

# Smarter Balanced: Sample Blueprint and Specifications Documents



Blueprint Table ELA/Literacy Grades 3–5 Estimated Total Testing Time: 4:00 (with Classroom Activity) <sup>1</sup>						
Claim/Score Reporting Category <sup>2</sup>	Content Category <sup>3</sup>	Stimuli		Items		Total Items by Claim <sup>4</sup>
		CAT	PT <sup>5</sup>	CAT Items <sup>6</sup>	PT Items <sup>7</sup>	
1. Reading	Literary	2	0	10	0	20
	Informational	2	0	10		
2. Writing	Organization/Purpose	0	1a	5	1 <sup>8</sup>	13 <sup>9</sup>
	Evidence/Elaboration	0			1 <sup>8</sup>	
	Conventions	0		5	18	
3. Speaking/Listening	Listening	3	0	9	0	9
4. Research	Research	0	1b	5	3	8

<sup>1</sup> All times are estimates. Actual times may vary.

<sup>2</sup> Each student receives an overall ELA/literacy score and four claim scores or subscores reported at the individual level.

<sup>3</sup> For more information on content categories, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>4</sup> Total number of items is not necessarily equal to weighting by claim.

<sup>5</sup> Each student receives one PT, which includes a set of stimuli on a given topic. A Classroom Activity will be conducted for each PT to help orient students to the PT context. For PT stimuli 1a and 1b, the same set of stimuli is used for the Writing (1a) and Research (1b) items.

<sup>6</sup> The CAT component of the test includes machine-scored items and short-text items. Two short-text items in Reading (associated with the long reading stimuli) and one short-text item in Writing are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>7</sup> Each PT includes two short-text research items and one machine-scored research item with one full write that is scored across three traits: Organization/Purpose, Evidence/Elaboration, and Conventions. The short-text items and the full write are designed for hand-scoring and may be AI scored with an application that yields comparable results by meeting or exceeding reliability and validity criteria for hand-scoring.

<sup>8</sup> For the purpose of this table, Writing PTs are noted as three separate “items”; however, the Writing PT score is derived from a single student response scored on three distinct traits.

<sup>9</sup> Total Items by Claim for Claim 2 includes 10 CAT items and 3 items from the PT as described in footnote 8.

Target Sampling ELA/Literacy Grades 3–5								
Component	Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	1. Reading	Literary <sup>4</sup>	2: Central Ideas	2, 3	2 <sup>5</sup>	9 <sup>5</sup>	1 <sup>5</sup>	10
			4: Reasoning and Evaluation	3	2 <sup>5</sup>			
			1: Key Details	1, 2	6		0	
			3: Word Meanings	1, 2				
			5: Analysis within/across Texts	3, 4				
			6: Text Structures and Features	2, 3				
			7: Language Use	2, 3				
		Informational <sup>6</sup>	9: Central Ideas	2, 3	2 <sup>7</sup>	9 <sup>7</sup>	1 <sup>7</sup>	10
			11: Reasoning and Evaluation	3	2 <sup>7</sup>			
			8: Key Details	1, 2	6		0	
			10: Word Meanings	1, 2				
			12: Analysis within/across Texts	3, 4				
			13: Text Structures and Features	2, 3				
			14: Language Use	2, 3				

<sup>1</sup> For more information on assessment targets, see the Content Specifications document at <http://www.smarterbalanced.org/smarter-balanced-assessments/>.

<sup>2</sup> DOK: Depth of Knowledge, consistent with the Smarter Balanced Content Specifications.

<sup>3</sup> The CAT algorithm will be configured to ensure the following:

For Claim 1, a student will receive at least nine items at DOK 2 and two items at DOK 3 or higher.

For Claim 2, a student will receive at least four items at DOK 2 and one item at DOK 3 or higher.

For Claim 3, a student will receive at least three items at DOK 2 or higher.

For Claim 4, CAT items are DOK 2 for all grades.

<sup>4</sup> Each student will receive at least one long literary passage set and up to two additional short passage sets.

<sup>5</sup> For the Reading Literary long passage set, each student will receive at least one item from Target 2 and at least one item from Target 4. If a machine-scored item is selected from Target 2, then a short-text item will be selected from Target 4. If a short-text item is selected from Target 2, then a machine-scored item will be selected from Target 4.

<sup>6</sup> Each student will receive at least one long informational passage set and up to two additional short informational passage sets.

<sup>7</sup> For the Reading Informational long passage set, each student will receive at least one item from Target 9 and at least one item from Target 11. If a short-text item is selected from Target 9, then a machine-scored item will be selected from Target 11. If a short-text item is selected from Target 11, then a machine-scored item will be selected from Target 9.

Target Sampling ELA/Literacy Grades 3–5								
Component	Claim/Score Reporting Category	Content Category	Assessment Target <sup>1</sup>	DOK <sup>2,3</sup>	CAT Items	Item Type		Total Items
						Machine Scored	Short Text	
CAT	2. Writing	Organization/Purpose	1a/3a/6a: Write Brief Texts <sup>8</sup>	3	3	0	0–1 <sup>8</sup>	10
			1b/3b/6b: Revise Brief Texts	2		0–2 <sup>8</sup>	0	
		Evidence/Elaboration	1a/3a/6a: Write Brief Texts <sup>8</sup>	3		0	0–1 <sup>8</sup>	
			1b/3b/6b: Revise Brief Texts	2		0–2 <sup>8</sup>	0	
			8: Language and Vocabulary Use <sup>9</sup>	1, 2	2	2	0	
			9: Edit/Clarify	1, 2	5	5	0	
	3. Speaking/Listening	Listening	4: Listen/Interpret	1, 2, 3	9	9	0	9
	4. Research	Research	2: Interpret and Integrate Information	2	5	5	0	5
			3: Analyze Information/Sources	2				
			4: Use Evidence	2				

Target Sampling ELA/Literacy Grades 3–5								
Component	Claim/Score Reporting Category	Content Category	Assessment Target	DOK	Item Type			Scores
					Machine Scored	Short Text	Full Write	
PT	2. Writing	Organization/Purpose	2/4/7: Compose Full Texts	4	0	0	1	1
		Evidence/Elaboration	2/4/7: Compose Full Texts					1
			8: Language and Vocabulary Use					1
		Conventions	9: Edit/Clarify					1
	4. Research	Research	2: Interpret and Integrate Information	3	1	2	0	3
			3: Analyze Information/Sources	3, 4				
			4: Use Evidence	3				

<sup>8</sup> Each student will receive at least one item in Organization/Purpose and at least one item in Evidence/Elaboration, for a total of three items, assessed in either Write Brief Texts or Revise Brief Texts. Among these three items will be one and only one Write Brief Texts.

<sup>9</sup> Language and Vocabulary Use contributes two items to Evidence/Elaboration.

Grades 6–8 Summative Assessment Targets, Claim #1		
<b>ELA/Literacy Claim #1</b> Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.		
Grade 6	Grade 7	Grade 8
Literary Texts		
45% of text-related assessment evidence will come from reading literary texts, and may include stories, poems, plays/drama, myths, mysteries, or science fiction.		
<u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.		
<b>SUPPORTING EVIDENCE:</b> Cite specific textual evidence to support conclusions drawn from the text(s). <b>Standard: RL-1</b> (RL-1 is a component of each of the seven targets listed below.)		
<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Gr. 6 Standards: RL-1</b> (DOK 2) <b>RL-1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Gr. 7 Standards: RL-1</b> (DOK 2) <b>RL-1</b> Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<b>Target 1. KEY DETAILS:</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided. <b>Gr. 8 Standards: RL-1</b> (DOK 2) <b>RL-1</b> Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
<b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events. <b>Gr. 6 Standards: RL-2</b> (DOK 2, DOK 3) <b>RL-2</b> Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key details from the text. <b>Gr. 7 Standards: RL-2</b> (DOK 2, DOK 3) <b>RL-2</b> Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	<b>Target 2. CENTRAL IDEAS:</b> Summarize central ideas/key events using key details from the text. <b>Gr. 8 Standards: RL-2</b> (DOK 2, DOK 3) <b>RL-2</b> Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
<b>Target 3. WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple	<b>Target 3. WORD MEANINGS:</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple	<b>Target 3. WORD MEANINGS:</b> Determine intended or precise meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 11: REASONING & EVIDENCE: Make an inference or provide a conclusion and use supporting evidence to justify/explain inferences (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, ideas).	
Clarifications	<p>Item must require <b>students</b> to analyze a text by making inferences or providing conclusions (author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, and ideas) <b>and</b> apply reasoning to justify that analysis by identifying supporting evidence within the text.</p> <p>Note: Constructed Response (Short Text) items will be written to long informational passages.</p> <p>Use "text" in the stem when referring to the stimulus.</p>
Standards	<p><b>RI-3</b> <u>Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</u></p> <p><b>RI-6</b> <u>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</u></p> <p><b>RH-6</b> <u>Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.</u></p> <p><b>RST-6</b> <u>Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</u></p> <p><b>RI-7</b> <u>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</u></p> <p><b>RI-8</b> <u>Delineate and evaluate the reasoning in seminal US texts, including the application of constitutional principles and use of legal reasoning (e.g., in US Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i>, presidential addresses).</u></p> <p><b>RH-8</b> <u>Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</u></p> <p><b>RST-8</b> <u>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</u></p> <p><b>RI-9</b> <u>Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.</u></p>
DOK/Difficulty Level/Cognitive Complexity	DOK 3, 4
Stimuli/Passages	Three basic categories for informational text include literary nonfiction, historical/social studies, and scientific/

	<p>technical texts. Informational text includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience.</p> <p>Literary nonfiction, historical/social studies, and scientific/technical texts should not be organized in a narrative/sequential manner. For example, the story of an invention and the story of a scientist are not considered texts adequate for use as stimuli in middle and high school.</p>
<b>Stimuli/Text Complexity</b>	<p>Texts may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p>Clarification for Dual-Text Stimuli:</p> <ul style="list-style-type: none"> <li>• When a dual-text stimulus contains two informational texts, items can focus on either text and must include items across texts.</li> <li>• When a dual-text stimulus contains one informational and one literary text, <b>all</b> items <b>must</b> focus on the informational text, and must include items written across both texts. The literary text <b>must only</b> be used as a foundational piece for the set of items, and no items can be written for <b>only</b> the literary text.</li> </ul>
<b>Accessibility Concerns</b>	<p>Students will be required to read grade-level informational texts and use a mouse. Students with physical impairments may need to use an adapted mouse or others a computer with eye-scanning capabilities. Students who are visually impaired or blind may need enlarged or brailled text and picture descriptions of art. Students with reading disabilities may need to read the text to themselves or use trackers or maskers to follow along. Students with visual-processing impairments may benefit from using a tracker or masker when reading. Other formats or supports may be necessary for students with other disabilities. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
<b>Evidence Required</b>	<ol style="list-style-type: none"> <li>1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.</li> <li>2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</li> </ol>
<b>Allowable Item Types</b>	<p>Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (HT); Short Text, constructed response (ST)</p>



Task Models	
<p><b>Task Model 1</b></p> <p><b>Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Stimulus:</b> Texts may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p><b>Task Description:</b></p> <p>The <b>item stem of PART A</b> will prompt the selection of a statement that requires the student to form a conclusion OR inference (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, and ideas) about the text.</p> <p>The <b>answer choices of PART A</b> will present four options of similar structure. The correct answer will be a statement that reflects a conclusion OR inference made about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous conclusions OR inferences about the text, OR 3) apply faulty reasoning about the text.</p> <p>The <b>item stem of PART B</b> will pose a question about the evidence that supports the conclusion OR inference made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the conclusion OR inference.</p> <p>The <b>answer choices of PART B</b> will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the conclusion OR inference made. The distractors will be a line or lines taken directly from the text that 1) support an erroneous conclusion OR inference OR 2) do not directly support the conclusion OR inference made.</p> <p><b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.</li> <li>2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</li> </ol> <p><b>Lead-in:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which of these inferences about the [author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] is supported by the text?</li> <li>• What conclusion can be drawn about the [author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas]?</li> <li>• What inference can be made about the author's opinion of [idea/concept in the text]?</li> <li>• What is <b>most likely</b> the author's intent by mentioning [description of target detail] at the [beginning/end] of paragraph [paragraph #]?</li> </ul>





	<p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/set of lines] from the text <b>best</b> support(s) your answer in part A?</li> <li>• Which [sentence(s)/line(s)/set of lines] from the text <b>best</b> illustrate(s) the [understanding/inference/conclusion] made in part A?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence/paragraph] from [text #2 name OR literary text name]. [excerpt from text] Based on this information, what inference can be made about [description of author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] in [text #1 name]?</li> <li>• Read the [sentence/paragraph] from [text #2 name OR literary text name]. [excerpt from text] Based on this information, what can a reader conclude about [description of author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] in [text #1 name]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence(s)/line(s)/set of lines] from [text #1 name] <b>best</b> support(s) your answer in part A?</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Hot Text, select text (HT)</b>  <b>DOK: 3, 4</b></p>	<p><b>Stimulus:</b> Texts may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p><b>Task Description:</b></p> <p>The <b>item stem of PART A</b> will prompt the selection of a statement that requires the student to form a conclusion OR inference (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, and ideas) about the text.</p> <p>The <b>answer choices of PART A</b> will present three or more options of delimited text with similar structures. The correct answer will be a statement that reflects a conclusion OR inference made about the text. The distractors will be statements that would be plausible to students who 1) misinterpret details in the text, 2) make erroneous conclusions OR inferences about the text, OR 3) apply faulty reasoning about the text.</p> <p>The <b>item stem of PART B</b> will prompt the selection of evidence from the text that supports the conclusion OR inference made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the conclusion OR inference.</p> <p>The <b>answer choices of PART B</b> will present delimited text that consists of whole selections (e.g., sets of lines or paragraphs) taken directly from the text. The correct answer will include evidence that supports the conclusion OR inference made. The distractors will be evidence that 1) supports an erroneous conclusion OR inference OR 2) does not directly support the conclusion OR inference made. <b>Distractors</b> will reflect common student errors.</p> <p><b>Rationales</b> should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.</li> <li>2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</li> </ol> <p><b>Lead-in:</b> This question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Click on the statement that <b>best</b> provides an inference about the [author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] that is supported by the text.</li> <li>• Click on the statement that <b>best</b> provides a conclusion that can be drawn about the [author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas]?</li> <li>• Click on the statement that <b>best</b> provides an inference that can be made about the author's opinion of [idea/concept in the text].</li> <li>• Click on the statement that <b>best</b> describes what the author <b>most likely</b> intended by mentioning [description of target detail] at the</li> </ul>



	<p>[beginning/end] of paragraph [paragraph #].</p> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>Click on the [sentence/line/set of lines/paragraph] from the text that <b>best</b> support(s) your answer in part A. Choose one option.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <p><b>PART A:</b></p> <ul style="list-style-type: none"> <li>Read the [sentence/paragraph] from [text #2 name OR literary text name]. [excerpt from text] Based on this information, what inference can be made about [description of author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] in [text #1 name]?</li> <li>Read the [sentence/paragraph] from [text #2 name OR literary text name]. [excerpt from text] Based on this information, what can a reader conclude about [description of author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] in [text #1 name]?</li> </ul> <p><b>PART B:</b></p> <ul style="list-style-type: none"> <li>Click on the [sentence(s)/line(s)/set of lines] from [text #1 name] that <b>best</b> support(s) your answer in part A.</li> </ul> <p><b>Scoring Rules:</b> Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p> <p><b>Format Example:</b> Note that the delimited text of Part A mirrors a single-response multiple choice item and of Part B is a whole, continuous section of text. <b>The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only</b></p> <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Part A</b> Click on the statement that <b>best</b> provides a conclusion that can be drawn about ideas in the text.</p> <p>A. [Pong suffered disappointments after each accomplishment it made in the gaming industry.] B. [Pong developed from a simple idea into a complex game that attracted people from all areas.] C. [Pong helped drive the success of the most profitable company to first produce gaming systems.] D. [Pong was the start of a popular gaming industry that was not able to maintain its triumphant achievements.]</p> </div>
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	<p><b>Part B</b></p> <p>Click on the sentence from the text that <b>best</b> supports your answer in part A.</p> <p>[Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without <i>Pong</i>, though.] [A simple game of electronic tennis started a revolution in entertainment.]</p>
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Task Models	
<p><b>Task Model 3</b></p> <p><b>Item Type: Short Text, constructed response (ST)</b></p> <p><b>DOK: 3, 4</b></p>	<p><b>Stimulus:</b> Texts may be of low to high complexity at grade level; each text must include explicitly and implicitly stated details that can be used to make inferences and provide conclusions.</p> <p><b>Task Description:</b> The item stem will prompt the student to form a conclusion OR inference (e.g., author's line of reasoning, point of view/purpose, relevance of evidence or elaboration to support claims, concepts, and ideas) about the text AND support that analysis with evidence from the text.</p> <p><b>Exemplars</b> will reflect common student responses.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will form a conclusion about an informational text or texts and identify evidence within the text or texts that support that conclusion.</li> <li>2. The student will make an inference about an informational text or texts and identify evidence within the text or texts that support that inference.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• What conclusion can be drawn about the [author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas]? Support your answer with evidence from the text.</li> <li>• What inference can be made about the [author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas]? Support your answer with evidence from the text.</li> <li>• What inference can be made about the author's opinion about [idea/concept in the text]? Support your answer with evidence from the text.</li> <li>• What was <b>most likely</b> the author's intention when mentioning [description of target detail] at the [beginning/end] of paragraph [paragraph #]? Support your answer with evidence from the text.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• Read the [sentence/paragraph] from [text #2 name OR literary text name]. [excerpt from text] Based on this information, what inference can be made about [description of author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims, concepts, and ideas] in [text #1 name]? Support your answer with evidence from the text.</li> <li>• Read the [sentence/paragraph] from [text #2 name OR literary text name]. [excerpt from text] Based on this information, what can a reader conclude about [description of author's line of reasoning/point of view/purpose/relevance of evidence/elaboration to support claims,</li> </ul>



concepts, and ideas] in [text #1 name]? Support your answer with evidence from the text.

**Scoring Notes:**

Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

**Rubric Template:**

Score	Rationale
2	A response: <ul style="list-style-type: none"> <li>- Gives sufficient evidence of the ability to justify interpretations of information</li> <li>- Includes specific examples that make clear reference to the text</li> <li>- Adequately supports examples with clearly relevant information from the text</li> </ul>
1	A response: <ul style="list-style-type: none"> <li>- Gives limited evidence of the ability to justify interpretations of information</li> <li>- Includes some examples that make clear reference to the text</li> <li>- Supports examples with limited information from the text</li> </ul>
0	A response gets no credit if it provides no evidence of the ability to justify interpretations of information, includes no relevant information from the text, or is vague.

**Format Example:**

The Rubric Example includes a sample short text rubric from a grade 8 item and is included to provide guidance regarding formatting purposes only.

Score	Rationale	Exemplar
2	A response: <ul style="list-style-type: none"> <li>-Gives sufficient evidence to justify the inference made.</li> <li>-Includes specific examples that make clear reference to the text. Examples can include <ul style="list-style-type: none"> <li>—prevalence of games on smartphones and other modern technology</li> <li>—the way games have changed over the years</li> <li>—how different Pong is from modern technology</li> <li>—how popular modern technology is now</li> </ul> </li> </ul>	The author wanted to make sure the reader could understand the article. Mentioning smartphones and the popularity of modern technology reminds people how far games have come. The comparison between today's games and the simple game of <i>Pong</i> makes it seem even more special.
1	A response: <ul style="list-style-type: none"> <li>-Gives limited evidence to support interpretations of information</li> <li>-Includes some examples that make clear reference to the text.</li> <li>-Supports examples with limited information from the text. Examples can include those identified in two-point rationale.</li> </ul>	The author wanted to make sure the reader realized how we are surrounded by games today to show how people in the past were not.
0	A response:	The author wanted people to know

English Language Arts Specification: Grade 11 Claim 1 Target 11



		-Provides no evidence to support the inference made -Includes no relevant information from the text or is vague.	that <i>Pong</i> wasn't as good as games now.