



ELA Item Specifications

GRADE 3



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Table of Contents

Introduction	3
Item Development Process	4
Test Construction Guidelines	5
Blueprint	5
Depth of Knowledge (DOK)	6
Item Formats	7
Stimulus Guidelines.....	9
Arizona English Language Arts Standards	11
Grade 3 ELA Item Specifications	16
Reading Literature	16
AZ.ELA.3.RL.1	16
AZ.ELA.3.RL.2	17
AZ.ELA.3.RL.3	18
AZ.ELA.3.RL.4	19
AZ.ELA.3.RL.5	20
AZ.ELA.3.RL.6	21
AZ.ELA.3.RL.7	22
AZ.ELA.3.RL.9	23
Reading Informational Texts	24
AZ.ELA.3.RI.1	24
AZ.ELA.3.RI.2	25
AZ.ELA.3.RI.3	26
AZ.ELA.3.RI.4	27
AZ.ELA.3.RI.5	28
AZ.ELA.3.RI.6	29
AZ.ELA.3.RI.7	30
AZ.ELA.3.RI.8	31
AZ.ELA.3.RI.9	32

Listening	33
AZ.ELA.3.SL.2	33
AZ.ELA.3.SL.3	34
Reading Foundational Skills (Oral Fluency)	35
AZ.ELA.3.RF.4	35
Language	36
AZ.ELA.3.L.1	36
AZ.ELA.3.L.2	38
AZ.ELA.3.L.4	39
AZ.ELA.3.L.5	41
Writing	42
AZ.ELA.3.W.1	42
AZ.ELA.3.W.2	44
Writing: Foundational Skills	46
AZ.ELA.3.WF.3	46

Introduction

Arizona's Academic Standards Assessment (AASA) is the statewide achievement test for Arizona students in Grades 3–8. AASA assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AASA will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AASA tests are computer based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative item types.

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

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

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

Item Development Process

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



Sample tests are available online for the ELA portion of AASA. To access the AASA Sample Tests, go to: <https://home.testnav.com/>, click on “Arizona”, then click on “Mic Check and Sample Tests”.

Test Construction Guidelines

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

Blueprint

The AASA blueprint details specific information regarding the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

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

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

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

Depth of Knowledge (DOK)

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

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

For more information on DOK, please visit <https://www.azed.gov/assessment/aasa>.

Item Formats

The AASA assessments are composed of item formats that include traditional multiple-choice items (MC), multiple-select items (MS), evidence-based select response two-part items (EBSR), and technology-enhanced items (TEI).

TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

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

- Inline choice (IC)
- Gap Match / Gap Match Table (GM/GMT)
- Match – Table Grid (MTG)
- Hot Text (HT)
- Short Constructed Response (SCR)
- Writing Prompt (WP)

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

See the table below for a description of each item type. In addition, for examples of each response item format described, see the AASA Sample Tests. To access the AASA Sample Tests, go to:

<https://home.testnav.com/>, click on “Arizona”, then click on “Mic Check and Sample Tests”.

Item Type	Description
Multiple Choice (MC)	The student is directed to select one correct answer from among 4 options.
Multiple-Select (MS)	The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
Evidence-Based Selected Response (EBSR)	Multiple Choice/Multiple Select Format: The student is directed to answer a “Part A” multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing another “Part B” Multiple Choice item or a “Part B” Multi-Select item (see below). Multiple Choice/TE Format: The student is directed to answer a “Part A” multiple-choice item based on a passage and is then asked to provide evidence in support of that answer by completing a “Part B” TEI (see below).

Inline Choice (IC)	The student clicks a box which reveals a drop-down menu containing options. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
Gap Match / Gap Match Table (GM/GMT)	Gap Match: Certain numbers, words, phrases, or sentences may be designated “draggable” in this item type. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. Gap Match Table: Same as above except the drop zone is in a table format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Match – Table Grid (MTG)	The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Hot Text (HT)	Excerpted sentences from the text are presented in this item type. Certain words, phrases, or sentences are highlighted. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.
Short Constructed Response (SCR)	The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Writing Prompt (WP)	These items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.

Stimulus Guidelines

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

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

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

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200

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

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250

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

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

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

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

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

Arizona English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

- 3.RL.1– Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.2– Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
- 3.RL.3– Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

- 3.RL.4– Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.5– Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 3.RL.6– Distinguish one's own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

- 3.RL.7– Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 3.RL.8– (Not applicable to literature)
- 3.RL.9– Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

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

Reading Standards for Informational Text

Key Ideas and Details

- 3.RI.1– Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2– Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
- 3.RI.3– Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

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

Integration of Knowledge and Ideas

- 3.RI.7– Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3.RI.8– Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3.RI.9– Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

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

Standards for Speaking and Listening

Comprehension and Collaboration

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

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

Reading: Foundational Skills (Oral Fluency)

3.RF.4— Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standards for Language

Conventions of Standard English

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

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

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

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

Vocabulary Acquisition and Use

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

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

3.L.5– Demonstrate understanding of word relationships and nuances in word meanings.

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

Standards for Writing

Text Types and Purposes

3.W.1– Write opinion pieces on topics or texts, using reasons to support one's point of view.

- a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- d. Provide a concluding statement or section.

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

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

Writing Standards: Foundational Skills

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

Grade 3 ELA Item Specifications

Reading Literature

AZ.ELA.3.RL.1

Content Standard	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.
Task Demand	Common Item Formats
Answer questions using details in text where both the question and details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. The inference could be provided for the student or made by the student.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RL.2

Content Standard	Recount and paraphrase stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in text.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from a text to determine a theme, central message, lesson, or moral. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the theme, central message, moral, or lesson. Items may ask the student to appropriately sequence or describe events in chronological order.
Task Demand	Common Item Formats
Sequence key details to recount or paraphrase the story. The details should be explicitly stated in the text. Determine a theme or central idea explicitly or implicitly stated in text. Provide details that support the theme or central message of the text. The details can be explicitly or implicitly stated.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RL.3

Content Standard	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use explicit and implicit details from the text to describe a character and his/her actions. Items may ask the student how these impact the events in the text. The item may require the student to draw inferences from the text.
Task Demand	Common Item Formats
Identify characteristics or features of characters and their actions that may be explicitly or implicitly stated in the text. Identify and describe characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given. Describe a character's personality, motivations, and feelings in a text, using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student. Describe how a character's personality, motivations, and feelings affect the development of the plot. The student should use explicit and implicit details from the text as support.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

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

AZ.ELA.3.RL.4

Content Standard	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.
Task Demand	Common Item Formats
Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items can focus on literal and simple non-literal meanings of words and phrases. Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RL.5

Content Standard	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support their explanations.	
Task Demand		Common Item Formats
Provide support for a given inference about the cause or effect of an event from the text. Analyze how multiple events relate to each other and lead to subsequent critical events (e.g., a climax or resolution). Produce an inference about the structure of a text using text-based evidence that may be either explicit or implicit.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice

Performance Level Descriptors

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

AZ.ELA.3.RL.6

Content Standard	Distinguish one's own point of view from that of the narrator or those of the characters.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to identify the point of view in a text. Items may ask the student to identify the narrator in a text.	
Task Demand		Common Item Formats
Identify various points of view in the text.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Match – Table Grid • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RL.7

Content Standard	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	
Stimuli Type	Reading Passage	
Content Limits	Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text.	
Task Demand		Common Item Formats
Determine the impact of an illustration on a text. Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Gap Match / Gap Match Table • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RL.9

Content Standard	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to compare and contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author.	
Task Demand		Common Item Formats
Use details from two or more texts to draw comparisons about the similarities and differences in themes, settings, and plots. The item writer may or may not provide the student with the theme and/or setting.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Short Constructed Response

Performance Level Descriptors

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

Reading Informational Texts

AZ.ELA.3.RI.1

Content Standard	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.	
Task Demand		Common Item Formats
Answer questions using details from the text where both the information within the question stem and the details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the inference for the student.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RI.2

Content Standard	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
Stimuli Type	Reading Passage
Content Limits	Content Standard Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the main idea.
Task Demand	Common Item Formats
Determine a main idea explicitly or implicitly stated in the text. Determine a main idea and provide one or more key details that support the theme or central idea of the text. Determine a main idea and explain how it is supported using a single detail. Determine a main idea and explain how it is supported using multiple details.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RI.3

Content Standard	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or stem in technical procedures. Items may ask the student how these impact other events in the text. The item may require the student to draw inferences from the text and may require the student to identify language in the passage used to convey time and/or sequence.	
Task Demand		Common Item Formats
Identify relationships between events, concepts and steps that may be explicitly or implicitly stated in the text. Identify and describe relationships between events, concepts and steps or language used to describe these relationships explicitly stated in the text to support an inference that has been given. Describe relationships between events, concepts and steps using explicit and implicit details from the text as support. The item writer may or may not draw an inference for the student.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

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

AZ.ELA.3.RI.4

Content Standard	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask students to determine meanings specific to a domain-specific area.	
Task Demand		Common Item Formats
Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on domain-specific words and phrases. Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RI.5

Content Standard	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use features located within the text to identify information relevant to key ideas or details within a text.
Task Demand	Common Item Formats
Identify information that can be found by using text features or search tools.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

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

AZ.ELA.3.RI.6

Content Standard	Distinguish one's own point of view from that of the author of a text.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to identify the point of view in at text. Items may ask the student to identify the author or speaker in a text.	
Task Demand		Common Item Formats
Identify various points of view in the text.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

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

Content Standard	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
Stimuli Type	Reading Passage
Content Limits	Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text.
Task Demand	Common Item Formats
Select words from the text that demonstrate how the illustration relates to the text. The item writer may or may not provide the student with the impact of the illustration. Determine the impact of an illustration on a text. The student is not provided with an inference.	• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice

Performance Level Descriptors

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

AZ.ELA.3.RI.8

Content Standard	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to identify transitions or connections between sentences, paragraphs or ideas. Items may ask students to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and identify examples within the passage.	
Task Demand		Common Item Formats
Select words or phrases from the passage to demonstrate how the author connects elements of the text. Select an explanation for how and/or why the author connects elements of the text.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text

Performance Level Descriptors

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

Content Standard	Compare and contrast the most important points and key details presented in two texts on the same topic.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask the student to compare and contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets on the same topic.	
Task Demand		Common Item Formats
Use details from two or more texts to draw comparisons about the similarities and differences between the important points and key details. The item writer may or may not provide the student with inferences regarding important points or key details.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Inline Choice • Gap Match / Gap Match Table • Match – Table Grid • Hot Text • Short Constructed Response

Performance Level Descriptors

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

Listening

AZ.ELA.3.SL.2

Content Standard	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Stimuli Type	Listening Stimuli
Content Limits	Items may ask the student to use details from an audio or visual stimulus to determine a main idea. The details and main idea may be implicit or explicit.
Task Demand	Common Item Formats
Determine a main idea explicitly or implicitly stated in the stimulus. Determine a main idea of the stimulus and provide one or more details that support the main idea. The details can be explicitly or implicitly stated.	• Multiple Choice • Multiple Select • Evidence-based Selected Response

Performance Level Descriptors

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

AZ.ELA.3.SL.3

Content Standard	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Stimuli Type	Listening Stimuli
Content Limits	Items may ask the student to answer general and specific questions about information communicated by a speaker. Students may be asked to elaborate on and extend this information.
Task Demand	Common Item Formats
Answer questions about explicit information from the stimulus. Answer questions about implicit information from the stimulus. Elaborate and expand on information explicitly or implicitly provided in a stimulus.	• Multiple Choice • Multiple Select • Evidence-based Selected Response

Performance Level Descriptors

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

Reading Foundational Skills (Oral Fluency)

AZ.ELA.3.RF.4

Content Standard	Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Stimuli Type	Visual Stimuli
Content Limits	Items will require the student to read a visual stimulus aloud with sufficient accuracy and fluency at an appropriate rate.
Task Demand	Common Item Formats
Read a stimulus aloud with accuracy. Read a stimulus aloud with fluency.	Recording or audio capture of oral response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Reads with minimal accuracy and fluency to support comprehension. - Reads grade-level text with an unclear purpose and little understanding. - Reads grade-level prose and poetry orally with limited accuracy, at an irregular rate, and inappropriate or lack of expression on successive readings. - Does not use context to confirm or self-correct word recognition and understanding. Does not reread as necessary.	Reads with basic accuracy and fluency to support comprehension. - Reads grade-level text with an inconsistent purpose and demonstrating partial understanding. - Reads grade-level prose and poetry orally with moderate accuracy and an inconsistent rate and expression on successive readings. - Uses some context to confirm or occasionally self-correct word recognition and understanding, sometimes rereading as necessary.
Proficient	Highly Proficient
Reads with sufficient accuracy and fluency to support comprehension. - Reads grade-level text with purpose and understanding. - Reads grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. - Uses context to confirm or self-correct word recognition and understanding, rereading as necessary.	Reads with high accuracy and fluency to support comprehension. - Reads grade-level text with a clear purpose and understanding. - Reads grade-level prose and poetry orally with high accuracy, appropriate rate, and clear expression on successive readings. - Uses context to consistently confirm or self-correct word recognition and understanding, rereading as necessary.

Language

AZ.ELA.3.L.1

Content Standard	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. - Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. - Form and use regular and irregular plural nouns. - Use abstract nouns (e.g., <i>childhood</i>). - Form and use regular and irregular verbs. - Form and use the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i>). - Ensure subject-verb and pronoun-antecedent agreement. - Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. - Use coordinating and subordinating conjunctions. - Produce simple, compound, and complex sentences. - Write one or more paragraphs that explain a main idea within a topic and support it with details and conclusions/closure.	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.	
Task Demand		Common Item Formats
Apply rules of standard English grammar and usage.		- Multiple Choice - Evidence-based Select Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Demonstrates basic understanding of the conventions of Standard English grammar and usage when writing or speaking: a. recognizes the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in simple sentences. b. inconsistently forms and uses regular and irregular plural nouns. c. inconsistently uses abstract nouns (e.g., childhood). d. inconsistently forms and uses regular and irregular verbs. e. inconsistently forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. inconsistently ensures subject-verb and pronoun-antecedent agreement. g. inconsistently forms and uses comparative and superlative adjectives and adverbs and chooses between them depending on what is to be modified. h. inconsistently uses coordinating and subordinating conjunctions. i. produces simple sentences.	Demonstrates understanding of the conventions of Standard English grammar and usage when writing or speaking: a. identifies the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. forms and uses straightforward regular and irregular plural nouns. c. occasionally uses abstract nouns (e.g., childhood). d. generally forms and uses regular and irregular verbs. e. generally forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. generally ensures subject-verb and pronoun-antecedent agreement. g. forms and uses straightforward comparative and superlative adjectives and adverbs and generally chooses correctly between them depending on what is to be modified. h. generally recognizes when to use coordinating and subordinating conjunctions. i. produces simple, compound, and complex sentences.
Proficient	Highly Proficient
Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. forms and uses regular and irregular plural nouns. c. uses abstract nouns (e.g., childhood). d. forms and uses regular and irregular verbs. e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. ensures subject-verb and pronoun-antecedent agreement. g. forms and uses comparative and superlative adjectives and adverbs and chooses between them depending on what is to be modified. h. uses coordinating and subordinating conjunctions. i. produces simple, compound, and complex sentences.	Demonstrates strong command of the conventions of Standard English grammar and usage when writing or speaking: a. explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. b. forms and uses regular and irregular plural nouns. c. uses abstract nouns (e.g., childhood). d. forms and uses regular and irregular verbs. e. forms and uses the simple verb tenses (e.g., I walked; I walk; I will walk). f. ensures subject-verb and pronoun-antecedent agreement. g. forms and uses comparative and superlative adjectives and adverbs and chooses between them depending on what is to be modified. h. uses coordinating and subordinating conjunctions. i. produces simple, compound, and complex sentences.

AZ.ELA.3.L.2

Content Standard	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. - Capitalize appropriate words in titles. - Use commas in addresses. - Use commas and quotation marks in dialogue. - Form and use possessives.	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.	
Task Demand		Common Item Formats
Apply rules of standard English capitalization, punctuation, and spelling.		- Multiple Choice - Evidence-Based Select Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Demonstrates basic understanding of the conventions of Standard English capitalization and punctuation when writing: - inconsistently capitalizes appropriate words in titles. - inconsistently uses commas in addresses. - inconsistently uses commas and quotation marks in dialogue. - inconsistently forms and uses possessives.	Demonstrates understanding of the conventions of Standard English capitalization and punctuation when writing: - generally capitalizes appropriate words in titles. - generally uses commas in addresses. - generally uses commas and quotation marks in dialogue. - forms and uses simple possessives.
Proficient	Highly Proficient
Demonstrates command of the conventions of Standard English capitalization and punctuation when writing: - capitalizes appropriate words in titles. - uses commas in addresses. - uses commas and quotation marks in dialogue. - forms and uses possessives.	Demonstrates strong command of the conventions of Standard English capitalization and punctuation when writing: - capitalizes appropriate words in titles. - uses commas in addresses. - uses commas and quotation marks in dialogue. - forms and uses possessives.

AZ.ELA.3.L.4

Content Standard	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>). b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>). c. Use sentence-level context as a clue to the meaning of a word or phrase. d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	
Stimuli Type	Reading Passage	
Content Limits	Items may ask students to use sentence context clues, known affixes, or known root words to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.	
Task Demand		Common Item Formats
• Determine the meaning of a word or phrase as it is used in a text, using grade appropriate affixes. • Determine the meaning of a word or phrase as it is used in a text, using grade appropriate root words. • Determine the meaning of a word or phrase as it is used in a text, using sentence level context clues.		• Multiple Choice • Multiple Select • Evidence-based Selected Response • Hot Text

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Inconsistently determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from at least one strategy: a. determines the meaning of the new word formed when a below-grade affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). b. uses below-grade root words as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. uses sentence-level context as a clue to the meaning of straightforward words or phrases. d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies: a. determines the meaning of the new word formed when a known affix is added to a known word. b. uses a known root word as a clue to the meaning of an unknown word with the same root. c. uses sentence-level context as a clue to the meaning of a word or phrase. d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
Proficient	Highly Proficient
Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. uses sentence-level context as a clue to the meaning of a word or phrase. d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Authoritatively determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies: a. determines the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). b. uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). c. uses sentence-level context as a clue to the meaning of a word or phrase. d. uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

AZ.ELA.3.L.5

Content Standard	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). b. Identify real-life connections between words and their uses (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, and <i>wondered</i>).
Stimuli Type	Reading Passage
Content Limits	Items may ask students to distinguish literal and non-literal meanings of words and phrases. Items may ask students to distinguish shades of meaning. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.
Task Demand	Common Item Formats
Determine the difference between the literal and nonliteral meaning of a word or phrase used in a text. Determine the connection between words or phrases used in a text and their real-life meanings. Determine the nuances between words that express states of mind or degrees of certainty.	• Multiple Choice • Multiple Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Demonstrates limited understanding of word relationships and nuances in word meanings: a. inconsistently recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. inconsistently identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. inconsistently recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	Demonstrates basic understanding of word relationships and nuances in word meanings: a. recognizes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. generally identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. recognizes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).
Proficient	Highly Proficient
Demonstrates understanding of word relationships and nuances in word meanings: a. distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).	Demonstrates deep understanding of word relationships and nuances in word meanings: a. distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps). b. identifies real-life connections between words and their uses (e.g., describe people who are friendly or helpful). c. distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

Writing

AZ.ELA.3.W.1

Content Standard	Write opinion pieces on topics or texts, using reasons to support one's point of view. - Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. - Provide reasons that support the opinion. - Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. - Provide a concluding statement or section.	
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)	
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.	
Task Demand		Common Item Formats
Directions Templates Write a multi-paragraph essay stating your opinion (whether) ... Use information from the sources in your essay. Manage your time carefully so that you can do the following actions: - Read the sources. - Plan your response. - Write your response. - Revise and edit your response. Be sure to include the following tasks: - an introduction - support for your opinion using information from the sources - a conclusion that is related to your opinion Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.		Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes an opinion piece that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. does not include a concluding statement or section or includes an ineffective one.	Writes a moderately organized opinion piece, using some reasons to support one's point of view: a. includes a simple introduction and organizational structure that states an opinion and lists reasons. b. provides limited reasons to support the opinion. c. uses some linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides a simple concluding statement or section.
Proficient	Highly Proficient
Writes an opinion piece on topics or texts, using reasons to support one's point of view. a. introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides reasons that support the opinion. c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides a concluding statement or section.	Writes a well-organized, multi-paragraph opinion piece, using sound reasons to support one's point of view. a. effectively introduces the topic or text, states an opinion, and creates an organizational structure that lists reasons. b. provides strong evidence that effectively supports the opinion. c. uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. provides an effective concluding statement or section.

AZ.ELA.3.W.2

Content Standard	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section.	
Stimuli Type	Reading Passages (may be informational, argumentative, or literary)	
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.	
Task Demand		Common Item Formats
Directions Template Write a multi-paragraph informative essay about Use information from the sources in your essay. Manage your time carefully so that you can do the following actions: • Read the sources. • Plan your response. • Write your response. • Revise and edit your response. Be sure to include the following tasks: • an introduction • information from the sources as support • a conclusion that is related to the information presented Your response should be in the form of a multi-paragraph essay. Enter your response in the space provided.		• Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes an explanatory text that lacks organization and attempts to use reasons to support one's point of view: a. does not include an introduction or includes an ineffective one; does not group related information together or ineffectively groups information together; occasionally includes illustrations when useful to aiding comprehension. b. provides irrelevant facts, definitions, and details to support the topic. c. inconsistently uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. does not include a concluding statement or section or includes an ineffective one.	Writes a moderately organized explanatory text to examine a topic and generally conveys ideas and information clearly: a. includes a simple introduction and generally groups related information together; includes illustrations when useful to aiding comprehension. b. provides limited facts, definitions, and details to support the topic. c. uses some linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. includes a simple concluding statement or section.
Proficient	Highly Proficient
Writes an informative/explanatory text to examine a topic and conveys ideas and information clearly: a. introduces a topic and groups related information together; includes illustrations when useful to aiding comprehension. b. develops the topic with facts, definitions, and details. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides a concluding statement or section.	Writes a well-organized, multi-paragraph explanatory piece and conveys ideas and information clearly: a. effectively introduces the topic and groups related information together; includes illustrations when useful to aiding comprehension. b. provides facts, definitions, and details that effectively support the topic. c. uses linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. provides an effective concluding statement or section.

Writing: Foundational Skills

AZ.ELA.3.WF.3

Content Standard	Know and apply spelling conventions and patterns. - Spell single-syllable words with less common and complex graphemes (e.g., <i>ough</i>, <i>augh</i>, <i>old</i>, <i>-ind</i>, <i>-ost</i>, <i>-ild</i> families). - Identify language of origin for words, as noted in dictionaries. - Spell singular and plural possessives (e.g., <i>teacher's</i>, <i>teachers'</i>). - Spell regular two-and three-syllable words that: - Combine all basic syllable types: closed, VCe (Vowel-Consonant-silent <i>e</i>), open, vowel team, vowel-<i>r</i>, and consonant <i>le</i>. - Include common, transparent prefixes and suffixes (e.g., <i>re-</i>, <i>pre-</i>, <i>sub-</i>, <i>un-</i>, <i>dis-</i>, <i>mis-</i>; <i>-able</i>, <i>-ness</i>, <i>-ful</i>, <i>-tion</i>). - Spell grade-level appropriate words in English, as found in a research-based list (*See guidelines under <i>Word Lists</i> in the ELA Glossary), including: - Irregular words. - Pattern-based words.	
Stimuli Type	Editing Task	
Content Limits	Items may ask the student to evaluate and correct errors which focus on spelling conventions and patterns. Items should assess on-grade-level vocabulary and errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard English spelling conventions and patterns.	
Task Demand		Common Item Formats
Apply rules of standard English spelling conventions and patterns.		- Multiple Choice - Evidence-based Select Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Demonstrates limited knowledge of and ability to apply spelling conventions and patterns, including: a. single-syllable words with less common and complex graphemes b. singular and plural possessives c. regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes; and d. grade-level-appropriate words in English including: 1. irregular words and 2. pattern-based words.	Demonstrates basic knowledge of and ability to apply spelling conventions and patterns, including: a. some single-syllable words with less common and complex graphemes b. some singular and plural possessives c. some regular two- and three-syllable words that combine some basic syllable types and include common, transparent prefixes and suffixes; and d. some grade-level-appropriate words in English including: 1. irregular words and 2. pattern-based words.
Proficient	Highly Proficient
Demonstrates knowledge of and ability to apply spelling conventions and patterns, including: a. single-syllable words with less common and complex graphemes b. singular and plural possessives c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; and d. grade-level-appropriate words in English including: 1. irregular words and 2. pattern-based words.	Demonstrates thorough knowledge of and a strong ability to ability to apply spelling conventions and patterns, including: a. single-syllable words with less common and complex graphemes b. singular and plural possessives c. regular two- and three-syllable words that combine basic syllable types and include common, transparent prefixes and suffixes; and d. grade-level-appropriate words in English including: 1. irregular words and 2. pattern-based words.