

DRAFT

Grade 3 English Language Arts  
Item Specifications



The draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in [CPALMs](#). The *Specifications* are a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards. It also serves to provide all stakeholders with information about the scope and function of the FSA.

## Item Specifications Definitions

**Also assesses** refers to standard(s) closely related to the primary standard statement.

**Assessment limits** define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard.

**Acceptable response mechanisms** describe the characteristics of various methods for responding to test items.

**Task demand** describes various types of items that could be written for the standard assessed.

**Text types** define the genre of texts to be used with the standard(s) assessed.

**Sample item stems** provide various types of item stems that could be written for the standard assessed.

**Reading stimulus guidelines and attributes** describe the parameters for developing and selecting the texts students will read and to which items will be written.

**Editing task guidelines for language standards and stimulus attributes** describe the parameters for developing texts students will read and to which students will respond.

**Text-based writing stimulus attributes and prompt guidelines** describe the parameters for developing and selecting texts students will read and prompts to which students will respond.

### Reading Stimulus Guidelines

#### **Overall Description**

A stimulus may consist of one or more texts. The texts may be informational or literary and can cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

#### **Stimulus Attributes**

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams, can be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the DOE may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

<b>Grade</b>	<b>Range of Number of Words</b>
3	100 - 700
4	100 - 900
5	200 - 1000
6	200 - 1100
7	300 - 1100
8	350 - 1200
9	350 - 1300
10	350 - 1350
11	350 - 1400

**Grade 3 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Assessment Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words, phrases, or quotations from the text to answer questions using explicit or implicit information in the text as support.</li> <li>Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select from the choices using either explicit or implicit information from the text to inform or support an inference.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to describe in words using explicit or implicit information from the text as support.</li> </ul>
Task Demand	Response Mechanism
Answer questions using details in text where both the question and details are explicit.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Provide support for an inference with details that are explicitly or implicitly stated in the text. The inference could be provided for the student or made by the student.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Sample Item Stems	Notes
<p>Select two sentences that show that the main character is excited about the arrival of _____.</p> <p>[Hot Text]</p>	The student must provide examples to support an idea in the text.

**Grade 3 Reading Standards for Literature**

<p>How do we know that the main character's father did not understand his question?</p> <p>[Multiple Choice]</p>	<p>The student must choose the reason the main character's father did not understand his question. The student is required to connect the main character's intended statement with his father's unintended interpretation. Only by connecting these two statements can the student correctly answer the question.</p>
<p>Select the example from the text that shows that Character A visited Character B several times.</p> <p>[Hot Text]</p>	<p>The student must select a piece of evidence from the text to support the idea that Character A visited Character B several times.</p>
<p>Part A: Based on information in the passage, how does the reader know that the main character has used the _____ before?</p> <p>Part B: Select details from the text to support your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must use the specific language within the text to determine that the main character has used an item in the past. The student must also select evidence from the passage to support the correct answer.</p>

**Grade 3 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.3.RL.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
Assessment Limits	Items may ask the student to use details from a text to determine the central message, lesson, or moral. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they convey the central message, moral, or lesson. Items may ask the student to appropriately sequence or describe events in chronological order.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> <li>• Requires the student to drag and drop key details or events into the correct order to recount or describe the text.</li> </ul> <p>Hot Text</p> <ul style="list-style-type: none"> <li>• Requires the student to place key details or events into the correct order to recount or describe the text.</li> <li>• Requires the student to select words or phrases from the text that explicitly state the central idea, lesson, or moral of the passage.</li> <li>• Requires the student to select words or phrases from the text that provide explicit support for the central idea, lesson, or moral.</li> <li>• Requires the student to select the central idea, lesson, or moral, and then to select words or phrases from the text to support that choice [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to place key details or events into the correct order to recount or describe the text.</li> <li>• Requires the student to select the central idea, lesson, or moral of the passage.</li> <li>• Requires the student to select explicit or implicit details that support the central idea, lesson, or moral of the passage.</li> <li>• Requires the student to select how the central idea, lesson, or moral is conveyed in the text.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>• Requires the student to state the central idea, lesson, or moral of the passage.</li> <li>• Requires the student to state details from the text that can be used to support the central idea, lesson, or moral of the passage.</li> <li>• Requires the student to state the central idea, lesson, or moral of the passage and to describe a detail or details from the passage that can be used to support the central idea, lesson, or moral.</li> </ul>

**Grade 3 Reading Standards for Literature**

Task Demand	Response Mechanism
Sequence key details to retell the story. The details should be explicitly stated in the text.	<ol style="list-style-type: none"> <li>1. Grid Item</li> <li>2. Hot Text</li> <li>3. Multiple Choice</li> </ol>
Determine a central idea, lesson, or moral explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>
Provide details that support the central idea, lesson, or moral of the text. The details can be explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>1. Two-Part Hot Text</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>
Sample Item Stems	Notes
<p>Which of the following does the main character do first?</p> <p>[Multiple Choice]</p>	The student must understand what is explicitly stated in the text and its chronological structure. The student will not need to reconstruct the order of the entire passage, but instead must identify the correct order of the main character’s actions.
<p>Place the events from the story in the correct order.</p> <p>[Grid Item]</p>	The student must correctly order specific events taken directly from the passage.
<p>What is the central idea of the passage?</p> <p>[Multiple Choice]</p>	The student must synthesize the entire text to determine which of the options is the central idea of the text.
<p>One of the lessons of the passage is to use your imagination. Select two details from the passage that support this idea.</p> <p>[Hot Text]</p>	The student must select details from the passage to support the lesson provided in the stem.
<p>Select the central idea of the passage. Then, select a quotation from the passage that supports this idea.</p> <p>[Two-Part Hot Text]</p>	The student must be able to determine the central idea of the text and provide textual evidence for the selected answer.



**Grade 3 Reading Standards for Literature**

<b>Content Standard(s) Assessed</b>	LAFS.3.RL.1.3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>Assessment Limits</b>	Items may ask the student to use explicit and implicit details from the text to describe a character and his/her actions. Items may ask the student how these affect the events in the text. The item may require the student to draw inferences from the text.
<b>Text Types</b>	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
<b>Acceptable Response Mechanisms</b>	<p><b>Hot Text</b></p> <ul style="list-style-type: none"> <li>Requires the student to select either words or phrases from the text that provide details to support a description about either characters and their actions or a sequence of events.</li> <li>Requires the student to select the correct descriptions or inferences about characters and their actions or sequences of events and to select words or phrases from the text that provide support for these descriptions or inferences [Two-Part Hot Text].</li> </ul> <p><b>Multi-Select</b></p> <ul style="list-style-type: none"> <li>Requires the student to select all applicable words or phrases that describe characters or their actions, personalities, motivations, or feelings.</li> </ul> <p><b>Multiple Choice</b></p> <ul style="list-style-type: none"> <li>Requires the student to select an inference about characters, their actions, or sequences of events.</li> <li>Requires the student to select details that support an inference about a character, setting, or event.</li> </ul> <p><b>Open Response</b></p> <ul style="list-style-type: none"> <li>Requires the student to draw an inference about characters and their actions or events in words and support the inference with details from the text.</li> <li>Requires the student to provide details from the text to describe a character and his/her actions or an event, and determine how these descriptions or events affect the text.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Identify characteristics or features of characters and their actions that may be explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>Multi-Select</li> <li>Multiple Choice</li> <li>Open Response</li> <li>Two-Part Hot Text</li> </ol>
Identify and describe characteristics or features of characters and their actions that are explicitly stated in the text to support an inference that has been given.	<ol style="list-style-type: none"> <li>Multi-Select</li> <li>Multiple Choice</li> <li>Open Response</li> <li>Two-Part Hot Text</li> </ol>

**Grade 3 Reading Standards for Literature**

<p>Describe a character’s personality, motivations, and feelings in a text, using explicit and implicit details from the text as support. The inference may or may not be provided for the student.</p>	<ol style="list-style-type: none"> <li>1. Multiple Choice</li> <li>2. Open Response</li> <li>3. Two-Part Hot Text</li> </ol>
<p>Describe how a character’s personality, motivations, and feelings affect the development of the plot. The student should use explicit and implicit details from the text as support.</p>	<ol style="list-style-type: none"> <li>1. Two-Part Hot Text</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>
<p>Sample Item Stems</p>	<p>Notes</p>
<p>Select the sentences in the story that show that the main character is _____. [Hot Text]</p>	<p>The student must support the description in the stem with information from the text.</p>
<p>The main character is _____ in the passage. Select the sentences that show this feeling. [Hot Text]</p>	<p>The student must select sentences from the passage that support the description provided in the stem.</p>
<p>Part A: How does the main character feel in the paragraph below?  Part B: Select the sentences that show this feeling. [Two-Part Hot Text]</p>	<p>The student must provide an inference regarding the emotions of a character without the text explicitly conveying this emotion. The student must support the inference with textual evidence.</p>
<p>How are the father’s actions affected by the main character’s actions? [Multiple Choice]</p>	<p>The student must make an inference with regard to the relationship between the actions of the two characters. The student must synthesize the explicit and implicit information from the text.</p>
<p>Which of the following phrases describes both the main character’s behavior and the author’s writing? [Multiple Choice]</p>	<p>The student must make inferences about the main character’s behavior and the characteristics of the author’s writing style. The student must synthesize both pieces of information in order to answer correctly.</p>

**Grade 3 Reading Standards for Literature**

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.RL.2.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>LAFS.3.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Also assesses: LAFS.3.RF.3.3 and LAFS.4.4</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may also ask the student to determine the meaning of unknown words and phrases or words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>

**Grade 3 Reading Standards for Literature**

<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> <li>• Requires the student to select words or phrases that provide context for an unknown word.</li> <li>• Requires the student to use a range of strategies to determine the meaning of an unknown word [Two-Part Hot Text].</li> <li>• Requires the student to distinguish between shades of meaning among related words.</li> <li>• Requires the student to choose words or phrases for the desired effect based on the tone of the text.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the correct meaning of a word.</li> <li>• Requires the student to select the correct meaning of a word that has multiple meanings.</li> <li>• Requires the student to select the correct meaning of a word that has both literal and nonliteral meanings.</li> <li>• Requires the student to distinguish between shades of meaning among related words.</li> <li>• Requires the student to choose words or phrases for the desired effect based on the tone of the text.</li> </ul>
Task Demand	Response Mechanism
<p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>
<p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>
<p>Determine the meaning of words or phrases that have multiple meanings or have both a literal and figurative meaning that are either explicitly or implicitly stated in the text.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>
<p>Demonstrate understanding of word relationships and nuances in word meanings.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>
Sample Item Stems	Notes
<p>What does the word _____ mean in the passage?</p> <p>[Multiple Choice]</p>	<p>The student must use the context clues within the text to determine the meaning of the word.</p>

**Grade 3 Reading Standards for Literature**

<p>Part A: Choose the correct meaning of the word _____ as the author uses it in the passage.</p> <p>Part B: Select the words from the passage that help the reader understand what _____ means.</p> <p>[Two-Part Hot Text]</p>	<p>The student must understand and select the meaning of the word and provide support from the passage.</p>
<p>Part A: What does the author mean by the phrase _____?</p> <p>Part B: How does the author illustrate this phrase in the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the meaning of the phrase using the context provided. Then, the student must support the answer by demonstrating how the author illustrates the meaning of the phrase within the passage.</p>
<p>What does _____ mean as it is used in the passage?</p> <p>[Multiple Choice]</p>	<p>The student must use context clues to distinguish among multiple meanings for a word and determine which meaning is used in the passage.</p>
<p>What does the author suggest by the phrase “ _____”?</p> <p>[Multiple Choice]</p>	<p>The student must use context clues to distinguish between literal and nonliteral definitions for a phrase and determine which meaning is used in the passage.</p>

**Grade 3 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.3.RL.2.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
Assessment Limits	Items may ask the student to interpret the interaction between different parts of text. Items may ask the student to describe how events in a text cause other events to occur or how subsequent events are shaped by earlier ones. The items may ask the student to reference specific parts of text to support the explanations.
Text Types	The sample item stems below may be used with one or more grade-appropriate stories, dramas, or poems. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> <li>Requires student to model how parts of a text interact with each other.</li> </ul> <p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select text that demonstrates how events affect each other.</li> <li>Requires the student to select text that identifies different parts of a text (e.g., chapter, scene, stanza, etc.).</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select how parts of a text interact with each other.</li> <li>Requires the student to identify a specific part of the text and analyze its impact on the text as a whole.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to describe in words how parts of text interact with each other.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Provide support for a given cause or effect of an event from the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> <li>Grid Item</li> </ol>
Analyze how multiple events relate to each other and lead to subsequent critical events (e.g., climax, resolution).	<ol style="list-style-type: none"> <li>Two-Part Hot Text</li> <li>Multiple Choice</li> </ol>
Produce an inference about parts of the text using text-based evidence that may be either explicit or implicit.	<ol style="list-style-type: none"> <li>Two-Part Hot Text</li> <li>Multiple Choice</li> </ol>

**Grade 3 Reading Standards for Literature**

Sample Item Stems	Notes
What would the reader miss if the _____ were not included?  [Hot Text]	The student must demonstrate the ability to synthesize the entire text and then convey what information the reader would lack without this addition.
In the story, the author uses _____ to share information with the reader.  What do the _____ show the reader?  [Multiple Choice]	The student must not only make an inference about the purpose of a specific part of the text, but also explain how this part affects the development of the text.

**Grade 3 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.3.RL.2.6: Distinguish their own point of view from that of the narrator or those of the characters.
Assessment Limits	Items may ask the student to identify the point of view in a text. Items may ask the student to identify the narrator in a text.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	Multiple Choice <ul style="list-style-type: none"> <li>Requires the student to identify the narrator or point of view of a text.</li> </ul>
Task Demand	Response Mechanism
Identify various points of view in the text.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Hot Text</li> </ol>
Sample Item Stems	Notes
Select the part of the story that is told from the point of view of someone other than the main character.  [Hot Text]	The student must interpret which portion is spoken from the perspective of the main character and compare that to a portion of the text that is spoken by another character.
From which character’s point of view is the story told?  [Multiple Choice]	The student must synthesize the entire text to fully understand from whose point of view the story is told. The student must be able to distinguish between the passage’s point of view as a whole and occasional and temporary shifts in perspective.



**Grade 3 Reading Standards for Literature**

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).          LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.          LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>
<p>Assessment Limits</p>	<p>Items may require the student to explain how an illustration relates to the text. Items may ask the student to consider how illustrations affect the meaning of the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with two or more grade-appropriate literary texts and other media. Passages may consist of text, multimedia, or audio selections, and they may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> <li>• Requires the student to select words or phrases from the text that either explicitly or implicitly identify what the illustration contributes to the text.</li> <li>• Requires the student to identify words or phrases from the text that support or exhibit similar effects to the illustration in the text.</li> <li>• Requires the student to identify the main idea and supporting details of an audio or multimedia presentation.</li> </ul> <p>Multi-Select</p> <ul style="list-style-type: none"> <li>• Requires the student to select all applicable words or phrases that describe what an illustration contributes to the text.</li> <li>• Requires the student to determine the main ideas and supporting details of an audio or multimedia presentation.</li> <li>• Requires the student to select correct responses to questions about an audio or multimedia presentation.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select what an illustration contributes to the text.</li> <li>• Requires the student to determine the main idea and/or supporting details of an audio or multimedia presentation.</li> <li>• Requires the student to select a correct response to a question about an audio or multimedia presentation.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>• Requires the student to explain how an illustration relates to the text.</li> <li>• Requires the student to explain what elements an illustration adds to a text (e.g., mood, character, setting).</li> </ul>

**Grade 3 Reading Standards for Literature**

Task Demand	Response Mechanism
Determine the impact of an illustration on a text.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multiple Choice</li> <li>3. Open Response</li> </ol>
Select words from the text that demonstrate how the illustration relates to the text. The impact of the illustration may not be provided.	<ol style="list-style-type: none"> <li>1. Hot Text</li> <li>2. Multi-Select</li> </ol>
Determine the main idea of a multimedia or audio presentation and then provide supporting details from the presentation.	<ol style="list-style-type: none"> <li>1. Two-Part Hot Text</li> <li>2. Multiple Choice</li> <li>3. Multi-Select</li> </ol>
Sample Item Stems	Notes
<p>What does the illustration in the passage tell the reader about the narrator?</p> <p>[Multiple Choice]</p>	The student must determine the link between the illustration and the text.
<p>What is the main idea of the presentation?</p> <p>[Multiple Choice]</p>	The student must determine the main idea of an audio or multimedia presentation.
<p>Which detail from the presentation supports the idea that _____?</p> <p>[Multiple Choice]</p>	The student must identify a correct supporting detail from an audio or multimedia presentation to support the main idea of the presentation.
<p>Select words or phrases from the text that identify the mood of the illustration.</p> <p>[Multi-Select]</p>	The student must understand the mood or tone set by the image in order to connect this feeling with specific words or dialogue within the text.
<p>What is a similarity in the way the pictures are used in both stories?</p> <p>[Open Response]</p>	The student must determine the purpose of multiple illustrations from different texts.

**Grade 3 Reading Standards for Literature**

Content Standard(s) Assessed	LAFS.3.RL.3.9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
Assessment Limits	Items may ask the student to compare and contrast themes, settings, and plots from two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. The themes and settings may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets written by the same author.
Text Types	The sample item stems below may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words and phrases from different texts that demonstrate how the author treats themes and patterns of events.</li> <li>Requires the student to select words and phrases to identify themes in two or more texts and to select a sentence or phrase that characterizes the similarities or differences between them [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to identify similarities or differences in the author’s depiction of themes, settings, and plot.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Use details from two or more texts to draw comparisons about the similarities and differences in themes, settings, and plots. The theme and/or the setting may not be provided.	<ol style="list-style-type: none"> <li>Hot Text [One- or Two- Part]</li> <li>Multiple Choice</li> </ol>
<b>Sample Item Stems</b>	<b>Notes</b>
How are the plots of both passages similar?  [Multiple Choice]	The student must analyze the plots of both passages in order to determine similarities that are supported by textual evidence.
How are the settings of both stories similar?  [Multiple Choice]	The student must fully analyze multiple selections of texts and determine how the settings are similar. The student must determine which of the potentially similar settings can be proven or disproven with textual evidence.

**Grade 3 Reading Standards for Literature**

<p>Part A: Choose the sentence that shows a similarity between the theme of each of the two stories.</p> <p>Part B: Choose a phrase from each passage to support your answer in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must fully synthesize multiple texts to determine how the theme of each passage is similar. The student must then provide textual evidence to support the selected answer.</p>
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**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
Assessment Limits	Items may ask the student to use details from the text to explain what the text states explicitly. Items may provide an inference or information to be supported by the student through specific references to the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words, phrases, or quotations from the text to answer questions.</li> <li>Requires the student to select information explicitly stated in the text from the choices and then select words or phrases from the text to support the information [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select from the choices using information from the text to inform or support an inference.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to answer a question about the text and use information from the text as support.</li> </ul>
Task Demand	Response Mechanism
Answer questions using details from the text where both the information within the question stem and the details are explicit.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Provide support for an inference with details that are explicitly or implicitly stated in the text. The inference may be provided in the stem.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Sample Item Stems	Notes
When was the dinosaur found?  [Multiple Choice]	The student must use the specific language within the text to determine when the dinosaur was located.
Select a detail from the article that shows that the animal's _____ was made for catching prey.  [Hot Text]	The student must determine which option shows that the animal's _____ is made for catching prey and which options cannot be used as textual evidence.

**Grade 3 Reading Standards for Informational Texts**

<p>Why was the location of the discovery described as _____?</p> <p>[Open Response]</p>	<p>The student must make an inference that has support that can be gathered from multiple locations within the text. The student must create a written response that answers the item and that provides textual evidence to support the author's claim.</p>
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**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.1.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
Assessment Limits	Items may ask the student to use details from a text to determine a main idea. These may be explicitly or implicitly stated. Items may ask the student to identify key details and explain how they support the main idea.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that explicitly state the main idea.</li> <li>Requires the student to select words or phrases from the text that provide explicit support for the main idea.</li> <li>Requires the student to select the main idea from the choices and then to select words or phrases from the text to support the selected main idea [Two-Part Hot Text].</li> </ul> <p>Multiple Choice Response</p> <ul style="list-style-type: none"> <li>Requires the student to select the main idea of the article.</li> <li>Requires the student to select explicit or implicit details that support the main idea of the article.</li> <li>Requires the student to select an explanation that describes how the main idea is conveyed in the text.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to state the main idea of the article.</li> <li>Requires the student to state details from the text that can be used to support the main idea of the article.</li> <li>Requires the student to state the main idea of the article and describe a detail or details from the article that can be used to support the main idea.</li> </ul>
Task Demand	Response Mechanism
Determine a main idea that is explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Provide details that support the main idea of the text. The details can be explicitly or implicitly stated.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
Sample Item Stems	Notes
Which of the following best describes the main idea of the article?  [Multiple Choice]	The student must determine the main idea after being presented with options. The student must then determine, based on support from the article, which adequately covers the primary points.

**Grade 3 Reading Standards for Informational Texts**

<p>What is the main idea of the article?</p> <p>[Open Response]</p>	<p>The student must determine and clearly write the main idea of the article.</p>
<p>Part A: Select the statement that describes the main idea of the article.</p> <p>Part B: Select a sentence from the article that best supports your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the main idea of the article. The student must find evidence from the text to support the selected answer.</p>



**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.1.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures. Items may ask the student how these affect other events in the text. The item may require the student to identify language in the text used to convey time and/or sequence.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select either words or phrases from the text that provide details to describe a relationship between events, concepts or steps.</li> <li>Requires the student to select from the choices the correct descriptions about relationships between events, concepts or steps and to select words or phrases from the text that provide support for these relationships [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select a correct relationship between events, concepts, or steps.</li> <li>Requires the student to select examples of language or details from the text that denote a relationship between time and sequence.</li> <li>Requires the student to select an inference about a relationship between events, concepts, or steps.</li> </ul> <p>Open Response</p> <ul style="list-style-type: none"> <li>Requires the student to describe the relationship between events, concepts, or steps in words and support the description with details from the text.</li> </ul>
<b>Task Demand</b>	<b>Response Mechanism</b>
Identify relationships between events, concepts, and steps that may be explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Open Response</li> <li>Hot Text</li> </ol>
Identify and describe relationships between events, concepts, and steps or language used to describe these relationships explicitly stated in the text to support a description that has been given.	<ol style="list-style-type: none"> <li>Multiple Choice</li> <li>Open Response</li> <li>Two-Part Hot Text</li> </ol>

**Grade 3 Reading Standards for Informational Texts**

Describe relationships between events, concepts, and steps using explicit and implicit details from the text as support. The description may not be provided.	<ol style="list-style-type: none"><li>1. Multiple Choice</li><li>2. Two-Part Hot Text</li></ol>
<b>Sample Item Stems</b>	<b>Notes</b>
Select the phrase that describes how the chronological structure helps the reader to understand the process of _____.  [Multiple Choice]	The student must select how the chronological structure of the text affects the reader's understanding.
How does the structure of the text help the reader to understand how _____ are found?  [Open Response]	The student must write a response that identifies text structure, cites textual evidence, and describes how the structure helps the reader understand the process.

**Grade 3 Reading Standards for Informational Texts**

<p>Content Standard(s) Assessed</p>	<p>LAFS.3.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>LAFS.3.L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.</p> <p>LAFS.3.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p> <p>Also assesses: LAFS.3.RF.3.3 and LAFS.3.RF.4.4</p>
<p>Assessment Limits</p>	<p>Items may ask the student to use the text to determine the meanings of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask students to determine meanings specific to a domain-specific area. Items may also ask the student to determine the meaning of unknown words and phrases or to discern the differences between words and phrases with multiple meanings. Students may also have to demonstrate an understanding of the relationships between words and nuances of meaning. Items may ask students to choose words or phrases for effect. Items should focus on words and phrases that are central to the meaning of the text.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>

**Grade 3 Reading Standards for Informational Texts**

<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> <li>• Requires the student to select words or phrases that provide context for an unknown word.</li> <li>• Requires the student to use a range of strategies to determine the meaning of an unknown word [Two-Part Hot Text].</li> <li>• Requires the student to distinguish between shades of meaning among related words.</li> <li>• Requires the student to choose words or phrases for the desired effect based on the tone of the text.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>• Requires the student to select the correct meaning of a word from a list of choices.</li> <li>• Requires the student to select the correct meaning of a word that has multiple meanings.</li> <li>• Requires the student to select the correct meaning of a word that has both literal and nonliteral meanings.</li> <li>• Requires the student to distinguish between shades of meaning among related words.</li> <li>• Requires the student to choose words or phrases for the desired effect based on the tone of the text.</li> </ul>
Task Demand	Response Mechanism
<p>Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>
<p>Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>
<p>Determine the meaning of words or phrases that have multiple meanings or have both literal and nonliteral meanings that are either explicitly or implicitly stated in the text.</p>	<ol style="list-style-type: none"> <li>1. Hot Text [One- or Two-Part]</li> <li>2. Multiple Choice</li> </ol>

**Grade 3 Reading Standards for Informational Texts**

Demonstrate understanding of word relationships and nuances in word meanings.	<ol style="list-style-type: none"><li>1. Hot Text [One- or Two-Part]</li><li>2. Multiple Choice</li></ol>
<b>Sample Item Stems</b>	<b>Notes</b>
What does the word _____ mean as it is used in the article?  [Multiple Choice]	The student must determine the meaning of the word through the context in the article.
What does the phrase “_____” mean as it is used in the article?  [Multiple Choice]	The student must use context clues in the article to determine the meaning of the phrase.
What does the author suggest by the phrase “_____”?  [Multiple Choice]	The student must use context clues to distinguish between literal and nonliteral definitions for a phrase and determine which meaning is used in the article.

**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
Assessment Limits	Items may ask students to use features located within the text to identify information relevant to key ideas or details within a text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select text that identifies information that can be located using text features and search tools.</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select information that can be found from text features and search tools.</li> </ul>
Task Demand	Response Mechanism
Identify information that can be found by using text features or search tools.	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes
Which of the following information can be found using the footnotes in the article?  [Multiple Choice]	The student must locate the footnotes and determine what information is provided.
Select the information in the article that explains _____.  [Hot Text]	The student must select the section where the answer is located and must use text features to answer this item correctly.

**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text.	
Assessment Limits	Items may ask the student to identify the point of view in at text. Items may ask the student to identify the author or speaker in a text.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	Multiple Choice <ul style="list-style-type: none"> <li>Requires the student to identify the author or point of view of a text.</li> </ul>	
Task Demand	Response Mechanism	
Identify various points of view in the text.	1. Multiple Choice	
Sample Item Stems	Notes	
Which of the following correctly states the point of view in the article?  [Multiple Choice]	The student must determine the point of view of the article and choose correctly from the options provided.	

**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.3.7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). LAFS.3.SL.1.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Assessment Limits	Items may require the student to explain how an illustration relates, and what it contributes, to the text. Items may ask the student to consider how illustrations affect the meaning of the text. Also, items may require the student to determine the main idea and supporting details of an audio or multimedia presentation. Items may also require students to answer questions about information from an audio or multimedia presentation.
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts and other media. Articles may consist of text, multimedia, or audio selections, and they may vary in complexity.



**Grade 3 Reading Standards for Informational Texts**

<p>Acceptable Response Mechanisms</p>	<p><b>Hot Text</b></p> <ul style="list-style-type: none"> <li>Requires the student to select words or phrases from the text that either explicitly or implicitly identify what the illustration contributes to the text.</li> <li>Requires the student to identify words or phrases from the text that support or exhibit similar effects to the illustration in the text.</li> <li>Requires the student to identify the main idea and supporting details of an audio or multimedia presentation.</li> </ul> <p><b>Multi-Select</b></p> <ul style="list-style-type: none"> <li>Requires the student to select all applicable words or phrases that describe what an illustration contributes to the text.</li> <li>Requires the student to select all applicable words or phrases that describe the similarities between an illustration and the words in the text.</li> </ul> <p><b>Multiple Choice</b></p> <ul style="list-style-type: none"> <li>Requires the student to choose what an illustration contributes to the text.</li> <li>Requires the student to choose the meaning that an illustration has in the text.</li> <li>Requires the student to determine the main idea and/or supporting details of an audio or multimedia presentation.</li> <li>Requires the student to select a correct response to a question about an audio or multimedia presentation.</li> </ul> <p><b>Open Response</b></p> <ul style="list-style-type: none"> <li>Requires the student to explain how an illustration relates to the text.</li> <li>Requires the student to explain the meaning of an illustration in the text.</li> <li>Requires the student to explain the main idea of and supporting details in a multimedia or audio presentation.</li> </ul>
Task Demand	Response Mechanism
<p>Select words from the text that demonstrate how the illustration relates to the text. The impact of the illustration may or may not be provided.</p>	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multi-Select</li> </ol>
<p>Determine the impact of an illustration on a text.</p>	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>
<p>Determine the main idea and supporting details of a multimedia or audio presentation.</p>	<ol style="list-style-type: none"> <li>Hot Text</li> <li>Multiple Choice</li> <li>Open Response</li> </ol>

**Grade 3 Reading Standards for Informational Texts**

Sample Item Stems	Notes
Select the words in the text that show what information the illustration provides the reader.  [Hot Text]	The student must identify the difference between information added and information that can be located in the text.
Which of the following phrases correctly describes what the illustration contributes to the text?  [Multiple Choice]	The student must analyze the information presented in the illustration and use this information along with the meaning of the article to determine the importance of the illustration and how it contributes to the text.
What is the main idea of the presentation?  [Multiple Choice]	The student must determine the main idea of an audio or multimedia presentation.
Which detail from the presentation supports the idea that _____?  [Multiple Choice]	The student must correctly identify a supporting detail from an audio or multimedia presentation to support an inference based on the presentation.

**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.3.8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
Assessment Limits	Items may ask students to identify transitions or connections between sentences, paragraphs, or ideas. Items may ask students to describe the type of connection used (comparison, cause/effect, first/second/third, etc.) and identify examples within the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words and phrases from the text to show the connection between different parts of the text.</li> <li>Requires the student to select from the options a connection that exists between different parts of the text and to select words or phrases within the text that demonstrate this connection [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to select from the options a description of the connections between different parts of the text.</li> </ul>
Task Demand	Response Mechanism
Select words or phrases from the text to demonstrate how the author supports particular points in the text.	1. Hot Text
Select an explanation for the ways an author uses reasons or evidence to support key points in the text.	1. Multiple Choice 2. Hot Text
Sample Item Stems	Notes
Which of the following descriptions explains the relationship between paragraphs 8 and 9 of Article 1?  [Multiple Choice]	The student must identify the roles of each paragraph.
Select the sentence in the article that demonstrates a shift between storytelling and factual explanation.  [Hot Text]	The student must navigate the entire text to locate the shift.

**Grade 3 Reading Standards for Informational Texts**

Content Standard(s) Assessed	LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.
Assessment Limits	Items may ask the student to compare and contrast important points and key details in two or more texts. Items may require the student to use key details from texts to determine how these are similar or different. Important points and key details may be explicitly or implicitly stated. Items should be used with text sets on the same topic.
Text Types	The sample item stems below may be used with two grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> <li>Requires the student to select words and phrases from different texts that demonstrate similar or different interpretations of important points or key details.</li> <li>Requires the student to select words and phrases to identify important points or key details in two or more texts and to select a sentence or phrase that characterizes the similarities or differences between them [Two-Part Hot Text].</li> </ul> <p>Multiple Choice</p> <ul style="list-style-type: none"> <li>Requires the student to identify similarities or differences in the author’s depiction of key ideas and details and select them from a list of phrases or sentences not located in the text.</li> </ul>
Task Demand	Response Mechanism
Use details from two or more texts to draw comparisons about the similarities and differences between the important points and key details.	<ol style="list-style-type: none"> <li>Hot Text [One- or Two- Part]</li> <li>Multiple Choice</li> </ol>
Sample Item Stems	Notes
How is the (person in text) in Article 1 different from the (person in text) in Article 2?  [Multiple Choice]	The student must synthesize both articles fully to determine the differences between the two articles.

### Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.3.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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#### Overall Task Description

The editing task will include a three- or four-paragraph passage with five to six grammar, spelling, and punctuation errors. The first and the last sentences in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage.

#### Stimulus Attributes

For each grade level, the editing task will be similar to a student’s essay in quality and difficulty. The complexity of the texts used as stimuli should be accessible for the applicable grade and assess the student’s knowledge of grammar, usage, and language conventions.

#### Acceptable Word Count Ranges by Grade:

Grade Band	Word Count Range
3-5	100-200

The topics should be varied both within and across grades. Topics should be literary and informational.

#### Editing Task Errors

Each error will be aligned to one of two Language Standards—standard L.1.1, which focuses on grammar and usage, and standard L.1.2, which focuses on capitalization, punctuation, and spelling. The goal is to test on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

#### Editing Tasks with Choices (ETCs)

Students will select the correct edit from the options. One of the options will be the word or phrase as it appears in the paragraphs. The other options should contain common usage errors—errors authentic to student work.

#### Directions Template—ETCs

Five highlights in the text show which word or phrase may be incorrect. For each highlight, select the word or phrase that is correct.

#### Editing Tasks without Choices (ETs)

Students will write in the correct edit.

#### Directions Template—ETs

Five highlights in the text show which word or phrase may be incorrect. For each highlight, write the correction.