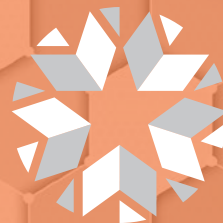


OKLAHOMA SCHOOL TESTING PROGRAM

TEST BLUEPRINT AND ITEM SPECIFICATIONS
GRADE 5 ENGLISH LANGUAGE ARTS



OKLAHOMA
Education

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OKLAHOMA SCHOOL TESTING PROGRAM

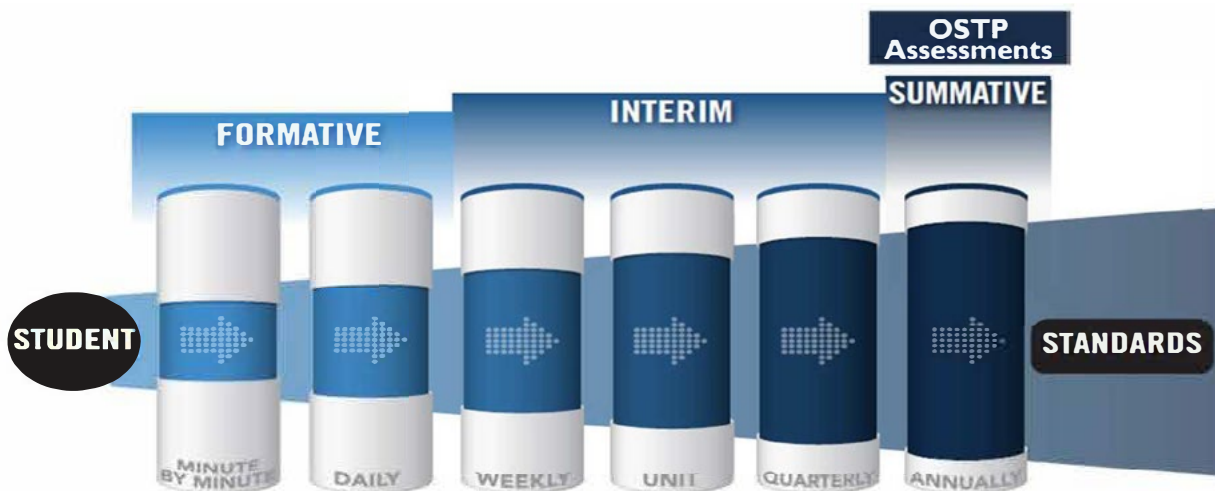
Grade 5 English Language Arts

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 5 English Language Arts operational test is administered in two sections over the course of one or two sessions. Sections 1 and 2 are multiple choice items and should be administered within one day with a break between sessions or over two consecutive instructional days. These sections will consist of approximately 25 operational items and 5 field-test items.

The English Language Arts Writing Test consists of one operational written response and does not have to be completed in consecutive days with sections 1 and 2. However, the Writing Test is required as part of the English Language Arts assessment and will be calculated as part of the ELA score.

Each multiple-choice item is scored as correct or incorrect. Only the 51 operational items contribute to a student’s scaled score on the test. 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.

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 5



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)**.

PERCENTAGE
OF MULTIPLE
CHOICE ITEMS

REPORTING
CATEGORIES

30–34%

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.

22–26%

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.

18–22%

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.

90% of Overall Score

10%

EXTENDED CONSTRUCTED-RESPONSE

- › Extended constructed-response items will be passage-based, and student responses must include information from both passages.
- › Extended constructed-response items have a 1500-word limit for student responses.
- › Extended constructed-response items will assess students over one of the following modes of writing: Narrative, Informative, Opinion.

10% of Overall Score

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



Depth-of-Knowledge Assessed by Test Items

The Grade 5 test will approximately reflect the following “depth-of-knowledge (DOK)” distribution of items:

Depth-of-Knowledge	Percent of Items
Level 1—Recall	5-15%
Level 2—Skill/Concept	70-85%
Level 3—Strategic Thinking	5-20%
Level 4—Extended Thinking*	10% of overall score

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	DOK 4
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	Extended thinking; requires complex reasoning and multiple cognitive steps to arrive at the answer
What is the knowledge? <ul style="list-style-type: none"> Who? What? Where? When? 	How can the knowledge be used? <ul style="list-style-type: none"> How did it happen? How did it work? How was it used? 	Why can the knowledge be used? <ul style="list-style-type: none"> Why did it happen? What is the cause? What is the effect? What is the result? 	What and how can the knowledge be used? <ul style="list-style-type: none"> What is the connection? How do you feel? What would happen? What kind of argument can be made?

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

*One extended written response requiring synthesis, analysis, and evaluation

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.

- **Level 4** may require extended higher order processing, may involve taking information from one text/passage and applying this information to a new task, and may require generating hypotheses and performing complex analyses and connections among texts. Level 4 activities may include analyzing and synthesizing information from multiple sources; examining and explaining alternative perspectives across sources; creating compositions that synthesize, analyze, and evaluate; and describing and illustrating common themes across a variety of texts.

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.
- **Level 4** requires that students write multi-paragraph compositions that demonstrate synthesis and analysis of complex ideas or themes.

A more detailed framework for categorizing Depth-of-Knowledge is shown in the [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 5 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 5 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 test is meant to be administered in two sessions within one day or on consecutive instructional days except for the Grade 5 English Language Arts and Writing Test. The Grade 5 English Language Arts test will be administered in two sessions within one day or on consecutive instructional days. The Grade 5 Writing Test does not have to be completed in consecutive days with sections 1 and 2.

Grade 5 English Language Arts Online Test Time Schedule	
Distributing login information	Approximately 5 minutes
Test instructions/tutorial and reviewing sample items	Approximately 15 minutes
Total:	Approximately 20 minutes
Administering Section 1 of the Grade 5 English Language Arts Online Test	Approximately 40 minutes
Administering Section 2 of the Grade 5 English Language Arts Online Test	Approximately 40 minutes
Total testing time (Suggested Maximum Time: 200 minutes)	Approximately 100 minutes
Grade 5 English Language Arts Writing Test Time Schedule	
Distributing login information	Approximately 20 minutes
Administering Writing prompt	Approximately 55 minutes
Total Writing prompt testing time (Suggested Maximum Time: 150 minutes)	Approximately 75 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 5 English Language Arts audience.
- All stems will be positively worded—avoiding the use of the word not. If a negative is required, the format will be “All of the following . . . except.”

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.).

Extended Constructed-Response Specifications

- Extended constructed-response items will be passage-based, and student responses must include information from both passages.
- Extended constructed-response items have a 1500-word limit for student responses.

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 5 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 5 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 5 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 testing vendor.

In summary, Grade 5 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.

Written responses receive a holistic score that reflects how well the student can integrate writing techniques to produce a good essay.

Responses that do not meet certain criteria cannot be scored. A zero overall score is given to responses that fall into the following categories:

- No response or just a restatement of the task
- Response in a language other than English
- Response that is illegible or incomprehensible
- Response that is off the topic of the writing task

Considerations Specific to the Grade 5 English Language Arts Test

Each 5th-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 for vocabulary analogies; and contain relevant reading tasks as defined by the Oklahoma Academic Standards for 5th 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 5th-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 5 test will include authentic literature; a portion may be selected from commissioned works. Selections should not exceed 700 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 5 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 standard 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.

STANDARD 2—READING AND WRITING PROCESS

OAS STANDARD	<ul style="list-style-type: none"> 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	<p>5.2.R.1 Students will explain how key supporting details support the main idea of a text.</p> <p>5.2.R.2 Students will identify details in fiction, poetry, and nonfiction texts to distinguish various genres.</p> <p>5.2.R.3 Students will summarize and sequence the important events of a story.</p> <p>5.2.R.4 Students will summarize facts and details from an informational text.</p> <p>5.2.W.1 Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.</p> <p>5.2.W.2 Students will routinely use a recursive process to revise content for clarity, coherence, and organization (e.g., logical order and transitions).</p> <p>5.2.W.3 Students will routinely and recursively edit drafts for punctuation, capitalization, and correctly-spelled grade-level words, using resources as needed.</p> <p>5.2.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).</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none"> Items will require students to attain meaning and comprehend core ideas from increasingly complex texts and to apply the recursive writing process to their own independent writing. <p>Format:</p> <ul style="list-style-type: none"> Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none"> 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. <p>Distractor Domain:</p> <ul style="list-style-type: none"> Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 3—CRITICAL READING AND WRITING

OAS STANDARD

- 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.

OAS OBJECTIVES

- 5.3.R.1** Students will determine the author’s purpose (i.e., entertain, inform, persuade), and draw conclusions to determine if the author’s purpose was achieved.
- 5.3.R.2** Students will determine whether a grade-level literary text is narrated in first- or third-person point of view (limited and omniscient) and describe its effect.
- 5.3.R.3** Students will determine how literary elements contribute to the meaning of a literary text:
- setting
 - plot
 - characters (i.e., protagonist, antagonist)
 - characterization
 - conflict
 - theme
- 5.3.R.4** Students will determine how literary devices contribute to the meaning of a text:
- imagery
 - metaphor
 - idiom
 - personification
 - hyperbole
 - simile
 - alliteration
 - onomatopoeia
- 5.3.R.5** Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.
- 5.3.R.6** Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.
- 5.3.R.7** Students will distinguish the structures of informational texts:
- compare/contrast
 - cause/effect
 - problem/solution
 - description
 - sequential
- 5.3.W.1** Students will compose narratives reflecting real or imagined experiences that:
- include plots with a climax and resolution
 - include developed characters who overcome conflicts and use dialogue
 - use a consistent point of view
 - unfold in chronological sequence
 - use sentence variety, sensory details, and vivid language to create interest
 - model literary elements and/or literary devices from mentor texts

STANDARD 3—CRITICAL READING AND WRITING

OAS OBJECTIVES	<p>5.3.W.2 Students will compose informative essays that:</p> <ul style="list-style-type: none">• introduce and develop a topic• incorporate evidence (e.g., specific facts, examples, charts, and graphs)• maintain an organized structure with transitional words and phrases• use sentence variety and word choice to create interest• model literary devices from mentor texts <p>5.3.W.3 Students will write opinion essays that:</p> <ul style="list-style-type: none">• introduce a topic and state a clear opinion• incorporate relevant, text-based evidence to support the opinion• use sentence variety and word choice to create interest• organize writing in a logical sequence with transitional words and phrases
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none">• Items will require students to apply critical thinking skills when reading diverse and complex texts and to write in all modes (narrative, informative, and opinion) for various audiences and purposes using refined composition skills. <p>Format:</p> <ul style="list-style-type: none">• Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none">• 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.• Passage-based constructed response writing should be based on the writing modes in the standard: Narrative, Informative, and Opinion. <p>Distractor Domain:</p> <ul style="list-style-type: none">• Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 4—VOCABULARY

OAS STANDARD	<ul style="list-style-type: none">• 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	<p>5.4.R.1 Students will identify relationships among words, including synonyms, antonyms, analogies, homophones, and homographs.</p> <p>5.4.R.2 Students will use context clues to clarify the meaning of words.</p> <p>5.4.R.3 Students will use word parts (e.g., affixes, Latin roots, stems) to define and determine the meaning of new words.</p> <p>5.4.R.4 Students will consult reference materials (e.g., dictionaries, glossaries, thesauruses) to comprehend the words in a text.</p> <p>5.4.R.5 Students will acquire new grade-level vocabulary, relate new words to prior knowledge, and apply vocabulary in various contexts.</p> <p>5.4.W.1 Students will use grade-level vocabulary in writing to clearly communicate ideas.</p> <p>5.4.W.2 Students will use precise and vivid vocabulary in writing for the intended mode and effect on the audience.</p>
ITEM SPECIFICATIONS	<p>Emphasis:</p> <ul style="list-style-type: none">• Items will require students to demonstrate their understanding of domain-appropriate and grade-level vocabulary in complex texts and to apply their vocabulary skills in their independent writing. <p>Format:</p> <ul style="list-style-type: none">• Students will be asked to demonstrate this ability based on a reading selection followed by an appropriate item type. <p>Content Limits:</p> <ul style="list-style-type: none">• 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 5 audience.• Vocabulary test items will include inferential questions. <p>Distractor Domain:</p> <ul style="list-style-type: none">• Incorrect answer choices will be plausible, yet incorrect, and may include incorrect meanings of words.

STANDARD 5—LANGUAGE

OAS STANDARD

- 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.

OAS OBJECTIVES

- 5.5.R.1** Students will recognize simple, compound, and complex (i.e., independent and dependent clauses) sentences.
- 5.5.R.2** Students will recognize and explain the impact on meaning of parts of speech in sentences:
- nouns
 - verb tense to identify settings, times, sequences, and conditions
 - subject and verb agreement
 - adjectives
 - prepositional phrases
 - intensive pronouns and their antecedents
 - coordinating conjunctions
 - adverbs
 - interjections
- 5.5.W.1** Students will compose simple, compound, and complex (i.e., independent and dependent clauses) sentences.
- 5.5.W.2** Students will use nouns, verbs, adjectives, prepositions, adverbs, and pronouns to add clarity and variety to their writing.
- 5.5.W.3** Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.
- 5.5.W.4** Students will write using correct capitalization mechanics. *Grade of Mastery: 4*
- 5.5.W.5** Students will write using correct end mark mechanics. *Grade of Mastery: 4*
- 5.5.W.6** Students will use the correct forms of *it's/its*, *you're/your*, and *they're/there/their*.
- 5.5.W.7** Students will use commas to separate individual words in a series, to indicate dialogue, and to separate the independent and dependent clauses in a complex sentence.
- 5.5.W.8** Students will use a colon to introduce a list.
- 5.5.W.9** Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- 5.5.W.10** Students will use underlining or italics to indicate titles of works.
- 5.5.W.11** Students will use a semicolon to punctuate compound sentences.

STANDARD 5—LANGUAGE

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to recognize and apply appropriate grammar and rhetorical style in texts and to apply correct usage of Standard English in their independent writing.

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

- 5.6.R.1** Students will conduct research to answer questions, including self-generated questions, and to build knowledge, using multiple sources (e.g., visual and text reference sources, electronic resources, and/or interviews).
- 5.6.R.2** Students will identify and use text features (e.g., graphics, captions, headings/subheadings, bold/italicized words, charts, tables, legends) to analyze the structure of informational texts.
- 5.6.R.3** Students will determine the relevance and reliability of the information gathered.
- 5.6.W.1** Students will formulate a viable research question.
- 5.6.W.2** Students will organize information found during research, following a modified citation style (i.e., author, title, publication date).
- 5.6.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 logically and convey key details, quotations, or other relevant information from multiple sources.

ITEM SPECIFICATIONS

Emphasis:

- Items will require students to analyze and evaluate information from a variety of sources and to synthesize and integrate information in their independent reports and projects.

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.

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.

Scratch Cooking

1 On Saturday, Aunt Lila came to stay with Sophie while her father and mother went to visit friends. Immediately, Aunt Lila took charge of making dinner. She placed chicken in a big pot, supplied Sophie with an apron, and then announced that tonight's menu would be chicken and noodles "from scratch."

2 "Nothing can compete with scratch cooking," said Aunt Lila, lifting the chicken out of its broth and arranging it on a platter. "Now for the noodles."

3 "I'll get a bag of noodles from the cupboard," said Sophie.

4 "Are you kidding? We're going to make our own noodles!" Aunt Lila said with the enthusiasm of a cheering fan.

5 "Making noodles from scratch seems like a lot of work," grumbled Sophie.

6 "Positive results require hard work," declared Aunt Lila. "We'll need some flour, salt, an egg, a little milk, and a rolling pin."

7 Aunt Lila mixed the flour and salt in a big bowl and with a spoon made a little crater in the middle. She told Sophie to beat the egg in a bowl, measure two tablespoons of milk, and then put the egg and milk into the crater in the flour and stir.

8 Sophie stirred and stirred, and the dough became stiffer and stiffer. Sophie's hands began to hurt. "It's too hard to stir," she complained. "Isn't it ready yet?"

9 "Good things are worth the effort," replied Aunt Lila, dusting the counter with flour. She then took the bowl from Sophie, lifted out the dough, and positioned it on the cutting board. "Now we must knead the dough." She showed Sophie how to use the palms of her hands to press out the dough and then fold it until it was stretchy like a big rubber band.

10 Next, using a rolling pin, Aunt Lila rolled the dough forward and back, forward and back in a repetitive rhythm, until it finally became a large rectangle. She handed the rolling pin to Sophie and said, "Your turn."

11 Sophie attempted to roll the dough exactly as Aunt Lila had done. The dough fought against Sophie's efforts. "This sure is hard work," she said.

12 "Keep rolling," said Aunt Lila, "because the dough has to be extremely thin."

13 Sophie rolled and rolled until the dough was as thin as a sheet of paper. Finally, Aunt Lila examined the dough, gave an approving smile, and said, "Now we cut the noodles."

14 Aunt Lila picked up one edge of the dough and rolled the rectangle into a long rope. With a sharp knife, she sliced a thin chunk of dough from the end of the rope. The chunk of dough was coiled up like a snail. Handing the dough to Sophie, she instructed, "Shake it out."

15 Sophie took one end of the spiraled dough and shook it until it became a long golden ribbon. "It's a noodle!" she said, her eyes shining in amazement. "Can I cut some?"

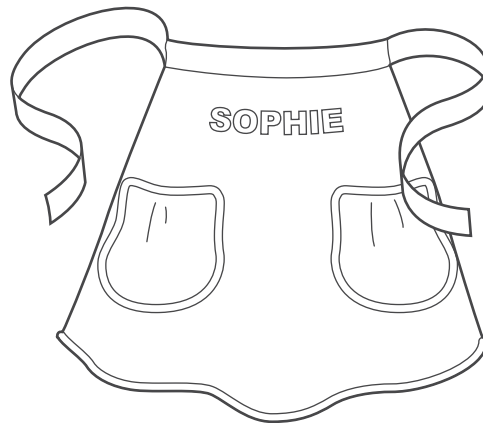
16 Aunt Lila helped Sophie cut the rest of the dough rope into many small pieces. Together they unrolled each piece until a huge pile of golden noodles blanketed the counter. Aunt Lila dusted the noodles with some more flour while Sophie spread out the noodles so they would not stick together.

17 "We'll let the noodles dry a little as we take the chicken off the bone," said Aunt Lila. "Then we'll cook the noodles in the chicken broth, and when they're done, we'll add the chicken."

18 For dinner that night Sophie had a big bowl of chicken and noodles.

19 "So what do you think of our meal?" asked Aunt Lila, her eyes sparkling.

20 With a grin Sophie proclaimed, "Scratch cooking—mmm!" She swallowed her last bite. "May I please have another helping?"



"Scratch Cooking." Copyright © 2022 by Cognia, Inc.

1 What is the best summary of “Scratch Cooking”?

- A** Aunt Lila comes to watch Sophie and begins preparing chicken and noodles. Aunt Lila tells Sophie that homemade noodles are better than store-bought noodles, and she asks Sophie to help her make noodles. Sophie discovers that she enjoys homemade food.
- B** Aunt Lila wants to cook dinner with Sophie while her parents are out, and she suggests they cook a chicken. Aunt Lila convinces Sophie that homemade food tastes the best. They make noodles together, and Sophie shakes them open.
- C** Sophie is interested in cooking chicken and noodles with Aunt Lila, and Aunt Lila agrees to show her how. After the noodles are done, they prepare the chicken. When the meal is ready, Sophie and Aunt Lila have dinner.
- D** Sophie mixes the dough for Aunt Lila, and then she kneads it. When it is ready, Aunt Lila rolls the dough out until it is very thin. Sophie decides that making noodles is too much work.

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

5.2.R.3: Students will summarize and sequence the important events of a story.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student comprehends and process the text and determines its main idea and supporting details. All of the information is contained within the text, and there is no need to go beyond the text to develop an answer.

Distractor Rationale

- A. Correct. This paragraph summarizes the important details of the passage.**
- B.** This paragraph focuses only on the details of making the dinner but omits what Sophie learned in the process.
- C.** This paragraph focuses only on the details of preparing the dinner and eating it but omits what Sophie learned in the process. It also includes a misread in regards to whose idea it was to cook chicken and noodles.
- D.** This paragraph focuses only on the process of making the noodles.

These paragraphs are in the incorrect order. Rearrange the paragraphs to create a clear organization.

To rearrange a paragraph, click and hold the paragraph, and drag it to the desired position.

Cooking at home often takes more preparation. A main course, such as veggie burgers or pot roast, must be seasoned and prepared. Fresh fruits and vegetables need to be cleaned and often must be cut up. Sometimes a dessert is even made! Each of these tasks can be done by different family members, and preparing meals together allows them to visit with each other while they work.

Many people enjoy cooking their meals at home. There are several different reasons for this, which include more time to spend with family, saving money on home-cooked meals that cost less than restaurant meals, and gaining nutritional benefits.

Eating out is a nice treat, but cooking meals at home has many benefits. It is usually a much healthier option than eating out and gives family members opportunities to spend quality time together without having to break the bank.

Some restaurant meals can be healthy, but oftentimes they are not. Restaurants want their food to taste good. They often add ingredients like butter, salt, or sugar that can be unhealthy. When cooking at home, these ingredients can be closely measured. That means people will not get too much sugar, fat, or salt. Also, restaurant meals are often too big. It is easier to control meal sizes when eating at home.

Another reason people are cooking at home is because home-cooked meals are usually less expensive than eating at a restaurant. When cooking at home, the food is purchased from a grocery store. Food from a grocery store costs much less than food at a restaurant. At a restaurant, customers must also pay for chefs to prepare the food and waitstaff to bring it to the table.

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

5.2.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 must consider each of the paragraphs and determine the best way to organize them to create an organized piece of writing.

Distractor Rationale

These paragraphs are in the incorrect order. Rearrange the paragraphs to create a clear organization.

To rearrange a paragraph, click and hold the paragraph, and drag it to the desired position.

Many people enjoy cooking their meals at home. There are several different reasons for this, which include more time to spend with family, saving money on home-cooked meals that cost less than restaurant meals, and gaining nutritional benefits.

Cooking at home often takes more preparation. A main course, such as veggie burgers or pot roast, must be seasoned and prepared. Fresh fruits and vegetables need to be cleaned and often must be cut up. Sometimes a dessert is even made! Each of these tasks can be done by different family members, and preparing meals together allows them to visit with each other while they work.

Another reason people are cooking at home is because home-cooked meals are usually less expensive than eating at a restaurant. When cooking at home, the food is purchased from a grocery store. Food from a grocery store costs much less than food at a restaurant. At a restaurant, customers must also pay for chefs to prepare the food and waitstaff to bring it to the table.

Some restaurant meals can be healthy, but oftentimes they are not. Restaurants want their food to taste good. They often add ingredients like butter, salt, or sugar that can be unhealthy. When cooking at home, these ingredients can be closely measured. That means people will not get too much sugar, fat, or salt. Also, restaurant meals are often too big. It is easier to control meal sizes when eating at home.

Eating out is a nice treat, but cooking meals at home has many benefits. It is usually a much healthier option than eating out and gives family members opportunities to spend quality time together without having to break the bank.

3 At the beginning of the passage, why is Aunt Lila’s view of scratch cooking different from Sophie’s view?

- A** Aunt Lila knows no other way to make chicken and noodles.
- B** Aunt Lila worries that Sophie might dislike her chicken and noodles.
- C** Aunt Lila dreads teaching Sophie how to make noodles from scratch.
- D** Aunt Lila understands it is worth the extra time to make noodles from scratch.

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.

5.3.R.5: Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.

Depth-of-Knowledge: 3

This item is a DOK 3 because the reader needs to have a deep understanding of the passage, and in particular Aunt Lila, as well as draw upon external knowledge of human interaction to arrive at the correct answer.

Distractor Rationale

- A. There is no indication in the passage that Aunt Lila does not know other ways to make chicken and noodles.
- B. There is no indication in the passage that Aunt Lila has concerns that Sophie may not like the chicken and noodles.
- C. It is clear that Aunt Lila enjoys teaching Sophie how to make noodles from scratch because she frequently encourages her.
- D. Correct.** Aunt Lila makes it very evident at the beginning of the passage that making noodles from scratch is worth the effort.

4 Which sentence from the passage best suggests that Aunt Lila is determined?

- A** “Nothing can compete with scratch cooking,” said Aunt Lila, lifting the chicken out of its broth and arranging it on a platter.
- B** “Are you kidding? We’re going to make our own noodles!” Aunt Lila said with the enthusiasm of a cheering fan.
- C** “Good things are worth the effort,” replied Aunt Lila, dusting the counter with flour.
- D** “We’ll let the noodles dry a little as we take the chicken off the bone,” said Aunt Lila.

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.

5.3.R.3: Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

Depth-of-Knowledge: 2

This item is a DOK 2. The student performs some mental processing of the passage to gain a deeper understanding of the character of Aunt Lila and how she displays determination. The student considers the evidence presented and make a selection.

Distractor Rationale

- A. This sentence indicates that Aunt Lila thinks cooking from scratch is better than other ways of cooking.
- B. This sentence indicates that Aunt Lila is excited about cooking from scratch.
- C. Correct. This sentence indicates that Aunt Lila believes that sticking with a difficult task is worth the outcome.**
- D. This sentence indicates that Aunt Lila is following the steps of a process.

5 Read the sentence.

The dough fought against Sophie’s efforts.

What does the personification of the dough suggest?

- A** The dough does not have all the ingredients.
- B** The dough is not ready to be rolled out.
- C** The dough is difficult to knead.
- D** The dough prefers Aunt Lila.

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.

5.3.R.4: Students will determine how literary devices contribute to the meaning of a text:

- imagery
- metaphor
- idiom
- personification
- hyperbole
- simile
- alliteration
- onomatopoeia

Depth-of-Knowledge: 2

This is a DOK 2 because the student needs to comprehend the text and then mentally process that text to determine what the personification of the dough means. The information to arrive at the response is contained within the text.

Distractor Rationale

- A. The personification does not suggest that ingredients are missing.
- B. The personification does not suggest that the dough is not ready to be rolled out.
- C. Correct. The personification suggests that the dough is difficult to knead.**
- D. The personification does not suggest that the dough prefers a certain person.

6 Based on the Latin word *repetere*, which means “to do again,” the word repetitive from paragraph 10 means

- A** to repair something.
- B** to repeat something.
- C** to rewind something.
- D** to remove something.

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

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

Depth-of-Knowledge: 2

This is a DOK 2 because the student needs to comprehend the text and then mentally process that text and the information contained in the stem to determine the meaning of “repetitive.”

Distractor Rationale

- A. “Repair” is not a synonym for the idea of “to do again.”
- B. Correct. “Repeat” is a synonym for the idea of “to do again.”**
- C. “Rewind” is not a synonym for the idea of “to do again.”
- D. “Remove” is not a synonym for the idea of “to do again.”

Drag **two** synonyms for the word announced as it is used in paragraph 1 into the table.

To drag a word, click and hold the word, and then drag it to the desired space. To change a word, click and hold it, and then drag it back to its original location.

whispered suggested stated

declared requested

Synonyms for Announced	

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

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

Depth-of-Knowledge: 2

This is a DOK 2 because the student must understand the context “announced” is used and identify two synonyms.

Distractor Rationale

Synonyms for Announced	
declared	stated

You will now read two related passages and answer the questions that follow. Some of these questions may ask you to compare the two passages.

Quiz Bowl

- 1 "Ladies and gentlemen, boys and girls, welcome to the tenth annual Meadow Elementary Quiz Bowl! Please join me in welcoming our contestants, representatives from each fifth and sixth grade homeroom!" A wild roar followed Mr. Smith's remarks. Instead of smiling, I just sat there; my face was stone.
- 2 The youngest child in our family, I dreamed of carrying on the Wilson family tradition of being the homeroom representative at the Quiz Bowl. While other kids goofed around with their friends, I studied trivia cards. Actually, I ate, drank, and slept trivia for months, and today was my big day.
- 3 Mr. Smith officially started the game. "Adam Wilson, the first question will be yours. Who was the fortieth President of the United States?" 4 Without even consulting my brain, the answer rolled off my tongue, "President Reagan!"
- 5 "Correct! Give the young man ten points." Each time I answered correctly, my classmates beamed with pride. One by one, we churned out answers like butter.
- 6 Suddenly, it seemed as if my rhythm had gone from melodic to flat. Mr. Smith asked, "Adam, what is the name of the Minnesota state bird?" My brain was an ice cube. I knew it started with the letter *L*, but the word would not come. "Five seconds, Adam," Mr. Smith cautioned. In the very last second, I spit out the word loon, and the audience let out a relieved sigh.
- 7 My biggest rival, Sara Jensen, had the edge over me by only ten points. Aware the last round would be worth double, I knew I had a great chance of overtaking her.
- 8 The final round was upon us. "Contestants, I want you all to know that each of you will be asked one last question worth twenty points. Sara, in what year did the very first astronaut land on the moon?" Sara's eyes grew wide, and her face turned as pale as a sun-bleached towel. It was obvious she did not know the answer, and after what seemed like an eternity, she spoke, "1978."
- 9 "I'm sorry, but that answer is incorrect, Sara." My heart was racing a thousand miles a minute now. Sara had just opened the door to victory for me—one correct answer, and the championship was mine.
- 10 "Ladies and gentlemen, this will be the final question of our Quiz Bowl. Adam Wilson, are you ready?"

11 "Yes sir," I replied.

12 "In which country is the world's tallest mountain found?" My grandfather, an expert mountain climber, and I had discussed this, and though I could recall our conversation vividly, I could not remember the name of the country. My mind raced, and then it happened. The name was on the tip of my tongue, but when I opened my mouth to let it out, it would not come; my voice was paralyzed.

13 "Time is up, Adam. I'm sorry."

14 "Nepal!" I shouted, snapping out of my trance, but it was too late.



"Quiz Bowl." Copyright © 2022 by Cognia, Inc.

Read this passage, which goes with the previous passage. Then answer the questions that follow.

Talent Show

I remember the whole school, silent,
the bright white of the spotlight
from the back of the gymnasium,
a light I could not take my eyes away from,
5 like staring at the sun
until I started to see small spots.
I stood there, my classmates, teachers,
six grades of students with legs crossed
and chins resting on their folded hands
10 waiting for me to recite my poem.
I opened my mouth to speak—
I stuttered
and sputtered
and swallowed my voice.
15 I looked at the piece of paper in my hands,
the words floating around the white page,
the letters swimming like insects
in a pond during a hard rain.
I imagined my poem looking back at me,
20 seeing my dry mouth and shaking its head,
thinking of the weeks that we had practiced
in front of the long mirror
at the end of the hall.
I imagined my poem's disappointment growing,
25 first a small hill,
then as tall as the tallest mountain.
My poem and I stood atop that mountain of disappointment;
we took one step to the side,
and then my voice began to work.
30 It wheezed and whined
and whistled
and went.

"Talent Show." Copyright © 2022 by Cognia, Inc.

8 Which conclusion can be drawn about Adam’s siblings?

- A** They enjoy goofing around with their friends.
- B** They were all Quiz Bowl representatives.
- C** They help him study for the Quiz Bowl.
- D** They are much older than he is.

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.

5.3.R.3: Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

Depth-of-Knowledge: 2

This item is a DOK 2 because the student is contrasting two different characters to determine a difference.

Distractor Rationale

- A. This indicates a misunderstanding of the passage. The second sentence compares Adam to other kids not his siblings.
- B. Correct. The first sentence states, “...I dreamed of carrying on the Wilson family tradition of being the homeroom representative...” The word “tradition” indicates that a child from the Wilson family represents their homeroom in the Meadow Elementary Quiz Bowl.**
- C. Nothing in the passage suggests that Adam’s siblings helped him prepare for the quiz bowl.
- D. The ages of Adam’s siblings is not addressed in the passage. The passage only states that Adam is the “youngest child in our family.”

9 In “Quiz Bowl,” what effect does Adam’s conversation with his grandfather have on the plot?

- A** It helps Adam know the answer to a question.
- B** It disrupts the rhythm Adam has answering questions.
- C** It causes Adam to lose his concentration during a round.
- D** It makes Adam think that his rival will answer a question incorrectly.

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.

5.3.R.3: Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs determine the cause and effect relationship between two aspects of the plot.

Distractor Rationale

- A. Correct.** Based on the details in paragraph 12, recalling the conversation with his grandfather helped him remember the answer to the question.
- B.** The passage does not suggest that remembering this conversation had any effect with Adam’s rhythm. In fact, the rhythm of the contest seems to have changed in paragraph 6 rather than at the end of the contest.
- C.** The passage does not suggest that Adam lost his concentration; rather, it seems to direct his focus.
- D.** The recollection of the conversation does not cause Adam to think Sara will answer a question incorrectly. In fact, she has already answered incorrectly. Adam has the last question.

10 In "Talent Show," what seems to cause the speaker to remember the lines to the poem?

- A** the speaker's paper
- B** the audience's stares
- C** the speaker's memories
- D** the poem's disappointment

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.

5.3.R.3: Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

Depth-of-Knowledge: 1

This item is a DOK 1 because the student can locate the information directly in the poem.

Distractor Rationale

- A. There is nothing in the passage to suggest this.
- B. The passage does mention the audience at the beginning of the poem, but it is not mentioned after line 10.
- C. The passage does not mention the speaker's memories to help her recall the poem.
- D. Correct. Lines 24–29 illustrate the moment when the speaker senses the poem's disappointment.**

- 11** The theme in “Talent Show” is about
- A** preparing for a poetry contest.
 - B** looking down from a mountaintop.
 - C** participating in the writing process.
 - D** being nervous in front of an audience.

Standard 3: Students will determine how literary elements contribute to the meaning of a literary text: setting, plot, characters (i.e., protagonist, antagonist), characterization, conflict, theme.

5.3.R.3: Students will determine how literary elements contribute to the meaning of a literary text:

- setting
- plot
- characters (i.e., protagonist, antagonist)
- characterization
- conflict
- theme

Depth-of-Knowledge: 3

This item is a DOK 3 because the student goes beyond the poem to determine its theme.

Distractor Rationale

- A. The student is trying to read a poem to an audience.
- B. A mountain is first mentioned in line 26, but the speaker is not actually standing on a mountaintop.
- C. There is nothing in the poem to suggest that the speaker is actually writing the poem or that the speaker is writing the poem.
- D. **Correct.** Throughout the poem, the speaker talks about not being able to say the words in front of a large group of people.

- 12** Which idea is supported by details in **both** “Talent Show” and “Quiz Bowl”?
- A** Standing under a spotlight can cause one to lose focus.
 - B** Trying to live up to the expectations of others is usually challenging.
 - C** No matter how much one prepares, performing in front of others is difficult.
 - D** Once a person gets used to it, speaking to an audience becomes second nature.

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.

5.3.R.5: Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.

Depth-of-Knowledge: 3

This item is a DOK 3 because the student must find a shared idea supported by two independent texts.

Distractor Rationale

- A. Only the speaker in “Talent Show” stands under a spotlight.
- B. In “Quiz Bowl,” Adam is challenging himself to follow in his siblings’ tracks by being the homeroom representative in the game, but he is not trying to live up to the expectations of others. In “Talent Show,” the speaker does not try to live up to anyone’s expectations.
- C. Correct. In “Quiz Bowl,” paragraph 2 states that Adam studies trivia cards for months, and in “Talent Show,” lines 21–23 share that the speaker practiced for weeks. Yet in both passages Adam and the speaker experience stage fright at a critical moment.**
- D. Neither passage shows characters becoming increasingly comfortable speaking in front of an audience.

Read this passage. Then answer the questions that follow.

Man's Best Friend

- 1 Did you know that people have been keeping dogs as pets for thousands of years? Dogs have been kept both for companionship and for work. Many people in ancient Greece kept watchdogs. People living in ancient Rome also used dogs to guard their homes. In fact, Romans who kept a watchdog were required to post a sign warning "Cave Canem," which translates roughly to "Beware of Dog."
- 2 In modern times, many dogs still work as watchdogs or guard dogs. Dogs often work other types of jobs too. Ranchers and farmers still use dogs to help with livestock. Many dogs are used for hunting.
- 3 Other dogs work as guides, helping people with a disability. Dogs also help rescue workers. The dogs' incredible sense of hearing and sharp sense of smell help them find people who are lost or hurt. Some dogs even work side by side with police officers helping to keep the public safe.
- 4 While many dogs perform important jobs, most dogs in the United States today are kept as pets. Millions of families have one or more of these canine companions. They are prized for their friendship and loyalty. Unfortunately, people sometimes choose a dog that is not right for their lifestyle. Veterinarians suggest that people learn how different types of dogs behave before choosing one as a pet.
- 5 Potential dog owners should first consider how large their pets will grow. Almost all puppies are cute, cuddly, and little. However, the puppy stage will not last long—most dogs reach full size in less than a year. That tiny pup may grow into a surprisingly large adult dog. Dog owners must make sure they are just as willing to take care of the adult dog as they are the puppy.
- 6 To make sure they continue to be happy with their pets, dog owners must take care to choose the right breed. Different types of dogs have different types of personalities. Some are calm and relaxed. Others are playful and energetic. Dog owners who want to play ball or go jogging with their pets should choose an active and lively breed. A collie or shepherd might be a good choice. Likewise, someone who spends most of his or her free time watching television needs a less active dog. A poodle or basset hound might be a better choice. Some dogs are more patient than others. They are better with smaller children. People who live alone and spend much of their time at work need a dog that is more independent.

- 7 By taking the time to do a little research, potential dog owners have a better chance of choosing the right pet. However, dogs are unpredictable. They do not always turn out as expected. Purebred dogs are easiest to predict. They usually have personalities and habits similar to other dogs in their breed. Mixed-breed dogs are harder to predict, but these dogs tend to be more social.
- 8 Whether working side by side with people or as family pets, dogs have proven to be faithful companions. They are certainly worthy of the title “man’s best friend.”



“Man’s Best Friend.” Copyright © 2022 by Cognia, Inc.

13 Paragraphs 4 through 7 are **mainly** about

- A** the jobs dogs can perform.
- B** how cute and cuddly puppies are.
- C** choosing the right dog to be a pet.
- D** dogs that are good for active people.

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

5.2.R.4: Students will summarize facts and details from an informational text.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must comprehend and identify key information in a select group of paragraphs.

Distractor Rationale

- A. The passage describes some jobs that dogs perform, but this is not what the paragraphs are mainly about.
- B. The passage mentions puppies being cute and cuddly, but this is not what the paragraphs are mainly about.
- C. Correct. The paragraphs are mainly about choosing the right dog to be a pet.**
- D. The passage says that some dogs are more active than others, but this is not what the paragraphs are mainly about.

14 Based on the passage, the reader can conclude that pet owners

- A** keep dogs mainly to guard their homes.
- B** need to play or jog with their dogs often.
- C** do not need to research their pet choices.
- D** do not always choose the right dog breeds.

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.

5.3.R.5: Students will analyze ideas in one or more texts, providing textual evidence to support their inferences.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must use the information within the text to make an inference.

Distractor Rationale

- A. The passage suggests that dogs have many different types of important jobs.
- B. The passage suggests that only certain breeds need time to be active.
- C. The passage suggests that people should learn about different types of dogs before choosing one as a pet.
- D. Correct. Pet owners do not always choose the right dog breeds.**

15 Which of these would be a subtopic in an outline of this passage?

- A** Caring for Your New Puppy
- B** Training Your New Puppy
- C** Finding the Right Dog
- D** Popular Dog Breeds

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

5.2.W.1: Students will routinely use a recursive process to prewrite, organize, and draft multi-paragraph narrative, informative, and opinion drafts.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student needs to understand how the author organized the passage and then determine an appropriate topic for an outline.

Distractor Rationale

- A. The passage does not address how to care for a puppy.
- B. The passage does not address training a puppy.
- C. Correct. The passage gives suggestions on how to find the right dog.**
- D. The few breeds mentioned in the passage support the idea it is important for people to find the breed that is right for them rather than what is popular.

16 Based on the information in the passage, which detail from the passage is a **fact**?

- A** A collie or shepherd is a good pet choice for active people.
- B** Some dogs work with the police to keep the public safe.
- C** Almost all puppies are cute, cuddly, and little.
- D** Dogs are known to be friendly and loyal pets.

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.

5.3.R.6: Students will distinguish fact from opinion in an informational text and explain how reasons and facts support specific points.

Depth-of-Knowledge: 2

This item is a DOK 2 because the student applies their understanding of fact and opinion to a set of statements to determine which one is a fact.

Distractor Rationale

- A. This sentence is an opinion. Not all collies or shepherds are a good pet choice for active people.
- B. Correct. It can be proven that some dogs work with police. This statement is a fact.**
- C. “Cute” and “cuddly” are subjective qualities that cannot be proven. This sentence is an opinion.
- D. Not all dogs are friendly and loyal pets, so this statement is an opinion.

17 Read the dictionary entry.

stage (stāj) *n.* 1. A raised level platform for performing. 2. The scene of an event or series of events. 3. A part or section of a trip or journey. 4. A step or level of development.

Which **best** fits the meaning of **stage** as it is used in paragraph 5?

- A** 1
- B** 2
- C** 3
- D** 4

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

5.4.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 determines which meaning of a word is used in a particular context.

Distractor Rationale

- A. This definition does not fit the context of the sentence.
- B. This definition does not fit the context of the sentence.
- C. This definition does not fit the context of the sentence.
- D. **Correct. This definition best fits the meaning of the word as it is used in the passage.**

18 In which word is the prefix **dis-** used in the same way as it is used in **disability** in paragraph 3?

- A** discuss
- B** distance
- C** dislike
- D** display

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

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

Depth-of-Knowledge: 2

This item is a DOK 2 because the student must understand the meaning of an affix and its effect on a root word and apply that knowledge to another word.

Distractor Rationale

- A. “Dis-” is not used as a prefix in this word.
- B. “Dis-” is not used as a prefix in this word.
- C. **Correct. In this word, dis is a prefix that means “not.”**
- D. “Dis-” is not used as a prefix in this word.

19 Which of these would be the **best** resource for locating additional information about specific dog breeds?

- A** an encyclopedia article: "Dogs Throughout Human History"
- B** a website: "Veterinary Association's Guide to Dog Types"
- C** a book: "The Pet Lover's Handbook for a Happy Dog"
- D** an article: "How to Train Your New Puppy"

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

5.6.R.3: Students will determine the relevance and reliability of the information gathered.

Depth-of-Knowledge: 3

This item is a DOK 3 because the student must go beyond the passage and make a judgment about which resource best suits the purpose of the research.

Distractor Rationale

- A. An encyclopedia article about the history of dogs would probably not provide information on specific dog breeds.
- B. Correct. A website about dog types would provide additional information about specific dog breeds.**
- C. A book about having a happy dog would not likely provide information on specific dog breeds.
- D. An article about training a puppy would focus on teaching a puppy how to behave rather than provide information on specific dog breeds.

20 Read the sentence.

“Ouch! That really hurt!” I cried after I fell off my bike.

Why is the interjection “Ouch!” used in the sentence?

- A** to show pain
- B** to show worry
- C** to give directions
- D** to give suggestions

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

5.5.R.2: Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

Depth-of-Knowledge: 2

This is a DOK 2 because the student must recall why interjections are used in writing and apply that knowledge to respond to the item.

Distractor Rationale

- A. Correct. The interjection is emphasizing the pain that is felt.**
- B. The interjection is not showing worry.
- C. The interjection is not giving directions.
- D. The interjection is not giving suggestions.

21 Read the sentence.

“Let’s record ourselves reading aloud, said Frank.”

What change, if any, should be made to the punctuation in the sentence?

- A** “Let’s record ourselves reading aloud said Frank.”
- B** “Let’s record ourselves reading aloud” said Frank.
- C** “Let’s record ourselves reading aloud,” said Frank.
- 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.

5.5.W.9: Students will use quotation marks to indicate dialogue, quoted material, and titles of works.

Depth-of-Knowledge: 2

This is a DOK 2. The student must recall the rules regarding punctuation in dialogue and apply the rule to the sentence.

Distractor Rationale

- A. The end quotations should appear after the word “aloud” preceded by a comma.
- B. A comma should come after the word “aloud and before the quotation mark.
- C. Correct. A comma preceding the end quotation mark is the correct punctuation for this line of dialogue.**
- D. The end quotation mark should appear after the comma separating the dialogue and speaker.

22 Read the sentence.

The dogs caught sight of the cat, and at once they chase it.

What change, if any, should be made to chase in the sentence?

- A** chases
- B** chased
- C** chasing
- 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.

5.5.R.2: Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

Depth-of-Knowledge: 1

This is a DOK 1 because the student recalls the fact that many verbs add *-ed* to show past tense.

Distractor Rationale

- A. This verb form is in present tense but should be the past tense form to be parallel with “caught.”
- B. Correct. “Chased” is the past tense form and is parallel with the past tense verb “caught.”**
- C. This is the incorrect verb form for a sentence in past tense.
- D. This verb form is in present tense but should be the past tense form to be parallel with “caught.”

23 Read the sentence.

Joel ran faster than Mike he won the race.

What change, if any, should be made to the sentence?

- A** Joel ran faster than Mike, he won the race.
- B** Joel ran faster than Mike and won the race.
- C** Joel ran faster than Mike. And won the race.
- D** Joel ran faster than Mike: And he won the race.

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

5.5.W.3: Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and inappropriate shifts in pronoun number and person.

Depth-of-Knowledge: 2

This is a DOK 2 because the student recalls the rules about compound sentences and applies them to the task.

Distractor Rationale

- A. This run-on sentence forms a comma splice, which is created when two independent clauses are joined with a comma and no accompanying coordinating conjunction.
- B. Correct. This is a simple sentence with a compound verb, and the run-on has been corrected.**
- C. This structure includes a sentence fragment.
- D. A colon is not used to separate two connected ideas in a sentence.

24 Read the sentence.

Everybody in the auditorium were asked to stand.

What change, if any, should be made to were in the sentence?

- A** am
- B** was
- C** are
- D** no change

Standard 5: Students will expand and apply knowledge of grammar, usage, mechanics, and style to comprehend, analyze, and/or evaluate a variety of texts.

5.5.R.2: Students will recognize and explain the impact on meaning of parts of speech in sentences:

- nouns
- verb tense to identify settings, times, sequences, and conditions
- subject and verb agreement
- adjectives
- prepositional phrases
- intensive pronouns and their antecedents
- coordinating conjunctions
- adverbs
- interjections

Depth-of-Knowledge: 2

This is a DOK 2 because the student recalls information about irregular verbs and applies the knowledge to the sentence.

Distractor Rationale

- A. “Everybody” is a singular subject and “am” is a singular verb, but it is the incorrect form for the subject.
- B. Correct.** “Everybody” is a singular subject and “was” is a singular verb in the past tense.
- C. “Everybody” is a singular subject and “are” is a plural verb.
- D. “Everybody” is a singular subject and “were” is a plural verb.



SUMMARY DEFINITIONS OF DEPTH OF KNOWLEDGE (DOK)				
SUBJECT	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
English Language Arts	<p>Requires students to recall, observe, question, or represent facts, simple skills, or abilities. Requires only surface understanding of text, often verbatim recall.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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 	<p>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.</p> <p>Examples:</p> <ul style="list-style-type: none"> • 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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