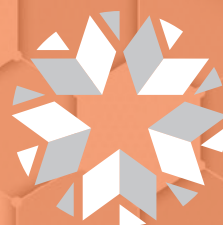# OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS

GRADE 3 ENGLISH LANGUAGE ARTS

OKLAHOMA
Education

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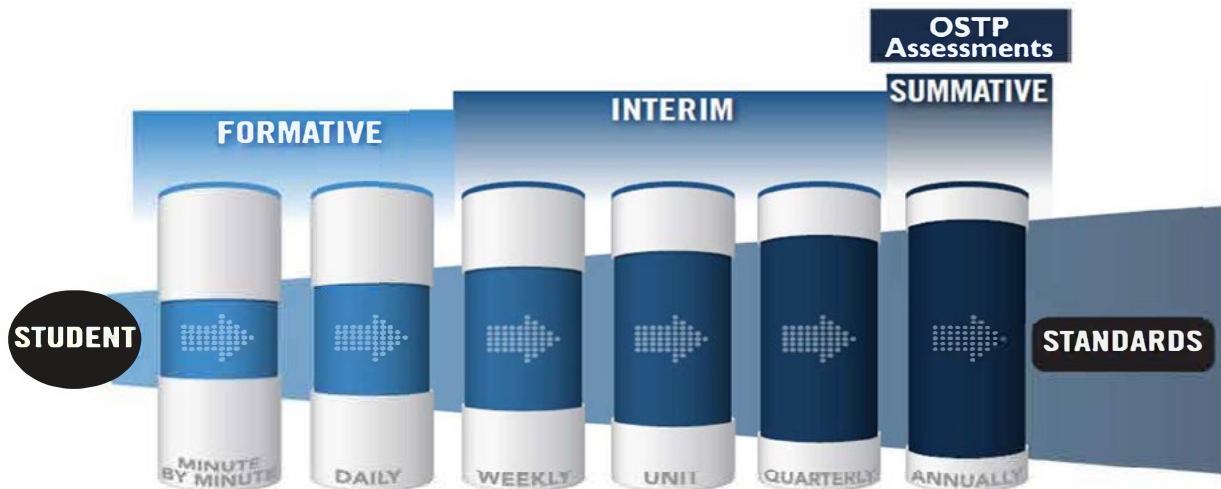
OKLAHOMA SCHOOL TESTING PROGRAM

Grade 3 English Language Arts

Purpose

A robust assessment system is predicated upon the knowledge that no one assessment is able to provide answers to all questions affecting instructional decisions. An assessment system utilizes different types of assessment to gather multiple pieces of evidence to provide timely, relevant, actionable, and reliable information about what students know and can do relative to a set of standards.

Assessments According to the Oklahoma ESSA Plan

According to page 48 of the Oklahoma ESSA Consolidated State Plan, Oklahoma recognizes that a **robust assessment system** is tied closely to students' learning and teachers' instructional practices by valuing and promoting **local, classroom-based formative assessments** that help make **student learning visible**. At the same time, that system should provide a **strong summative assessment** program that fits as a component within a multifaceted state, district, and school accountability system.

The OSDE supports an assessment system by working with Oklahoma educators and stakeholders to:

- Ensure that state and federally required annual summative assessments delivered through the Oklahoma School Testing Program (OSTP) are effective and meaningful to families, districts, educators, and members of the community;

- Develop instructional resources to support local formative and interim assessments through the curriculum frameworks projects and assessment guidance toolkit; and

- Build and deliver professional learning through face-to-face and web-based resources to support local assessment needs and interpretation of state assessment data.

Annual assessments delivered through the OSTP are aligned to the Oklahoma Academic Standards and can therefore provide point-in-time data for programmatic and curricular decisions by supporting criterion-referenced interpretations at appropriate levels and grain size (e.g., grade, student group, teacher, building/district administrator, state). Standards-based formative and

interim assessments conducted at the local level can provide additional information and evidence of learning at a smaller grain size to inform instructional decisions made at the student and classroom level.

While state summative assessments are only one measure of what students know and can demonstrate, having Oklahoma students take OSTP assessments:

✓ Helps students, their families, and the public know how students have grown over time and how they are performing relative to the standards, their peers in Oklahoma, and the nation;

✓ Enables teachers to see how their students are performing against grade-level expectations communicated through the Performance Level Descriptors (PLDs) to support evaluation and enhancement of curriculum and programs for the next school year;

✓ Provides a standardized and reliable measure for school/district leaders, the state, policymakers, and the public to determine how well a system is meeting the goals of helping every child grow along a continuum to prepare them for careers, college, and life; and

✓ Provides comparable information and data to inform continuous improvement of a system and appropriately support federal and state accountability decisions.

Test Structure, Format, and Scoring

The Grade 3 English Language Arts operational test is meant to be administered in two sessions within one day with a break between sessions or on two consecutive instructional days. Each section of the test consists of approximately 25 operational items and 5 field-test items.

Short constructed-response items provide students with the opportunity to respond to items in their own words. A typical response is 1–3 sentences. Each multiple-choice item is scored as correct or incorrect. Technology-enhanced items are worth one point and are scored as correct or incorrect. Correct and incorrect field-test items do not contribute to a student's score. Only the 50 operational items contribute to a student's scaled score on the test.

The student's test performance is converted to a scaled score using item response theory (IRT).

Test Alignment with Oklahoma Academic Standards (OAS)

Criteria for Aligning the Test with the Oklahoma Academic Standards Content Standards
1. Categorical Concurrence   The test is constructed so that the items are measuring the assessable reading and writing OAS. The items are selected to provide a reasonably reliable estimate of a student's mastery of the content measured.
2. Range-of-Knowledge Correspondence   The test is constructed so that each OAS standard has at least six corresponding assessment items.
3. Source of Challenge   Each test item is constructed in such a way that the major cognitive demand comes directly from the targeted OAS standard being assessed, not from specialized knowledge or cultural background that the test-taker may bring to the testing situation.

OKLAHOMA SCHOOL TESTING PROGRAM
TEST BLUEPRINT ENGLISH LANGUAGE ARTS GRADE 3

This blueprint describes the content and structure of an assessment and defines the ideal range of test items by standard of the **Oklahoma Academic Standards (OAS)**.

IDEAL PERCENTAGE OF ITEMS	REPORTING CATEGORIES
38–42%	**2: READING AND WRITING PROCESS** › Students will read and comprehend increasingly complex literary and informational texts. › Students will develop and strengthen writing by engaging in a recursive process.
12–18%	**3: CRITICAL READING AND WRITING** › Students will comprehend, interpret, evaluate, and respond to a variety of complex texts. › Students will write for varied purposes and audiences in all modes.
22–26%	**4: VOCABULARY** › Students will expand academic, domain-appropriate, and grade-level vocabularies. › Students will apply knowledge of vocabularies to communicate in writing.
12–18%	**5: LANGUAGE** › Students will apply knowledge of grammar and rhetorical style to analyze and evaluate texts. › Students will demonstrate command of Standard English grammar, mechanics, and usage.
12–18%	**6: RESEARCH** › Students will comprehend, evaluate, and synthesize resources to acquire and refine knowledge. › Students will summarize and paraphrase, integrate evidence, and cite sources.

The English Language Arts operational test will contain a total of 50 operational items and 10 field test items.

**Reading Comprehension and Vocabulary standards applied to determine RSA Status.

OKLAHOMA STATE DEPARTMENT OF EDUCATION

Depth-of-Knowledge Assessed by Test Items

The Grade 3 test will approximately reflect the following "depth-of-knowledge (DOK)" distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	15–30%
Level 2—Skill/Concept	65–80%
Level 3—Strategic Thinking	5–10%

DOK Ranges are based on the DOK of the OAS. The standards increase grade-level expectations and rigor, and set the expectation for students to be college- and career-ready.

DOK 1	DOK 2	DOK 3
Recall a fact or information; only requires one cognitive step to arrive at the answer	Basic application of skills and concepts; requires two or more cognitive steps to arrive at the answer	Strategic thinking; requires reasoning and multiple cognitive steps to arrive at the answer
What is the knowledge? · Who? · What? · Where? · When?	How can the knowledge be used? · How did it happen? · How did it work? · How was it used?	Why can the knowledge be used? · Why did it happen? · What is the cause? · What is the effect? · What is the result?

Reading

- **Level 1** requires students to recall, observe, question, or represent facts or simple skills or abilities. It requires only surface understanding of text, often verbatim recall. Level 1 activities include supporting ideas by reference to details in the text, using a dictionary to find meaning, identifying figurative language in a passage, and identifying the correct spelling or meaning of words.

- **Level 2** requires processing beyond recall and observation; requires both comprehension and subsequent processing of text; and involves ordering and classifying text, as well as identifying patterns, relationships, and main points. Level 2 activities include using context to identify unfamiliar words, predicting logical outcomes, identifying and summarizing main points, applying knowledge of conventions of Standard American English, composing accurate summaries, and making general inferences and predictions for a portion of a text.

- **Level 3** requires students to go beyond the text; requires students to explain, generalize, and connect ideas; involves inferencing, prediction, elaboration, and summary; and requires students to support positions using prior knowledge and to manipulate themes across passages. Level 3 activities include determining the effect of the author's purpose on text elements; summarizing information from multiple sources; critically analyzing literature; composing focused, organized, coherent, purposeful prose; and making explanatory and descriptive inferences and interpretations across an entire passage.

Writing/Grammar/Usage and Mechanics

- **Level 1** requires students to write and speak using Standard English conventions, including appropriate grammar, punctuation, capitalization, and spelling.

- **Level 2** requires students to be able to connect ideas in writing, construct compound sentences, and use organizational strategies in written work.

- **Level 3** requires that students develop compositions that include multiple paragraphs and may include complex sentence structure and demonstrate some synthesis and analysis.

A more detailed framework for categorizing Depth-of-Knowledge is shown in the underline appendix.

Universal Design for Learning (UDL) Considerations

Universal Design for Learning (UDL), as applied to assessments, is a framework that provides flexibility in the way information is presented and in the ways students demonstrate knowledge and skills. This reduces barriers while maintaining high expectations for all students, including students with disabilities and students who are limited English proficient. In the Oklahoma Grade 3 tests, items and instructions have been designed to provide maximum readability, comprehensibility, and legibility for all students. This includes design aspects such as reducing the language load in content areas other than Language Arts, increasing the font size, displaying fewer items per page, and boxing the items to assist visual focus.

Test Administration Details

Online Administration

Test questions will be presented one at a time.

The stimulus and question will appear on the screen at the same time. In ELA, passages are presented on the left with the accompanying item on the right. In cases where more than one passage is present, each passage will have its own tab on the left. Students will be able to move back and forth between the tabs as needed.

Answers may be selected by using the mouse to click on the radio button to the left of the answer choice.

Navigation buttons appear at the bottom of the page for each question. For longer items, a scroll bar will appear on the right-hand side of the window to allow scrolling through the answer choices.

Students will be able to use scratch paper for all online assessments. This paper must be collected and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

Paper Administration

Paper/pencil testing is used only as a testing accommodation. Due to the nature of a paper test booklet, students may have to flip pages to read passages and to read the associated test items.

Students will be able to use scratch paper and/or unmarked grid paper for the paper Grade 3 English Language Arts Assessment. The scratch paper must be collected and destroyed by the test administrator immediately following the test. The test administrator must not look at what the student has written on the scratch paper.

Estimated Testing Time

This section appears in all of the test specification documents and is provided to give the reader a general sense of the overall testing program at this particular grade level.

Each Grade 3 test is meant to be administered in two sessions within one day with a break given between sessions or on consecutive instructional days. Estimated time for scheduling is given in the table below.

Section 1 Grade 3 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	**70–80 minutes**
Section 2 Grade 3 English Language Arts Online Test Time Schedule	
Distributing login information/logging on	Approximately 10 minutes
Administering the English Language Arts Test	50–60 minutes
Total:	**60–70 minutes**
Total testing time **(Suggested Maximum Time: 300 minutes)**	**Approximately 150 minutes**

ITEM SPECIFICATIONS

Introduction

- All items must clearly indicate what is expected in a response and direct students how to focus their responses, and will be written at a reading level appropriate for a Grade 3 English Language Arts audience.

- All stems will be positively worded—avoiding the use of the word <u>not</u>. If a negative is required, the format will be "All of the following . . . <u>except</u>."

Multiple-Choice Item Specifications

- Each multiple-choice item will have a stem (question or incomplete statement that is completed by the correct answer choice) and four answer (or completion) options—the correct answer and three distractors. Distractors will be developed based on the types of errors students are most likely to make. Items may contain graphical elements and/or text extracts.

- Each multiple-choice item stem asks a question or poses a clear problem so that students will know what to do before looking at the answer choices. Students should not need to read all answer choices before knowing what is expected.

Technology-Enhanced Item Specifications

- Technology-Enhanced Items (TEIs) should be used to more authentically address some aspects of the OAS performance expectations and/or provide more opportunity for students to construct rather than select their response.

- Each technology-enhanced item contains only one interaction type per item.

- For each TEI, the interaction type used is that which is the most appropriate and enhancing to the construct to be measured.

- Each TEI is structured to contain the question (content) first followed by directions for how to complete the interaction in that item. Consistent style and language are used in these directions (e.g., "Drag the pictures," "Click the object," etc.).

Constructed-Response Item Specifications

- Short constructed-response items are scored only on the content specified in the item, and students are expected to write no more than one paragraph. Constructed-response items have an 800-word limit for student responses.

- Constructed-response items provide a means for students to demonstrate the ability to use higher order thinking skills to respond in writing to questions or tasks and to provide passage-based evidence to support their responses.

- All constructed-response items must be clearly written and provide rubrics and samples that include relevant information from the text. Items will be written at a reading level appropriate for Grade 3, 4, 6, or 7 English Language Arts students.

- Each constructed-response item will present a clearly written question or task that enables students to readily understand what they are to do and how they are to respond.

- Students who score a two typically answer the question and include supporting evidence. If the item addresses a pair, then the student includes evidence from both passages.

- Each constructed-response item will have a stem which provides the question or task. The question or task will relate to a specific stimulus (e.g., a passage, a graphic organizer).

- Constructed-response items should not be "refashioned" multiple-choice items. Constructed-response items should allow students to demonstrate more in-depth understanding of a concept or skill.

- If questions or tasks ask students to draw conclusions or make inferences involving more than one text, the constructed-response stems will require students to provide evidence from both texts.

Stimulus Materials

Stimulus materials are the tables, charts, graphs, passages, and illustrations students must use in order to respond to items. The following characteristics are necessary for stimulus materials:

1. A stimulus that gives information must precede a question or a set of questions.

2. When students are given information to evaluate, they should know the research question and the purpose of the research.

3. Passages, graphics, tables, etc., will provide sufficient information for assessment of multiple standards.

4. Stimulus materials for a set of items may be a combination of multiple stimuli.

5. Information in stimulus materials will be real examples of what students would encounter in or beyond school.

6. For conceptual items, stimulus materials will be necessary but not conceptually sufficient for student response.

Readability

The selected reading passages will be at the appropriate grade level. The readability level of all passages is evaluated using three recognized readability formulas. The formulas chosen for each grade vary according to the purpose for which the formula was developed. Appropriate readability formulas for Grade 3 English Language Arts include the Flesch-Kincaid Rating, the Dale-Chall Readability Rating, or any other formulas considered reliable.

In addition, sentence structure, length, vocabulary, content, visuals, and organization are reviewed when selecting appropriate grade level passages. The Oklahoma educator committee that reviews passages provides the final decisions in regards to the readability of a passage.

General Considerations—Oklahoma School Testing Program

1. Items deal with issues and details that are of consequence in the stimulus and central to students' understanding and interpretation of the stimulus.

2. Test items are varied and address all OAS standards listed in the Test Blueprint.

3. To the greatest extent possible, no item or response choice clues the answer to any other item.

4. All items reviewed and approved by the Oklahoma Item Review Committee are assigned an OAS standard. The Test Blueprints and score reports reflect the degree to which each OAS standard is represented on the test.

5. Test items are tied closely and particularly to the stimuli from which they derive, so that the impact of outside (prior) knowledge, while never wholly avoidable, is minimized.

6. Each multiple-choice item contains a question and four answer options, only one of which is correct. Correct answers will be approximately equally distributed among A, B, C, and D responses.

7. Distractors adopt the language and sense of the material in the stimuli so that students must think their way to the correct answer rather than simply identify incorrect responses by virtue of a distractor's obviously inappropriate nature.

8. Distractors should always be plausible (but, of course, incorrect) in the context of the stimulus. Students should not be able to rule out a wrong answer or identify a correct response solely because it looks different from the other answer choices.

9. Order of presentation of item types is dictated by logic (chronological, spatial, etc.).

10. Items are worded precisely and clearly. The better focused an item, the more reliable and fair it is certain to be, and the more likely all students will understand it in the same way.

11. The range of items measuring an OAS standard consisting of more than one skill will provide a balanced representation of those skills.

12. Items should be focused on what all students should know and be able to do as they complete their Grade 3 coursework.

13. The responses "Both of the above," "All of the above," "None of the above," and "Neither of the above" will not be used.

14. The material presented is balanced, culturally diverse, well written, and of interest to Grade 3 test level students. The stimuli and items are fairly presented in order to gain a true picture of students' skills.

15. Across all forms, a balance of gender and active/passive roles by gender is maintained.

16. Forms attempt to represent the ethnic heritage of Oklahoma students.

17. No resource materials or calculators may be used by students during the test. Use of scratch paper is allowed on the test but should be collected and destroyed at the end of the test.

18. Accommodations, designated features embedded in the online testing platform, and paper-based test formats are available for students with an indicated need per their IEP or 504 Plan.

19. The stimuli avoid subject matter that might prompt emotional distress on the part of the students.

20. Permission to use stimuli from copyrighted material is obtained as necessary by the testing vendor.

In summary, Grade 3 English Language Arts test items ask questions that address issues of importance in a text; require students to demonstrate comprehension of and knowledge about literary genres; require students to demonstrate knowledge of grammar, usage, and mechanics; and are consequential, concise, focused, and fair.

Considerations Specific to the Grade 3 English Language Arts Test

Each 3rd-grade-level reading passage will contain identifiable key concepts with relevant supporting details. Passages will be appropriate for determining the purpose for reading, analyzing character traits, compare/contrast, problem/solution, interpretation, analysis, drawing conclusions, and making an inference; be conducive to vocabulary analogies; and contain relevant reading tasks as defined by the Oklahoma Academic Standards for 3rd grade.

The passages will be well written and include a variety of sentence types and lengths. They may include dialogue, will reflect Oklahoma's cultural heritage, and will possess sufficient structural

integrity to allow them to be self-contained. Literary passages will reflect genres studied at the 3rd-grade level, including essay, short story, novel, drama, narrative, and lyric poetry.

A test form will contain at least two reading selections that will allow students to make comparisons and connections between texts.

The majority of the selections used for the Grade 3 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 600 words. Each reading passage will generate approximately five to seven multiple-choice questions from the Oklahoma Academic Standards, including vocabulary, comprehension, literature, and research and information.

All items developed using these specifications are reviewed by Oklahoma educators and approved by the Oklahoma State Department of Education. The distribution of newly developed or modified items is based on content and process alignment, difficulty, cognitive ability, percentage of art/graphics, and grade level appropriateness as determined by an annual Item Development Plan approved by the Oklahoma State Department of Education.

Grade	Word Count*	Authentic Literary Selections	Expository Selections
3	200–600	3–6	3–5
4	200–600	4–6	3–5
5	300–700	4–6	4–6
6	300–700	4–6	4–6
7	500–900	4–6	4–6
8	500–900	4–6	4–6

*Paired passages can have a total word count 1.5 times the highest word count for that grade.

Items that assess grammar, usage, and mechanics will have a stimulus sentence or sentences as part of the items that students will use to determine the correct answer to multiple-choice questions.

It is necessary to create test items that are reliable, fair, and targeted to the OAS standards listed on the following pages. There are some considerations and procedures for effective item development. These considerations include, but are not limited to, the following:

1. Each test form contains items assessing all standards and skills.
2. Test items that assess each standard will not be limited to one particular type of response format.
3. Test questions focus on authentic content that Grade 3 test-level students can relate to and understand.
4. All items are reviewed to eliminate language that shows bias or that would otherwise likely disadvantage a particular group of students. Items do not display unfair representations of gender, race, ethnicity, disability, culture, or religion, nor do items contain elements that are offensive to any such groups.
5. With paired passages, all items will follow the final passage.

Overview of Item Specifications

For each OAS standard, item specifications are organized under the following headings:

- OAS Standard
- OAS Objective
- Item Specifications
    a. Emphasis
    b. Format
    c. Content Limits
    d. Distractor Domain
    e. Sample Test Items

The headings "OAS Standard" and "OAS Objective" state the standard and objective being measured as found in the English Language Arts section of the Oklahoma Academic Standards document.

For each standard, the information under the heading "Item Specifications" highlights important points about a test item's emphasis, format, content limits, and distractor domain. Sample test items are provided with each objective to illustrate these specifications. Although it is sometimes possible to score single items for more than one concept, all items in these tests are written to address a single standard as the primary concept.

> **Note:** With the exception of content limits, the Item Specifications offer suggestions of what might be included in the OSTP assessment and do not provide an exhaustive list of what can be included. For this reason, Item Specifications are only meant to be a supplemental resource for classroom instruction.
>
> In addition, the sample test items are not intended to be definitive in nature or construction—the stimuli and the test items that follow them may differ from test form to test form, as may their presentations. Sample test items are not intended to predict a student's performance on the actual test, but rather to allow students to familiarize themselves with the item types and formats that they may see on the test.

STANDARDS

STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	• Students will use a variety of recursive reading and writing processes. • Reading—Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts. • Writing—Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.
OAS OBJECTIVES	**3.2.R.1** Students will determine the main idea and supporting details of a text. **3.2.R.2** Students will identify elements of various genres in fiction, poetry, and nonfiction texts. **3.2.R.3** Students will summarize and sequence the important events of a story. **3.2.R.4** Students will summarize facts and details from an informational text. **3.2.W.1** Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing. **3.2.W.2** Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions). **3.2.W.3** Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed. **3.2.W.4** Students will routinely use a recursive process to publish final drafts for an authentic audience (e.g., reading aloud, posting on blog, displaying, entering contest).
ITEM SPECIFICATIONS	**Emphasis:** • Items will require students to attain meaning and comprehend core ideas from increasingly complex texts. **Format:** • Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. **Content Limits:** • The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry. • Words being tested will be at grade level. **Distractor Domain:** • Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 3—CRITICAL READING AND WRITING

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<td>OAS STANDARD</td>
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Students will apply critical thinking skills to reading and writing.
Reading—Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.
Writing—Students will thoughtfully and intentionally write, addressing a range of modes, purposes, and audiences.

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<tr>
<td>OAS OBJECTIVES</td>
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3.3.R.1 Students will determine if the author's purpose is to entertain, inform, or persuade.

3.3.R.2 Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

3.3.R.3 Students will find examples of literary elements:
- setting
- plot
- characters
- characterization

3.3.R.4 Students will find examples of literary devices:
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

3.3.R.5 Students will answer inferential questions, using a text to support answers.

3.3.R.6 Students will distinguish fact from opinion in an informational text.

3.3.R.7 Students will describe the structure of an informational text:
- problem/solution
- description
- sequential

3.3.W.1 Students will write narratives incorporating:
- setting
- plot
- characters
- characterization

3.3.W.2 Students will write facts about a subject, including a main idea with supporting details, in multiple paragraphs with transitional words and phrases.

3.3.W.3 Students will write an opinion about a topic and provide relevant evidence as support in multiple paragraphs with transitional words and phrases.

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STANDARD 3—CRITICAL READING AND WRITING

Emphasis:
- Items will require students to apply critical thinking skills when reading diverse and complex texts.

Format:
- Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type.

Content Limits:
- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.
- Words being tested will be at grade level.

Distractor Domain:
- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 4—VOCABULARY

OAS STANDARD

- Students will expand and apply their spoken and reading vocabularies to speak, read, and write effectively.
- Reading—Students will expand their grade-level vocabularies through reading, word study, and class discussion.
- Writing—Students will apply knowledge of vocabulary to speak and write effectively.

OAS OBJECTIVES

3.4.R.1	Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.
3.4.R.2	Students will use context clues to clarify the meaning of words.
3.4.R.3	Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.
3.4.R.4	Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.
3.4.R.5	Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.
3.4.W.1	Students will use grade-level vocabulary in writing to clearly communicate ideas.
3.4.W.2	Students will use precise vocabulary in writing for the intended mode and effect on the audience.

ITEM SPECIFICATIONS

Emphasis:
- Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts.

Format:
- Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type.

Content Limits:
- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.
- Words being tested will be at grade level.
- Context clue vocabulary items will be 1–2 grades above a grade 3 audience.
- Vocabulary test items will include inferential questions.

Distractor Domain:
- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 5—LANGUAGE

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<td>OAS STANDARD</td>
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Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend texts and communicate effectively.
Reading—Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.
Writing—Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

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<td rowspan="2">OAS OBJECTIVES</td>
<td>

3.5.R.1   Students will recognize simple and compound sentences.

3.5.R.2   Students will recognize parts of speech in sentences:
- concrete, abstract, and possessive nouns
- different types of verbs (i.e., action, linking, helping) and their roles in a sentence
- the complete subject and complete predicate of a sentence
- possessive adjectives
- prepositional phrases
- possessive pronouns and the nouns they replace
- coordinating conjunctions (i.e., for, and, nor, but, or, yet, so)
- adverbs of frequency (e.g., always, often, never)

3.5.W.1   Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

3.5.W.2   Students will use nouns, verbs, adjectives, prepositions, and adverbs to add clarity and variety to their writing.

3.5.W.3   Students will capitalize and punctuate titles of respect, words in titles, and geographical names.

3.5.W.4   Students will use periods with declarative and imperative sentences, question marks with interrogative sentences, and exclamation points with exclamatory sentences.

3.5.W.5   Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.

3.5.W.6   Students will use commas before a coordinating conjunction and to separate individual words in a series.

3.5.W.7   Students will use a colon to indicate time.

3.5.W.8   Students will use quotation marks to indicate dialogue.

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STANDARD 5—LANGUAGE

ITEM SPECIFICATIONS

Emphasis:
- Items will require students to recognize and apply appropriate grammar and rhetorical style in texts.

Format:
- Students may be asked to demonstrate this ability based on a reading selection followed by an appropriate item type.
- Students may also be asked to engage with sentences and paragraphs not associated with a reading passage.

Content Limits:
- The text will be sentence(s) that appear before each multiple-choice stand-alone item.
- Test items requiring students to correct the mechanics of sentences should be at or below grade level so that the focus is on the language use rather than reading comprehension.

Distractor Domain:
- Incorrect answer choices will be plausible, yet incorrect, and will be typical of the types of errors students are most likely to make.

STANDARD 6—RESEARCH

OAS STANDARD

- Students will engage in inquiry to acquire, refine, and communicate accurate information.
- Reading—Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.
- Writing—Students will synthesize information ethically through speaking and writing.

OAS OBJECTIVES

3.6.R.1 Students will conduct research to answer questions, including self-generated questions, and to build knowledge.

3.6.R.2 Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.

3.6.R.3 Students will begin to determine the relevance of the information gathered.

3.6.W.1 Students will choose a topic of interest and generate several questions about it for research.

3.6.W.2 Students will begin to organize information found during research, following a modified citation style (i.e., author, title, publication year).

3.6.W.3 Students will write informative texts independently for short timeframes (e.g., a single sitting or a day or two) that organize related information about a topic and convey details from a single source.

ITEM SPECIFICATIONS

Emphasis:
- Items will require students to analyze and evaluate information from a variety of sources.

Format:
- Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type.

Content Limits:
- The reading selections will be on grade level and may be any one of the following types: informational/expository, narrative, or poetry.
- Words being tested will be at grade level.

Distractor Domain:
- Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

Read this passage. Then answer the questions that follow.

Gone Fishing

by Kristine O'Connell George

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cattails—tall plants with flat leaves that grow near water

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1   No one else was awake
    when we got up at dawn
    to go fishing.
    Walking the steep path
5   down to the lake,
    we could see the circle flop
    and splash of trout. I warned
    my little brother not to go
    too close to the edge.
10 He said:
        *You can't tell **me** what to do.*
    No one else was awake
    when we got up at dawn
    to go fishing. All I caught
15 was one little brother—
    hauled up out of the cattails,
    sputtering, soggy, and still stubborn.

1 **"Gone Fishing" is <u>mainly</u> about**

    A trout splashing in a lake.

    B children not catching a fish.

    C a child not listening to a warning.

    D a speaker giving orders to a brother.

Standard 2: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

3.2.R.1: Students will determine the main idea and supporting details of a text.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must comprehend and process the poem in order to determine the main idea of the poem. The student must understand that the children are going fishing, that the younger brother is warned to be careful and disregards that warning, and that he pays the price.

Distractor Rationale

A. This describes what the children see as they approach the lake, but this is not what the poem is mainly about.

B. Based on the poem, the children never had an opportunity to try to catch a fish before the little brother fell in the lake.

C. **Correct. The little brother was warned by the speaker not to get too close to the edge of the lake, but he stubbornly ignored the speaker and fell into the lake.**

D. Though the speaker tried to warn the little brother about getting too close to the edge of the lake, the poem is not focused on the speaker's orders.

2 **How does the reader know "Gone Fishing" is a poem?**

    A It has characters.

    B It contains sentences.

    C It could really happen.

    D It is arranged by stanzas.

Standard 2: Students will read and comprehend inclusive, diverse, and increasingly complex literary and informational texts.

3.2.R.2: Students will identify elements of various genres in fiction, poetry, and nonfiction texts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand the differences between genres and then apply that knowledge to the passage to determine its genre.

Distractor Rationale

A. Characters may be found in nonfictional and informational text, so this is not a unique feature of poetry.

B. Nonfiction and fiction texts have sentences, and in this case the poem does too.

C. Events that could really happen may be represented in nonfiction, fiction, and poetry.

D. **Correct. Poetry has a unique organizational structure; it is organized by stanzas.**

3   **Why did the author <u>most likely</u> write the poem?**

     A   to persuade readers that fishing is fun

     B   to inform readers about how to catch a fish

     C   to tell readers about a lake two children discover

     D   to entertain readers with an experience two children share

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

3.3.R.1: Students will determine if the author's purpose is to entertain, inform, or persuade.

Depth-of-Knowledge: 3

This item is a DOK 3 because it requires the student not only to comprehend the poem but also analyze its different aspects. The student must have a deep understanding of the poem yet go beyond the text to answer the question.

Distractor Rationale

A. The author does not use persuasive language to tell about fishing.

B. The poem tells about children who are going fishing; it does not provide directions about how to catch a fish.

C. The children in the poem already know about the lake; they do not discover it.

D. Correct. The poem tells a story about two siblings who have an amusing experience.

4   **The reader knows the poem is told from the first-person point of view because**

     A   the speaker names a type of fish.

     B   the speaker is a part of the action.

     C   the speaker tells about a real place.

     D   the speaker is describing a family member.

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

3.3.R.2: Students will determine whether a grade-level literary text is narrated in first- or third-person point of view.

Depth-of-Knowledge: 1

This is a DOK 1 because the student is recalling features of text told in the first person.

Distractor Rationale

A. This is not a feature of first-person point of view.

B. Correct. The speaker is the sibling who rescues the boy when he falls into the lake.

C. This is not a feature of first-person point of view.

D. This is not a feature of first-person point of view.

5 **Which word <u>best</u> describes how the speaker feels at the end of "Gone Fishing"?**

    A upset

    B strong

    C curious

    D alarmed

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

3.3.R.5: Students will answer inferential questions, using a text to support answers.

Depth-of-Knowledge: 3

This item is a DOK 3 because it requires the student not only to comprehend the poem but also analyze its speaker. The student must have a deep understanding of the poem yet go beyond the text and make inferences to answer the question.

Distractor Rationale

A. **Correct. As the speaker is hauling the little brother out of the lake, the words "still stubborn" in reference to the boy, indicates the speaker's unhappiness with the situation.**

B. There is no indication in the poem that the speaker felt strong as the boy was pulled out of the lake.

C. There is no indication in the poem that the speaker became alarmed when the boy fell in the lake.

D. There is no indication in the poem that the speaker was satisfied that the boy fell in the lake and was being pulled out.

6 **Explain why the speaker of the poem can be described as helpful. Provide details from the poem to support your answer.**

Standard 3: Students will analyze, interpret, and evaluate increasingly complex literary and informational texts that include a wide range of historical, cultural, ethnic, and global perspectives from a variety of genres.

3.3.R.3: Students will find examples of literary elements:
- setting
- plot
- characters
- characterization

Depth-of-Knowledge: 2

This item is a DOK 2. The student has a strong understanding of the poem, and of the speaker in particular. Then the student is able to identify particular details of the poem that illustrate why the speaker is helpful. This is a written response rather than a choice response.

Correct Response:

Score	Description
2	The response fully explains why the speaker of the poem can be described as helpful. The details provided to support the description are based on the text and are relevant to the task.
1	The response explains or attempts to explain why the speaker of the poem can be described as helpful, but the supporting details may lack specificity or the explanation is not supported by the text.
0	The response does not fulfill the requirements of the task. The response is incorrect, irrelevant, or missing.
Blank	

Possible responses:
- The speaker wants to help the little brother to stay safe.
- "I warned / my little brother not to go / too close to the edge." (lines 7–9)
- The speaker helps the little brother after he falls in the water.
- "All I caught / was one little brother— /hauled up out of the cattails, /sputtering, soggy, and still stubborn." (lines 14–17)

Other responses are acceptable if supported by relevant details from the text.

Read this passage. Then answer the questions that follow.

Look! It's an Armadillo!

1   Have you ever seen an armadillo? Most people in the United States never will. But if you live in Oklahoma, you just might get the chance!

2   Armadillos are the most unusual animals ever! If you ever see an armadillo, the first thing you'll notice is that it's covered in leathery scales. It may even remind you of the shell of a turtle. These gray scales are hard and strong. They protect armadillos from their enemies and other dangerous things in their environment such as thorns.
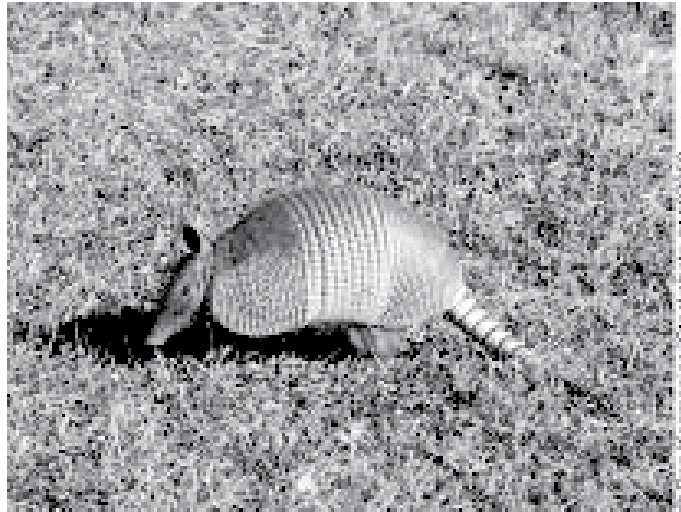
The word "armadillo" means "little armored one" in Spanish. It is the perfect name for this little creature because it has bony scales that cover it from head to tail. Believe it or not, armadillos are the only living mammals that have shells like this. Their shells often lead people to believe they are related to turtles. This lack of fur explains why armadillos live in warm climates.

3   Armadillos also have short legs and long bodies. Even though they are close to the ground, adult armadillos can be over 2½ feet long, including their stringy tails. That's about as long as your leg.

4   You might think armadillos are related to turtles because of their shells. Don't be fooled, though! Armadillos are mammals, like cats, dogs, and people. However, it is their shells that make the curious animals different.

5   Many mammals are covered in fur that keeps them warm like a winter coat. Not armadillos! Their shells are sturdy, but the shells don't protect them from freezing temperatures. That is why armadillos have to be careful about where they live; don't waste your time searching for armadillos in Alaska or Maine! It's too cold for them to live there. Oklahoma, on the other hand, is a great place for these creatures. They can also be found in Texas, Louisiana, and Florida.

6   Armadillos need good weather, but they also need to live where the soil is soft. Armadillos make their homes in holes in the ground called burrows. Although the animals have long, sharp claws perfect for digging, a cold climate can make the dirt difficult to get through. These burrows are extremely important to armadillos. They use them to live in, raise their families, and hide from other animals.

7   The ground isn't just an armadillo home—it's also a supermarket! Armadillos dig for their food. They often feast on insects, worms, and lizards. They also eat plant roots and berries. If they can't dig, they can't survive.

8   Like any wild animal, armadillos have **predators**. Sometimes, coyotes chase them. Other times, humans hunt them because they destroy crops while digging for food. Many people love armadillos, however. Some kind farmers trap the pesky creatures and release them far away from their crops. There is also a town that loves armadillos so much that it celebrates Armadillo Day. You might even see an armadillo race at a county fair.

9   Don't forget—you could spot an armadillo in your own backyard. It might be wandering in the woods or grazing in your garden right now. Seeing an armadillo is something most kids in the United States will never experience.

7 A student wants to write a report about armadillo babies.

What should the student do first?

A create a graphic organizer to help arrange the information

B create a rough draft that contains key information

C ask a friend to edit the report for mistakes

D publish the report for others to read

Standard 2: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

3.2.W.1: Students will routinely use a recursive process to prewrite, organize, and develop narrative, informative, and opinion drafts that display evidence of paragraphing.

Depth-of-Knowledge: 1

This item is a DOK 1 because the student identifies which choice is first in the writing process.

Distractor Rationale

A. **Correct. Usually students will create a graphic organizer to help organize their thoughts into a logical order.**

B. Creating a rough draft is at the beginning of the writing process, but this step usually cannot be taken until information is gathered and organized.

C. The first step in writing is typically the pre-writing stage. Asking a friend to edit the report comes later in the process after a draft has been written.

D. Publishing is the final step of the writing process.

8

Drag **two** sentences into the paragraph to create an organized paragraph.

To place a sentence in the paragraph, click and hold the sentence, and then drag it to the desired space.

> When baby armadillos leave the burrow, then the mothers can rest.

> Armadillos are able to hold their breath for as long as six minutes!

> They usually have four babies at one time!

> There are more than 21 different kinds of armadillos.

> Armadillos use their noses to find food in the wild.

    Mother armadillos are very busy. Mother armadillos usually give birth to their babies, or pups, in the spring.

Mother armadillos keep their young in their burrows. This helps keep them safe. When they are a few weeks old, baby armadillos can leave the burrow. Mother armadillos provide milk to their pups until they are about 2 months old. They only stay with their mothers for a few months.

Standard 2: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

3.2.W.2: Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).

Depth-of-Knowledge: 2

This item is a DOK 2 because the student applies knowledge of how to create a logical flow of information to an incomplete text.

Distractor Rationale

Drag **two** sentences into the paragraph to create an organized paragraph.

To place a sentence in the paragraph, click and hold the sentence, and then drag it to the desired space.

Armadillos are able to hold their breath for as long as six minutes!

There are more than 21 different kinds of armadillos.

Armadillos use their noses to find food in the wild.

Mother armadillos are very busy. Mother armadillos usually give birth to their babies, or pups, in the spring.

They usually have four babies at one time!

Mother armadillos keep their young in their burrows. This helps keep them safe. When they are a few weeks old, baby armadillos can leave the burrow. Mother armadillos provide milk to their pups until they are about 2 months old. They only stay with their mothers for a few months.

When baby armadillos leave the burrow, then the mothers can rest.

Grade 3 English Language Arts Test and Item Specifications

9

Select the **two** correctly spelled words that complete the sentence.

To select a word, click the menu and then click the desired word. To choose a different word, click the menu and click the new word.

They [-Select an Answer- ▾] armadillos are the most

[-Sele|c belive nal in the world

belive

believe

beleive

beleave

They [-Select an Answer- ▾] armadillos are the most

[beautiful ▾] animal in the world

butiful

beatiful

beutiful

beautiful

Standard 2: Students will engage in a recursive process that may include prewriting, drafting, revising, editing, and publishing.

3.2.W.3: Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.

Depth-of-Knowledge: 1

Depth-of-Knowledge: This item is a DOK 1 because the student is recalling the correct spelling of grade-level words.

Distractor Rationale

They [believe ▾] armadillos are the most

[beautiful ▾] animal in the world

10 Which word from paragraph 2 has a similar meaning to the word **predators** in paragraph 9?

    A animals

    B scales

    C enemies

    D thorns

Standard 4: Students will expand their grade-level vocabularies through reading, word study, and class discussion.

3.4.R.1: Students will identify relationships among words, including synonyms, antonyms, homophones, and homographs.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must know the definition of a specific word and then identify a different word with a similar meaning.

Distractor Rationale

A. Some animals might be classified as predators, but not all animals are predators. The words are different in meaning.

B. An armadillo's scales help protect the armadillo from predators.

C. **Correct. An animal that hunts other animals would not be considered friendly.**

D. Thorns may harm an animal, but it is not actively hunting it.

11 Knowing the meaning of the prefix **un**- helps the reader to know that the word **unusual** means

    A beyond usual.

    B usual before.

    C usual again.

    D not usual.

Standard 4: Students will expand their grade-level vocabularies through reading, word study, and class discussion.

3.4.R.3: Students will use word parts (e.g., affixes, Anglo-Saxon roots, stems) to define and determine the meaning of new words.

Depth-of-Knowledge: 1

This item is a DOK 1 because the student needs to know the meaning of a word when a prefix is added.

Distractor Rationale

A. The prefix super- means "beyond."

B. The prefix pre- means "before."

C. The prefix re- means "again."

D. **Correct. The prefix un- means "not."**

12 Read the definition for the word **waste**.

> **waste** *verb*. 1. to slowly destroy 2. to cause something to weaken in size or strength 3. to use in a foolish way 4. to slowly wear away

Which definition of the word **waste** is used in paragraph 5?

    A definition 1

    B definition 2

    C definition 3

    D definition 4

Standard 4: Students will expand their grade-level vocabularies through reading, word study, and class discussion.

3.4.R.4: Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.

Depth-of-Knowledge: 2
This item is a DOK 2 because the student must discern how the word is being used in context and then identify which definition most closely fits that meaning.

Distractor Rationale
A. Looking for armadillos where they will not be found does not slowly destroy the seeker's time.
B. A person's time is not being weakened by looking for something that will not be found.
C. **Correct. Since armadillos cannot be found in colder areas, looking for them there would be to use time "in a foolish way."**
D. Looking for armadillos where they will not be found does not wear away the seeker's time.

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13 Which information can **only** be found in the caption?

    A the meaning of the word armadillo

    B the reason armadillos live in warm places

    C that the armadillo is a mammal with scales

    D that people think armadillos are related to turtles

Standard 6: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

3.6.R.2: Students will identify and use text features (e.g., graphics, captions, subheadings, italics, charts, tables, legends) to comprehend informational texts.

Depth-of-Knowledge: 2
This item is a DOK 2 because the student must compare and contrast information in two places to determine which information is only located in a single place.

Distractor Rationale
A. **Correct. The meaning of the word armadillo can only be found in the caption.**
B. This information can also be found in paragraph 5.
C. This information can also be found in paragraph 5.
D. This information can also be found in paragraph 4.

14   After reading the passage, a student still has questions about armadillo behavior and wants to do further research.

Which question would help them find new information?

A   What do armadillos do during the winter?

B   Why do armadillos have sharp claws?

C   Why do armadillos prefer soft soil?

D   What do armadillos like to eat?

Standard 6: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

3.6.R.1: Students will conduct research to answer questions, including self-generated questions, and to build knowledge.

Depth-of-Knowledge: 3

This item is a DOK 3 because the student must evaluate which question would lead to information beyond the information in the passage.

Distractor Rationale

A. **Correct. The passage does not provide any information about how armadillos act during winter months.**

B. Paragraph 6 explains that armadillos need sharp claws for digging.

C. Paragraph 6 states that armadillos make their homes in burrows, so they need soil that is easy to dig.

D. As noted in paragraph 7, armadillos eat, "insects, worms, and lizards" and "plant roots and berries."

15 Read the question a student wrote after reading the passage.

> How do armadillos care for their young?

What is the **best** source the student could learn the answer to their question?

A a book about animals with protective shells

B an online encyclopedia article about mammals

C a website that gives information about armadillo races

D an interview with a zookeeper who cares for armadillos

Standard 6: Students will gather, comprehend, evaluate, and synthesize researched information to acquire and refine knowledge.

3.6.R.3: Students will begin to determine the relevance of the information gathered.

Depth-of-Knowledge: 3
This item is a DOK 3 because the student needs to evaluate each source listed and make a determination about which source would contain the desired information.

Distractor Rationale
A. This resource would likely not provide detailed information about the way armadillos care for their young.
B. This source is too broad because it deals with all mammals—not just armadillos.
C. The student's question is about armadillo young—not about armadillo races.
D. **Correct. Speaking with someone who works with armadillos would provide detailed information about armadillo babies.**

16 **Read the sentence.**

The two <u>trees</u> leaves are turning brown.

What change, if any, should be made to <u>trees</u> in the sentence?

A tree's

B trees'

C treeses

D no change

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

3.5.W.5: Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding possessive plurals and apply them.

Distractor Rationale

A. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

B. Correct. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

C. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

D. In the sentence "trees" is plural noun and needs an apostrophe added after the "s" to make it possessive.

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17 **Read the sentence.**

<u>Doe'snt</u> your uncle live near your grandmother?

What change, if any, should be made to <u>Doe'snt</u> in the sentence?

A Does'nt

B Do'esnt

C Doesn't

D no change

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

3.5.W.5: Students will use apostrophes to form complex contractions (e.g., should've, won't, y'all) and to show possession.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must recall the rules regarding contractions and apply them.

Distractor Rationale

A. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

B. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

C. Correct. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

D. The contraction for "does not" needs an apostrophe to appear between the "n" and "t."

18 **Read the sentence.**

Ed must be home by dinner.

What changes should be made to the sentence to make it an interrogative sentence?

A Will Ed be home by dinner?

B Be home by dinner, Ed.

C Oh, Ed is home for dinner!

D Ed will eat dinner at home.

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to speak and write effectively, demonstrating standard usage when appropriate.

3.5.W.1: Students will compose simple and compound declarative, interrogative, imperative, and exclamatory sentences, avoiding and correcting fragments.

Depth-of-Knowledge: 2
This item is a DOK 2 because the student must recall the different types of sentences and their punctuation then apply that information to this sentence.

Distractor Rationale
A. Correct. This sentence is asking a question about Ed, which makes it interrogative.
B. This sentence is commanding Ed to be home, which makes it an imperative sentence.
C. This sentence is showing surprise or joy that Ed is home for dinner, making it an exclamatory sentence.
D. This sentence is stating the fact that Ed will eat at home, which makes it a declarative sentence.

STOP

SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (DOK)

Revised 2014

SUBJECT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
English Language Arts	Requires students to recall, observe, question, or represent facts, simple skills, or abilities. Requires only surface understanding of text, often verbatim recall.	Requires processing beyond recall and observation. Requires both comprehension and subsequent processing of text or portions of text. Involves ordering, classifying text as well as identifying patterns, relationships, and main points.	Requires students to go beyond text. Requires students to explain, generalize, and connect ideas. Involves deep inferencing, prediction, elaboration, and summary. Requires students to support positions using prior knowledge and evidence and to manipulate themes across passages.	Requires complexity at least at the level of DOK 3 but also an extended time to complete the task, such as conducting a research project over many weeks. A project that requires extended time but repetitive or lower-DOK tasks is not at Level 4. May require generating hypotheses and performing complex analyses and connections among texts.
	Examples: • Support ideas by reference to verbatim (or only slightly paraphrased) details in text • Use a dictionary to find meanings of words • Recognize figurative language in a passage • Identify correct spelling or meaning of words	***Examples:*** • Use context to identify unfamiliar words • Predict a logical outcome • Identify and summarize main points • Apply knowledge of conventions of standard American English • Compose accurate summaries of the major events in a narrative	***Examples:*** • Determine effect of author's purpose on text elements • Summarize information from multiple sources • Critically analyze literature • Compose focused, organized, coherent, purposeful prose • Evaluate the internal logic or credibility of a message	***Examples:*** • Analyze and synthesize information from multiple sources • Examine and explain alternative perspectives across sources • Describe and illustrate common themes across a variety of texts • Create compositions that synthesize, analyze, and evaluate

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