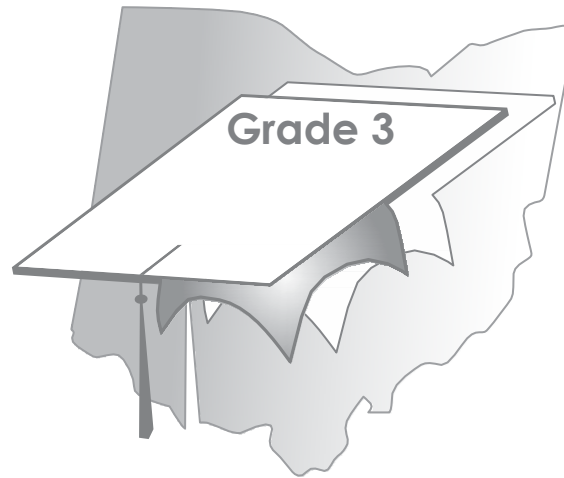


Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

Test Specifications



Grade 3 ELA

Introduction

The Test Specifications provide an overview of the structure and content of Ohio’s Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD). This overview includes a description of the test design as well as information on the items that will appear on the test. Also included is a test blueprint, a document that identifies the range and distribution of items grouped into various reporting categories. The specifications also provide specific guidelines for the development of all items used for Ohio’s AASCD. This document is a resource not only for item writers and test designers, but also for Ohio educators and other stakeholders who are interested in a deeper understanding of the test.

Test Design Overview

The AASCD is an online assessment designed to maximize access for students with the most significant cognitive disabilities and ensure that all students are included in Ohio’s statewide assessment and accountability programs. A student who qualifies for the AASCD is unable to participate in the state’s regular assessment, even with allowable accommodations. However, it is expected that the majority of students who take the AASCD will require supports and accessibility features to access or respond to the test. This is considered in the test design and the AASCD does allow for most student accommodations of any type. Accommodations are considered to be adjustments to the standard testing conditions, test format or test administration that provide equitable access to a student.

There are three test modes for the AASCD; online, supplemental and full paper. Supplemental braille materials are also available to be used with the supplemental and full paper test modes. Regardless of test mode, questions cannot be skipped and must be administered in the order they are presented. Tests are given at each individual grade level and consist of 50 questions per test. The questions are of varying complexity levels and all questions created for the AASCD align to Ohio’s Learning Standards-Extended.

Complexity Levels

The Ohio Learning Standards-Extended (OSL-E) include three levels from “most complex” to “least complex”. The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the Ohio Learning Standards (OLS). The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the verb of the extension is tiered to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. **It is important to move from left to right when reading the extensions.** To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. **It’s important to note that no one should categorize students according to an extension level.** Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level, one should see instruction occurring at all ranges of complexity. When citing standards for lesson and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progressions.

Blueprints

Test blueprints serve as a guide for test construction and provide an outline of the content and skills to be measured on the test. They contain information about individual tests, including the reporting category, the learning standards included for each reporting category, the item range for each reporting category and total test items for each test.

Grade 3 ELA			
Reporting Categories	Learning Standards*	Item Range	Total Test Items
Reading Literature	RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9	12 - 18	40
Reading Informational Text	RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9	12 - 18	
Writing and Language	W.3.1, W.3.2, W.3.7, W.3.8, L.3.1, L.3.3, L.3.4, L.3.5, L.3.6	8 - 14	

*All of the extensions for each learning standard are eligible for inclusion in the assessment.

Access Limitations

Blind and visually impaired students can be administered the AASCD online. These students should be marked in TIDE with a test mode of online (O) and also flagged in TIDE or the TA Interface as Yes under the Access Limited – Blind setting. Indicating Yes under this setting will prevent these students from receiving items on the online test that are flagged as access limited for blind or visually impaired students.

Items are flagged as access limited for blind or visually impaired students if a visual element that cannot be described with words is critical to answering the question. Items should only depend on visual elements where that is necessary to assess the extended standard.

Early-Stopping Rule

There may be instances where the district has not yet determined a student's mode of communication. For students that are unable to provide a discernible response to an item, the test administrator can select the "Mark as No Response" option from the context menu within the Student Interface for online and supplemental testers or in the Data Entry Interface (DEI) for paper testers.

The Student Interface and DEI have a built-in early stopping rule, which will automatically stop the test if the "Mark as No Response" option is submitted as the response for all four of the first four items for that test subject. Test administrators are still required to administer all other applicable subjects to a student even if the early stopping rule was enacted for another subject. If the student is able to provide a discernible response to at least one of the first four items for a test subject, the administrator should continue the assessment.

The first four items on every test mode are fixed and are low complexity items. Low complexity items are selected for the first four items to give students a chance to demonstrate that they can provide a response.

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Answer literal questions including details from the text.	Answer literal questions to show understanding of the text.	Identify one or more key details within a given text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 3 including stories, poems, plays, and songs • Information stated directly in the text • Within-text inferences 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Why does the boy laugh?
Moderate Complexity Level B	What is the boy doing at the beginning of the story?
Low Complexity Level C	What is in the box?

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.2 Analyze literary text development. a. Determine a theme and explain how it is conveyed through key details in the text. b. Retell stories, including fables, folktales, and myths from diverse cultures.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Explain the theme of a story and retell by citing details that contribute to this theme.	Retell a story, including a beginning, middle, and end	Match pictures to sequence the events in the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Literary texts on themes familiar in grade 3, including stories, poems, plays, and songs Information stated directly in the text Within-text inferences 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What is the theme of the story?
Moderate Complexity Level B	What happens just before Jimmy wins the race?
Low Complexity Level C	Which picture shows what happened first in the story?

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe a character's traits or actions and state how they contribute to the story sequence.	Identify a character's feelings and motivations.	Match a picture to a character or setting in a story. Identify a character in the story.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Literary texts on themes familiar in grade 3, including stories, poems, plays, and songs Information stated directly in the text Within-text inferences 		

The Standard

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does the girl in the story do in order to get a new bike?
Moderate Complexity Level B	How does the girl in the story feel about her old bike?
Low Complexity Level C	Who wants a new bike in the story?

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the meaning of a word based on how it is used in a text including non literal words.	Identify the meaning of a word based on how it is used in a text.	Match pictures or objects to words based on how they are used in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Words and phrases from literary texts with themes familiar in grade 3, including stories, poems, plays, and songs • Simple inferences based on the use of words in the text. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does Henry mean when he says, “My hands are like ice”?
Moderate Complexity Level B	Which word from the story shows that Jess was sad?
Low Complexity Level C	Which picture shows something sweet?

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as a chapter, scene, and stanza; describe how each successive part builds on earlier sections.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the chapters, scenes, and stanzas within a text	Identify chapters with books, scenes with dramas, and stanzas with poems, using visual, auditory, or text examples.	Identify a text as a story, drama, or poem.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Literary text types familiar in grade 3, including stories, poems, plays, and songs 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which stanza tells how the author feels about birds?
Moderate Complexity Level B	What is one way to tell that these are poems?
Low Complexity Level C	What kind of writing is this?

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.6 Describe the difference between points of view in texts, particularly first-person and third-person narration.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the point of view in a story (e.g., first-person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).	Identify the point of view in a story (e.g., first person as a character in the story, using “I” or “we” and third-person as a narrator, using “he” or “she”).	Identify the storyteller (narrator or character).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 3, including stories, poems, plays, and songs • Information stated directly in the text • Within text inferences 		

Sample Items	<i>Item Models</i>		
High Complexity Level A	Which words show that Noah is telling the story?		
Moderate Complexity Level B	How does Noah agree with the storyteller?		
Low Complexity Level C	Who is telling the story?		

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use both text and illustration to explain an event, setting, or character’s actions.	Identify story elements (events, setting, or characters) that are shown in the illustrations.	Identify a story element (event, setting or character) that is shown in the illustrations.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 3, including stories, poems, plays, and songs • Information stated directly in the text or depicted in illustrations • Within text inferences 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which picture shows how the problem is solved?
Moderate Complexity Level B	Which picture shows what caused Jill to change her mind?
Low Complexity Level C	Which picture shows where Joseph lives?

Content Area	ELA		
Strand	Literary Text		
Reporting Category	Reading Literature		
Gen-Ed Standard	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).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe similarities or differences in plots or characters in stories by the same author (may or may not be in the same series).	Identify similarities or differences between characters or events in two stories.	Identify similarities or differences between characters in a single story.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Literary texts on themes familiar in grade 3, including stories, poems, plays, and songs • Information stated directly in the text • Within text inferences 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What is the main difference between the two stories?
Moderate Complexity Level B	How are the two stories alike?
Low Complexity Level C	What do Julie and Adam both want in the story?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Answer literal questions including details from the text.	Answer literal questions to show understanding of the text.	Identify one or more key details within a given text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Explicit information and within-text inferences from informational/procedural texts on topics that are common in grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What is a reason that people keep pets at home?
Moderate Complexity Level B	Where can people go to adopt a pet?
Low Complexity Level C	What do cats eat?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.2 Analyze informational text development. a. Determine the main idea of a text. b. Retell the key details and explain how they support the main idea.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the main idea and retell using key details	Identify the main idea of an informational text and a key detail.	Identify the key details in an information text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Explicit information and within-text inferences from informational/procedural texts on topics that are common in grade 3. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which sentence tells what the article is about?
Moderate Complexity Level B	What is the main idea of the article?
Low Complexity Level C	What is one important fact about growing plants?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.3 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.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe a cause/effect relationship between two events or steps in a process in a text.	Identify the chronology of a series of steps or events described in a historical or scientific text.	Identify the sequence of steps or events described in a text (e.g., first, middle, last).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Explicit information and within-text inferences from informational/procedural texts on topics that are common in grade 3. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does water need in order to boil?
Moderate Complexity Level B	Who was the first president of the United States?
Low Complexity Level C	What must we do first to make the soup?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the meaning of a word based on how it is used in the text relevant to a grade 3 topic or subject area.	Match a word to its correct meaning based on how it is used in the text relevant to a grade 3 topic or subject area.	Match pictures or objects to words based on how they are used in the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Vocabulary terms in informational/procedural texts on topics that are common in grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which word helps us understand what a globe is?
Moderate Complexity Level B	What does the word “bank” mean in this paragraph?
Low Complexity Level C	Which picture shows a pioneer?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Locate and use one text feature to find information in a text.	Identify text features (e.g., key words, sidebars, hyperlinks) in a text.	Identify a text feature (e.g., key words, sidebars, hyperlinks) in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Information from informational/procedural texts on topics that are common in grade 3 Search tools commonly used in grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which section includes a list of books about nature?
Moderate Complexity Level B	Why is the word “tax” underlined?
Low Complexity Level C	Which part of the page tells what the topic is?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.6 Distinguish their own perspective from that of the author of a text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe one's own opinion of the subject and state if it is the same or different from the author.	Describe an author's opinion of the text.	Identify one's own opinion of the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Information from informational/procedural texts on topics that are common in grade 3. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What is a reason you agree with what the author says about zoos?
Moderate Complexity Level B	How does the author feel about visiting the zoo?
Low Complexity Level C	Why do you like visiting the zoo?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	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).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe how an illustration explains information from the text (e.g., where, when, why, and how key events occur).	Describe an illustration from the text that answers a question about a text.	Match excerpts from text to illustrations. Identify an illustration (e.g., map, chart, photograph) that answers a question about a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Illustrations in informational/procedural texts on topics that are common in grade 3 • Information from informational/procedural texts on topics that are common in grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does the picture show about sea lions?
Moderate Complexity Level B	In the picture, what are the sea lions eating?
Low Complexity Level C	Which picture shows the mountain that Heidi climbed?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.8 Describe the relationships between the evidence and points an author uses throughout a text.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe evidence in a text that provides support for key points.	Identify a key point with the evidence from the text.	Identify one key point from the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Information from informational/procedural texts on topics that are common in grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which detail shows that Shell Silverstein was a popular author?
Moderate Complexity Level B	Which detail shows why honey bees are important?
Low Complexity Level C	Which insect helps plants grow?

Content Area	ELA		
Strand	Informational Text		
Reporting Category	Reading Informational Text		
Gen-Ed Standard	3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Describe one similarity and one difference presented in two texts on the same topic.	Identify one similarity OR one difference presented in two texts on the same topic.	Identify the most important point from each of the two texts.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Information from informational/procedural texts on topics that are common in grade 3. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What information is included in both the website and the book?
Moderate Complexity Level B	How is the information on the website different from the information in the book?
Low Complexity Level C	What is the main idea in both texts?

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compose a statement of opinion and provide at least two supporting details.	Compose a statement of opinion and one supporting detail.	Express an opinion on a topic.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words and sentences on topics appropriate for grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What are two reasons why you like music?
Moderate Complexity Level B	Which sentence explains why games are fun?
Low Complexity Level C	What is your favorite game?

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations to aid comprehension, if needed.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Compose a topic sentence and generate at least two supporting details sentences.	Compose a topic sentence and generate one factual sentence about the topic.	Compose an informative or explanatory sentence.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Words, sentences, and paragraphs on topics appropriate for grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which sentence belongs at the end of this report?
Moderate Complexity Level B	Which words correctly complete the sentence about peanuts?
Low Complexity Level C	What should we write to finish this sentence?

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	3.7 Conduct short research projects that build knowledge about a topic.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Use multiple sources to identify at least three facts about a topic.	Use multiple sources to identify a fact about a topic.	Select multiple sources that provide information on a given topic.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Adapted and/or grade-level material on topics appropriate for grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which websites give information about plants that grow in Ohio?
Moderate Complexity Level B	Where should you look to find information about plants that grow in Ohio?
Low Complexity Level C	Which books will have information about plants that grow in Ohio?

Content Area	ELA		
Strand	Writing		
Reporting Category	Writing and Language		
Gen-Ed Standard	3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Recall information from personal experiences, select information from print or digital sources, and organize it into provided categories.	Select information from print or digital sources and organize it into provided categories.	Sort provided evidence into provided categories (i.e., food, habitat, clothing, etc.)
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Adapted and/or grade-level material on topics appropriate for grade 3 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What information belongs in the first column on the chart?
Moderate Complexity Level B	Which details belongs under the heading "Clothing"?
Low Complexity Level C	Which words describe food?

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., childhood).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple verb tenses (e.g., I walked; I walk; I will walk).</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Produce simple and compound sentences containing correct noun (concrete or abstract) and verb agreement using simple verb tenses.	Produce a sentence using a noun, verb, and adjective or adverb when writing or speaking.	Produce a simple sentence using a noun and verb when writing or speaking.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> • Sentence development—simple and compound sentences of these types: declarative, imperative interrogatory, and exclamatory • Use of correct syntax (parts of speech, verb tenses, plurals) as appropriate in simple and compound sentences. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	<p>Which words complete this sentence?</p> <p>Many dogs ____ across the field. (options: race/races/racing)</p>
Moderate Complexity Level B	<p>Which word completes this sentence?</p> <p>The turtle crawled ____.</p>
Low Complexity Level C	<p>Which word completes this sentence?</p> <p>The girl ____ in the race yesterday.</p>

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases for effect.</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Communicate ideas and information effectively by speaking or writing in simple sentences.	Communicate ideas and information effectively by speaking or writing.	Communicate an idea effectively.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Formal and informal language commonly used in grade 3. 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which words are important to use when asking permission?
Moderate Complexity Level B	What is a good way to share an idea?
Low Complexity Level C	What should you say if someone gives you a gift?

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>3.4 Determine or clarify the meaning of unknown and multiple-meaning word 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>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify the meaning of a word or phrase based on how it is used.	Identify a word to its correct meaning based on how it is used.	Select a picture or object that matches the meaning of a word
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Vocabulary consistent with grade 3 curriculum content 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does “unwrap” mean in this sentence?
Moderate Complexity Level B	What does “slide” mean in this sentence?
Low Complexity Level C	Which picture shows what “jump” means?

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	<p>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>b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</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>		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Identify shades of meaning between words.	Recognize when the meaning of a word or phrase in a text is not to be understood literally.	Use pictures to identify real-life connections between words and their uses (e.g., a picture of a friendly person, a helpful person, etc.).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Vocabulary consistent with grade 3 curriculum content 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	Which word means “very tired”?
Moderate Complexity Level B	What does “in a pickle” mean?
Low Complexity Level C	Which picture shows a person who is “polite”?

Content Area	ELA		
Strand	Language		
Reporting Category	Writing and Language		
Gen-Ed Standard	3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them.</i>).		
Extensions	Extension A: High Complexity	Extension B: Moderate Complexity	Extension C: Low Complexity
	Communicate using grade-level/age-appropriate conversational or content-specific words or phrases (temporal).	Use grade-level/age-appropriate words when engaging in a conversation with others.	Communicate using a grade-level vocabulary word.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
Content Limits	<ul style="list-style-type: none"> Vocabulary consistent with grade 3 curriculum content 		

Sample Items	
<i>Item Models</i>	
High Complexity Level A	What does “later” mean?
Moderate Complexity Level B	What does “appear” mean?
Low Complexity Level C	What did Roger mean when he said the air was “chilly”?