonstrate knowledge of decoding by:	9	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	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
			B-9: reading words with appropriate pronunciation using the knowledge of parts of speech and the functions of inflectional endings.	0	1					
			LI-9: applying knowledge of inflectional endings, to include regular and irregular forms, in context.	0	0					
			HI-9: applying knowledge of inflectional endings, to include regular and irregular forms, in context.	0	0					
Reading	Reading Standard 2: Decoding The student will demonstrate knowledge of decoding by:	10	B-10: applying knowledge of affixes to base words in context.	0	0	MC Multiple Choice	Sentence containing a word with an affix (without contextual clues to the meaning of the word)	When you add the prefix/suffix [prefix/suffix], what is the meaning of the new word?	Scored 1 4 OPTIONS only one option contains the meaning of the affix	V.L.2
			LI-10: applying knowledge of affixes to base words in context.	0	0					
			HI-10: applying knowledge of affixes to base words in context.	4	0					

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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

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

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	9	PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0	MC Passage-based: Multiple Choice	Literary reading passage	Which word/words from the passage indicates/indicate sequential/chronological order?	Scored 1 4 OPTIONS	V.L.1a
			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					
			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	0					
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0			Read the sentence from the passage. [Quoted text from the passage] Which word/words indicates/indicate sequential/chronological order?		
			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					
			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					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes		
Reading: Literary Passage (Fiction)	<p style="text-align: center;">Reading Standard 4: Comprehending Text</p> <p>The student will demonstrate knowledge of reading comprehension by:</p>	40	E-10: identifying signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0	MC Passage-based: Multiple-Choice	Literary reading passage	Which word/words from the passage indicates/indicate a comparison/contrast?	Scored-1 4-OPTIONS	None		
			B-10: locating signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0							
			LI-10: locating signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0							
			HI-10: locating signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0							
			E-10: identifying signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0						Read the sentence from the passage. —[Quoted text from the passage]	Which word/words indicates/indicate comparison/contrast?
			B-10: locating signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0							
			LI-10: locating signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0							
			HI-10: locating signal words that indicate comparison/contrast. (e.g., <i>similarly, on the other hand, however, yet, in spite of</i>)	0	0							
Reading: Literary Passage (Fiction)	<p style="text-align: center;">Reading Standard 4: Comprehending Text</p> <p>The student will demonstrate knowledge of reading comprehension by:</p>	41	E-11: identifying signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0	MC Passage-based: Multiple-Choice	Literary reading passage	Which word/words from the passage indicates/indicate cause and effect?	Scored-1 4-OPTIONS	None		
			B-11: locating signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0							
			LI-11: identifying signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0							
			HI-11: identifying signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0							
			E-11: identifying signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0			Read the sentence from the passage. —[Quoted text from the passage]			Which word/words indicates/indicate cause and effect?	
			B-11: locating signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0							
			LI-11: identifying signal words that indicate cause and effect. (e.g., <i>as a result of, consequently, so that, because of, since</i>)	0	0							

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			HI-11: identifying signal words that indicate cause and effect. (<i>as a result of, consequently, so that, because of, since</i>)	0	0					
Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC Passage-based: Multiple Choice	Literary reading passage	Why did the author write the passage?	Scored 1 4 OPTIONS	None
			B-12: identifying the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	1					
			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					
			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	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	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					
			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	0					

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

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

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	16	B-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
			LI-16: describing the setting from a fictional text.	0	0					
			HI-16: describing the setting from a fictional text.	0	1					
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	MC Passage-based: Multiple Choice	Literary reading passage	Which word/sentence describes/shows [question about plot/sequence of events in the passage]? [Question about the plot/sequence of events in the passage.]	Scored 1 4 OPTIONS	None
				0	1			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.]		
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., <i>main events, conflict, rising action, climax, falling action and resolution.</i>)	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
Reading: L Passage (F	Reading Standard 4: Comprehending Text	18	PE-18: relating illustrations to fictional text.	0	0	MC Passage-based:	Literary reading passage	Which sentence from the passage matches the illustration?	Scored 1 4 OPTIONS	None
			E-18: relating illustrations to fictional text.	0	0					
			B-18: relating illustrations to fictional text.	1	0					

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Literary (fiction)	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	0					

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Reading: Literary Passage (Fiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	19	B-19: comparing and contrasting two characters within a fictional text.	0	0	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 characters in the passage.]	Scored 1 4 OPTIONS	None
			LI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.	0	1					
			HI-19: comparing, contrasting, and describing the connection between two characters within a fictional text.	1	0					
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.	0	0	MC Passage-based: Multiple Choice	Literary reading passage	Which sentence contains a simile/metaphor/personification?	Scored 1 4 OPTIONS	V.L.2
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

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

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			HI-8: summarizing the main idea (<i>explicit or implicit</i>) and supporting details in text.	0	0					

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Reading: Informational Passage (Nonfiction)	Reading 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	Which word/words from the passage indicates/indicate sequential/chronological order?	Scored 1 4 OPTIONS	V.L.1.a
			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					
			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					
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0			Read the sentence from the passage. —[Quoted text from the passage]— Which word/words indicates/indicate sequential/chronological order?		
			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					
			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	0					

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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	10	E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	MC Passage-based: Multiple Choice	Informational reading passage	Which word/words from the passage indicates/indicate a comparison/contrast?	Scored 1 4 OPTIONS	None
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			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	1					
			E-10: identifying 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?		
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			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					

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

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Reading: Informational Passage (Nonfiction)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC Passage-based: Multiple Choice	Informational reading passage	Why did the author write the passage?	Scored 1 4 OPTIONS	None
			B-12: identifying the author's 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					
			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	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	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	1					
			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	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	1					

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

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

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

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional Passage (Procedural)	Reading 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	Functional reading passage	Which word/words from the passage indicates/indicate sequential/chronological order?	Scored 1 4 OPTIONS	V.L.1.a
			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					
			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)	1	0					
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally)	0	0			Read the sentence from the passage. — [Quoted text from the passage] — Which word/words indicates/indicate sequential/chronological order?		
			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					
			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	0					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes		
Reading: Functional Passage (Procedural)	<p style="text-align: center;">Reading Standard 4: Comprehending Text</p> <p>The student will demonstrate knowledge of reading comprehension by:</p>	40	E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	MC Passage-based: Multiple-Choice	Functional reading passage	Which word/words from the passage indicates/indicate a comparison/contrast?	Scored 4 4-OPTIONS	None		
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0							
			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							
			E-10: identifying 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?
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0							
			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							

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	44	E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0	MC Passage-based: Multiple-Choice	Functional reading- passage	Which word/words from the passage indicates/indicate cause and effect?	Scored 4 4-OPTIONS	None
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			L1-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			H1-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	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			Read the sentence from the passage. — [Quoted text from the passage] Which word/words indicates/indicate cause and effect?		
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			L1-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			H1-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	0	0					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC Passage-based: Multiple-Choice	Functional reading- passage	Why did the author write the passage? [Do not use if the passage type is explicit in the text.]	Scored-1 4-OPTIONS	None
			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	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	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					
			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	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					
LI-12: determining the author's point of view and/or main purpose (i.e., to inform, to persuade, to entertain).	0	0								
				0	0			What does the author believe about [idea in the passage]?		

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			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					
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	21	B-21: applying understanding of content area vocabulary within math, science, and social studies texts.	0	0	MC Passage-based: Multiple Choice	Functional reading passage	What does the word [word from the passage] mean in the passage?	Scored 4 4 OPTIONS words or phrases	V.L.2
			LI-21: applying understanding of content area vocabulary within math, science, and social studies texts.	0	0					
			HI-21: applying understanding of content area vocabulary within math, science, and social studies texts.	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
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	25	B-25: interpreting external text within nonfiction text for a specific purpose.	0	0	MC Passage-based: Multiple Choice	Functional reading passage GRAPHIC Map/graph/chart/ diagram/table/timeline attached to a functional reading passage	[Question requiring an interpretation of information in the map/graph/chart/diagram/timeline of the passage.]	Scored 1 4 OPTIONS	None
			LI-25: interpreting external text within nonfiction text for a specific purpose.	0	0					
			HI-25: interpreting external text within nonfiction text for a specific purpose.	0	0					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	29	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 4 4 OPTIONS	None
Reading: Functional Passage (Procedural)	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	29	E-29: interpreting information within functional documents (graphic— organizers, manuals, recipes, memos, menus, directories, flyers,-- brochures, etc.)--	0	0	MC Multiple Choice	Functional reading passage	[Inferential question interpreting information in the passage.]	Scored 1 4 OPTIONS	None
			B-29: interpreting information within functional documents.--	0	0					
			LI-29: interpreting information within functional documents.--	0	0					
			HI-29: interpreting information within functional documents.	1	1					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	4	E-4: answering literal questions about text. (e.g., who, what, when, and where)	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	[Who/what/where/when/why/which/how literal question about the passage.]	Scored 1 4 OPTIONS	None
			B-4: answering literal questions about text. (e.g., who, what, when, where, when, why, which, and how)	0	2					
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	4	LI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	0	1	MC Passage-based: Multiple Choice	Persuasive reading passage	Which word/sentence describes/shows [inferential/prediction/evaluation question about the passage]? [Inferential, prediction, evaluation question about the passage.]	Scored 1 4 OPTIONS	V.L.2
			HI-4: answering literal, inferential, prediction, evaluation, and/or personal response questions about text.	0	0					
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	8	E-8: identifying the main idea (<i>explicit</i>) and supporting details in text.	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	What is the main idea of the passage?	Scored 1 4 OPTIONS	None
			B-8: determining the main idea (<i>explicit and implicit</i>) and supporting details in text.	1	2					
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	8	LI-8: summarizing the main idea (<i>explicit or implicit</i>) and supporting details in text.	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	What is the best summary of the passage?	Scored 1 4 OPTIONS	None
			HI-8: summarizing the main idea (<i>explicit or implicit</i>) and supporting details in text.	1	0					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Persuasive Passage	Reading 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	Persuasive reading- passage	Which word/words from the passage- indicates/indicate sequential/chronological order?-	Scored + 4-OPTIONS	V.L.4a
			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					
			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	0					
			PE-9: identifying signal words that indicate sequential/chronological order. (e.g., first, next, finally).	0	0			Read the sentence from the passage. —[Quoted text from the passage]— Which word/words indicates/indicate- sequential/chronological order?-		
			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					
			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	0					

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Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	10	E-10: identifying signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	Which word/words from the passage indicates/indicate a comparison/contrast?	Scored 1 4 OPTIONS	None
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			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)	2	0					
			E-10: identifying 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?		
			B-10: locating signal words that indicate comparison/contrast. (e.g., similarly, on the other hand, however, yet, in spite of)	0	0					
			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					

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	11	E-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	Which word/words from the passage indicates/indicate cause and effect?	Scored 1 4 OPTIONS	None
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			L1-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			H1-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	0	1					
			E-11: identifying 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]— Which word/words indicates/indicate cause and effect?		
			B-11: locating signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			L1-11: identifying signal words that indicate cause and effect. (e.g., as a result of, consequently, so that, because of, since)	0	0					
			H1-11: identifying signal words that indicate cause and effect. (as a result of, consequently, so that, because of, since)	0	0					

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Reading: Persuasive Passage	Reading Standard 4: Comprehending Text The student will demonstrate knowledge of reading comprehension by:	12	E-12: identifying author's main purpose (i.e., to inform, to persuade, to entertain).	0	0	MC Passage-based: Multiple Choice	Persuasive reading passage	Why did the author write the passage?	Scored 1 4 OPTIONS	None
			B-12: identifying the author's 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	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	1					
			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	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					
			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	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								

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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
Reading: Persuasive Passage	Reading 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.)	0	0	MC Multiple Choice	Persuasive reading passage	Read the sentence from the passage. [Sentence quoted from the passage] Which word/words/sentence from the passage does the author use to influence the reader?	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	0					
			HI-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	2	1					
			B-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	0	0					
			LI-33: identifying words used in persuasive text to affect the reader. (e.g., stereotypes, testimonial, exaggeration, loaded words, etc.)	0	1					

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

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	E-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and details in complete sentences.	0	0	MC Orally Administered/ Passage-based: Multiple Choice	Oral (30-40 word fiction or nonfiction passage)	Look at number XX.	Scored 1 4 OPTIONS phrases or sentences	V.L.1a
			B-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and supporting details in complete sentences.	3	5			Listen to the [passage/instructions/announcement]. [30-40 word fiction/nonfiction passage] Now listen to the [passage/instructions/announcement] 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.		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	E-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and details in complete sentences.	0	0	MC Orally Administered/ Passage-based: Multiple Choice	Oral (50-70 word fiction or nonfiction passage)	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]	Scored 1 4 OPTIONS phrases or sentences	V.L.1a
			B-3: responding to fiction and nonfiction read-alouds by identifying main ideas/concepts and supporting details in complete sentences.	0	5			Listen to the question and the answer 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.		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	3	LI-3: summarizing main ideas/concepts and supporting details from fiction and nonfiction read-alouds in complete sentences.	3	2	MC Orally Administered/ Passage-based: Multiple Choice	Oral passage) (50-70 word sentence fiction/nonfiction passage)	<p>Look at number XX. Listen to the [passage/instructions/announcement]. [50-70 word fiction/nonfiction passage]</p> <p>Now listen to the [passage/instructions/announcement] again to answer the question. [main idea/concept/detail question (read to students)]</p> <p>[50-70 word fiction/nonfiction passage]</p> <p>[main idea/concept/detail question (read to students)]</p> <p>Listen to the answer choices. The answer choices are [answer choices read to students]. Mark your answer.</p>	Scored 1 4 OPTIONS phrases or sentences	None
				5	0			<p>[Note: This question is the second of two questions, the first of which is an HI-3 inference/conclusion question.]</p> <p>Listen to the question and the answer choices.</p> <p>Question number XX: [second (of two) question about main idea/concept/detail (read to students)]</p> <p>The answer choices are [answer choices (read to students)] Mark your answer.</p>		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	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 read-alouds 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

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

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	4	B-4: sequencing events from read-alouds, presentations and conversations.	0	0	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]	Scored 1 4 OPTIONS phrases or sentences	None
			LI-4: sequencing events from read-alouds, presentations and conversations.	0	1			Now listen to the [passage/instructions/announcement] again to answer the question: [question about sequence of events (read to students)]		
			HI-4: sequencing events from read-alouds, presentations and conversations.	3	0			[50-70 word fiction/nonfiction passage/instructions/announcement] [question about sequence of events (read to students)] Listen to the answer choices. The answer choices are [answer choices (read to students)] Mark your answer.		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	4	B-4: sequencing events from read-alouds, presentations and conversations.	0	2	MC Orally Administered/ Passage-based: Multiple Choice	Oral (50-70 word sentence fiction/nonfiction passage)	Look at numbers XX and XX. Listen to the [passage/instructions/announcement]. [50-70 word fiction/nonfiction passage/instructions/announcement]	Scored 1 4 OPTIONS phrases or sentences	None
			LI-4: sequencing events from read-alouds, presentations and conversations.	0	1			Now listen to the [passage/instructions/announcement] again to answer the questions: [two questions about sequence of events (read to students)] [50-70 word fiction/nonfiction passage/instructions/announcement]		
			HI-4: sequencing events from read-alouds, presentations and conversations.	2	0			Listen to the question and the answer 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.		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Listening: Fiction or Nonfiction Passage	Listening Standard 1: Comprehension of Oral Communications The student will demonstrate understanding of oral communications by:	8	E-8: following multiple step directions/ instructions which include prepositional phrases.	0	0	MC Orally Administered/ Passage-based: Multiple Choice	Oral (50-70 word fiction/nonfiction multiple step passage/ instructions/ announcement for an academic assignment/procedure/ process with prepositional phrases)	Look at number XX. Listen to the [passage/instructions/announcement]. [50-70 word fiction/nonfiction multiple step passage/instructions/announcement] Now listen to the [passage/instructions/announcement] again to answer the question. [question about multiple step directions/instructions/procedures (read to students)] [50-70 word fiction/nonfiction passage/instructions/announcement] [question about multiple step directions/instructions/procedures (read to students)] Listen to the answer choices. The answer choices are [answer choices (read to students)] Mark your answer.	Scored 1 4 OPTIONS	None
			B-8: following multiple step directions, instructions, and procedures which include prepositional phrases.	0	0					
			L-8: following multiple step directions, instructions, and procedures which include prepositional phrases.	0	0					
			HI-8: following multiple step directions, instructions, and procedures which include prepositional phrases.	4	1					

Stage V Speaking
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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	1	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
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	4	B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, and abilities using complete sentences.	0	0	SA4 OE Orally Administered/ Spoken Response	Oral	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]?	Scored 0-4	V.L.1b V.L.2
		LI-4: participating in formal and informal socio-functional communication tasks using complete sentences with instructional support.	0	0						
		HI-4: participating in formal and informal socio-functional communication tasks using complete sentences.	1	1						
		B-4: participating in social conversations with familiar and unfamiliar people; sharing personal information, experiences, opinions, and abilities using complete sentences.	0	0						
		LI-4: participating in formal and informal socio-functional communication tasks using complete sentences with instructional support.	0	0						
		HI-4: participating in formal and informal socio-functional communication tasks using complete sentences.	1	3						

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	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
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	5	E-5: asking and responding to academic questions in complete sentences.	0	1	SA4 OE Orally Administered/ Spoken Response	GRAPHIC Two graphics of content area animals/objects/ persons/events with 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 one way the [things/events in the pictures] are different? What is one way the [things/events in the pictures] are similar?	Scored 0-4	V.L.1b V.L.2
			B-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, etc.)	0	0			Look at number XX. Look at the pictures. Please answer in complete sentences. What is happening in picture one? What is happening in picture two?		
			LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	0	2			Look at number XX. Follow along as I read the statement. [Content area statement that students can agree/disagree with or express a probability] Please answer in complete sentences. Do you agree or disagree with this statement?		
			E-5: asking and responding to academic questions in complete sentences.	0	0					
			B-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, etc.)	0	0					
			LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	0	1					
			E-5: asking and responding to academic questions in complete sentences.	0	0					
			B-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, etc.)	0	0					
LI-5: asking and responding to academic questions in complete sentences. (e.g., making comparisons, describing events, agreeing/disagreeing with others, etc.)	0	0								

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			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].		

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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 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
				0	1		Content area graphic[s] about which students could express probabilities/information/similarities and differences]	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]?		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	5	HI-5: asking and responding to academic questions (i.e., agreeing/disagreeing with others, expressing probabilities, hypothetical questions, etc.) in complete sentences.	1	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 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].	Scored 0-4	V.L.1b V.L.2
				2	0			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?		
				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].		

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Domain (and Genre)	Standard	PI #	Performance Indicators	Op count	FT only count	Item Format / Type	Stimulus Description	Task Description: Stem / Prompt	Task Description: Options / Rubric	Language Strand Codes
Speaking	Speaking Standard 2: Delivery of Oral Communications The student will communicate orally by:	6	E-6: sharing a personal experience/story using complete sentences.	0	0	SA4 OE Orally Administered/ Spoken Response	Oral	Please answer in two or more complete sentences. 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].	Scored 0-4	V.L.1b V.L.2
			B-6: sharing a personal experience/story supported by details and examples in complete sentences.	0	0					
			LI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	0	0					
			HI-6: sharing a personal experience/story with descriptive language supported by details and examples in complete sentences.	1	2					
Speaking	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	0	SA4 OE Orally Administered/ Spoken Response	GRAPHIC Graphic of map	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	V.L.1a V.L.1b V.L.2
			LI-10: providing multiple step directions/ instructions with specific details.	0	0					
			HI-10: providing multiple step directions/ instructions with specific details.	2	1					
			B-10: providing multiple step directions/ instructions using sentences and phrases.	0	0					
			LI-10: providing multiple step directions/ instructions with specific details.	0	0					
			HI-10: providing multiple step directions/ instructions with specific details.	0	2					

	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