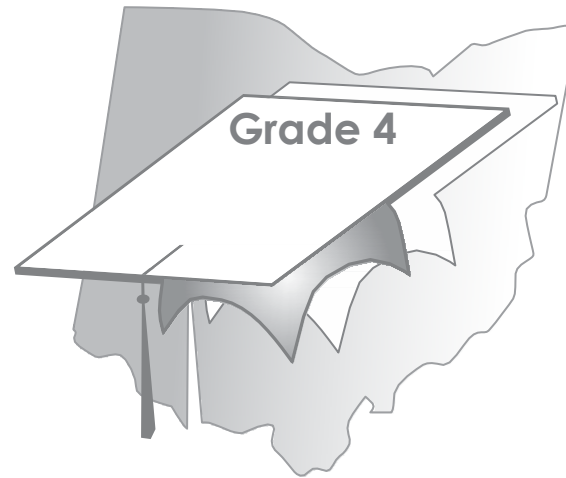


# Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

## Test Specifications



Grade 4 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 4 ELA			
Reporting Categories	Learning Standards*	Item Range	Total Test Items
Reading Literature	RL.4.1, RL.4.2, RL.4.3, RL.4.4, RL.4.5, RL.4.6, RL.4.7, RL.4.9	12 - 18	40
Reading Informational Text	RI.4.1, RI.4.2, RI.4.3, RI.4.4, RI.4.5, RI.4.6, RI.4.7, RI.4.8, RI.4.9	12 - 18	
Writing and Language	W.4.1, W.4.2, W.4.4, W.4.7, W.4.8, W.4.9, L.4.1, L.4.2, L.4.3, L.4.4, L.4.5, L.4.6	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.

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Answer questions that require inferencing using details from the text.	Identify details from a story when answering explicit questions about a text	Answer questions based on details in the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs</li> <li>• Information stated directly in the text</li> <li>• Within-text inferences</li> </ul>		

<b>Sample Items</b>	<i>Item Models</i>	
<b>High Complexity Level A</b>	Why is Gina worried?	
<b>Moderate Complexity Level B</b>	What is Gina's test about?	
<b>Low Complexity Level C</b>	What is Gina's favorite class?	

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>4.2</b> Analyze literary text development. <b>a.</b> Determine a theme of a story, drama, or poem from details in the text. <b>b.</b> Summarize the text, incorporating a theme determined from details in the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Retell a story including theme and key details.	Order three or more main events in a story and identify the theme.	Identify text details from main events in a story.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs</li> <li>• Information stated directly in the text</li> <li>• Within-text inferences</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What does Peter decide at the end of the story?
<b>Moderate Complexity Level B</b>	Which two events happened before Peter solves his problem?
<b>Low Complexity Level C</b>	Which detail is from the story?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Describe a character, setting, or event in a text using at least one detail from the text.	Identify a character, setting, or event in a text and provide at least one detail to support the identification.	Identify a character, setting, or event in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs</li> <li>• Information stated directly in the text</li> <li>• Within-text inferences</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What is special about the town in this story?
<b>Moderate Complexity Level B</b>	What type of party are the students planning?
<b>Low Complexity Level C</b>	Where does the party take place?



<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Craft and Structure</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Describe the meaning of words and phrases as they are used in a text.	Identify the meaning of words and phrases based on how they are used in a text.	Identify the meaning of words and phrases (e.g., Match pictures and phrases).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Words and phrases from literary texts with themes familiar in grade 4, including stories, poems, plays, and songs</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What does Shayla mean when she calls Barry “heartless”?
<b>Moderate Complexity Level B</b>	What does the word “match” mean in the story?
<b>Low Complexity Level C</b>	Which picture shows “a delicious snack”?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Craft and Structure</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain similarities or differences in the structure of stories and poems.	Explain common elements of a genre (e.g., casts of characters, settings, dialogue, etc.).	Identify common elements of a genre (e.g., stanzas or rhythm in a poem, plot elements in a story).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs</li> <li>• Information stated directly in the text</li> <li>• Within-text inferences</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	How is the play different from the story?
<b>Moderate Complexity Level B</b>	Why are there directions in the play?
<b>Low Complexity Level C</b>	What is part of most poems?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Craft and Structure</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.6 Explain the differences in the point(s) of view in a text and different perspectives of the characters.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify the perspectives of different characters within a text.	Identify the perspective of a character in the text.	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").
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs</li> <li>• Information stated directly in the text</li> <li>• Within-text inferences</li> </ul>		

<b>Sample Items</b>	<i>Item Models</i>	
<b>High Complexity Level A</b>	Why does Charlotte disagree with Kevin?	
<b>Moderate Complexity Level B</b>	How does Jake feel about soccer?	
<b>Low Complexity Level C</b>	Which character is telling the story?	

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Integration of Knowledge and Ideas</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Make connections between the characters, setting, or events of two presentations of a story.	Make connections between two presentations of a story.	Identify a character, setting, or event that appears in two different presentations of a story.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs</li> <li>• Information stated directly in the text</li> <li>• Within-text inferences</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What do people worry about in both stories?
<b>Moderate Complexity Level B</b>	What part of the story and the play is the same?
<b>Low Complexity Level C</b>	Which character is in both the story and the poem?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text - <i>Integration of Knowledge and Ideas</i>		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Make comparisons (explicit or inferential) between the themes or topics from two folktales, fairytales and/or myths.	Identify similarities or differences between topics or events in two folktales, fairytales and/or myths.	Identify similarities or differences between topics or events in two stories.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Literary texts on themes familiar in grade 4, including stories, poems, plays, and songs (note that engagement items are usually coded to this standard)</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	How are the fairytale and the myth similar?
<b>Moderate Complexity Level B</b>	What are both stories mainly about?
<b>Low Complexity Level C</b>	What big event happens in both stories?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Answer questions that may require inferences about events and information in a text.	Identify details from a text when answering questions.	Answer questions based on details from a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Explicit information and within-text inferences from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What happens today because of Gabe's discovery?
<b>Moderate Complexity Level B</b>	What did Gabe discover?
<b>Low Complexity Level C</b>	How old was Gabe when he made his discovery?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>4.2</b> Analyze informational text development. a. Determine the main idea of a text and explain how it is supported by key details. b. Provide a summary of the text that includes the main idea and key details, as well as other important information.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify the main idea of a text and summarize using key details.	Given a main idea, state two details from a text.	Identify the key details in a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Explicit information and within-text inferences from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which two details support the idea that food chains start with plants?
<b>Moderate Complexity Level B</b>	Why is the food chain important?
<b>Low Complexity Level C</b>	Which picture shows a food chain?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain one event, procedure, idea, or concept using details from the text.	Sequence two events, ideas, or steps in text.	Identify whether a specific event or step in a process occurred near the beginning or end.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Explicit information and within-text inferences from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Why do we need to add eggs to the flour?
<b>Moderate Complexity Level B</b>	What should we do after step 2?
<b>Low Complexity Level C</b>	When should we add water to the mixture?



<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>4.4</b> Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify the meaning of a word based on how it is used in text relevant to a grade 4 topic or subject area.	Identify the meanings of words based on how they are used in the text.	Identify the meanings of grade level words.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Words and phrases from informational or procedural texts commonly found in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which word describes the land between two mountains?
<b>Moderate Complexity Level B</b>	What does “greedy” mean?
<b>Low Complexity Level C</b>	Which picture shows a “harbor”?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>4.5</b> Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text.	Identify the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	Identify events, ideas, concepts or information in a text or part of a text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Information from informational/procedural texts on topics that are common in grade 4</li> <li>• Search tools commonly used in grade 4.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	How does the author explain the process?
<b>Moderate Complexity Level B</b>	How does the author organize the information in the text?
<b>Low Complexity Level C</b>	Which section contains the list of ingredients?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in perspective and the information provided.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify whether the text is firsthand or secondhand account and support it with a detail from the text.	Identify whether an informational text is a firsthand or secondhand account.	Identify a similarity or difference between two accounts of the same event or topic.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Information from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	How does the reader know that the author is telling his own story?
<b>Moderate Complexity Level B</b>	Who is giving information about Abraham Lincoln?
<b>Low Complexity Level C</b>	How is Daisy's story different from Wayne's?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain how information presented visually, orally, or quantitatively supports the understanding of the information in the text.	Identify the meaning of information presented visually, orally, or quantitatively in a text.	Identify illustrations (e.g., maps, charts, photographs) that contribute to the meaning of the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Illustrations in informational/procedural texts on topics that are common in grade 4</li> <li>• Information from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	How does the image support the text?
<b>Moderate Complexity Level B</b>	According to the graph, which team won the most games?
<b>Low Complexity Level C</b>	Which map shows Ohio?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	4.8 Explain how an author uses evidence to support particular points in a text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify a key point in a text and describe the supporting evidence.	Select a key point from a text, describe evidence from the text that supports that key point.	Identify a picture with a key point in the text.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Information from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What information does the author include to show that too much sun hurts some plants?
<b>Moderate Complexity Level B</b>	What is an example of a tunnel?
<b>Low Complexity Level C</b>	Which sentence describes the picture?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text - <i>Key Ideas and Details</i>		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Describe information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Identify information from two texts on the same subject.	Identify two informational texts on the same subject.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Information from informational/procedural texts on topics that are common in grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which list of facts includes information from both the website and the video?
<b>Moderate Complexity Level B</b>	What topic is included in both the website and the book?
<b>Low Complexity Level C</b>	Which two sources will have information about space travel?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing - <i>Text Types and Purposes</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.1</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Compose a topic sentence based on a topic or text and provide a sentence of support for or against the opinion with guidance and support.	Compose a statement of opinion using a conjunction and provide at least one reason for it (conjunctions: and, or, nor, but, yet; prepositions: since, because, etc.).	Compose a statement of opinion and one supporting detail.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Words and sentences on topics appropriate for grade 4</li> </ul>		

<b>Sample Items</b>	<i>Item Models</i>
<b>High Complexity Level A</b>	Which sentence introduces the topic?
<b>Moderate Complexity Level B</b>	<p>Mary ____ George both brought snacks today.</p> <p>Which word belongs in the sentence?</p>
<b>Low Complexity Level C</b>	What is one reason that spring is your favorite season?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing - <i>Text Types and Purposes</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>a.</b> Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia to aid comprehension, if needed.</p> <p><b>b.</b> Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><b>c.</b> Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p><b>d.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>e.</b> Provide a concluding statement or section related to the information or explanation presented</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Compose a paragraph on a specific topic that includes a topic sentence, supporting details and concluding statement and pair with an illustration.	Compose a three or more-sentence paragraph including a topic sentence and at least two supporting details.	Compose a sentence that conveys information including one concrete fact and using domain-specific vocabulary.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Words, sentences, and paragraphs on topics appropriate for grade 4.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which sentence should we use to introduce the topic?
<b>Moderate Complexity Level B</b>	Which paragraph includes two supporting details?
<b>Low Complexity Level C</b>	Which word about volcanos can finish this sentence?



<b>Content Area</b>	ELA		
<b>Strand</b>	Writing – <i>Production and Distribution of Writing</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<b>4.4</b> Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Select an appropriate template and compose a writing sample for a given task or purpose (e.g.: shopping list, letter, e-mail, text message, invitation, etc.)	Given an appropriate template, compose a writing sample for a given task or purpose.	Match or label writing samples to the correlating purpose/task and audience.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Adapted and/or grade-level material on topics appropriate for grade 4</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What information can we add to this invitation?
<b>Moderate Complexity Level B</b>	Which question belongs at the beginning of the report?
<b>Low Complexity Level C</b>	Which type of writing is this?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing – <i>Research to Build and Present Knowledge</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<b>4.7</b> Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Investigate sources to provide three or more details on a given topic.	Collect information from one or more sources to present details about a given topic.	Select a source to present knowledge about a topic.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Adapted and/or grade-level material on topics appropriate for grade 4.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which three are good sources for information about famous inventors?
<b>Moderate Complexity Level B</b>	Which books are good sources for information about famous people in history?
<b>Low Complexity Level C</b>	Which is a good source for information about famous people from Ohio?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing - <i>Research to Build and Present Knowledge</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Sort information selected from personal experiences/print/digital sources into provided categories.	Generate a list of sources to support a topic or personal experience.	Recall information from personal experiences.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Adapted and/or grade-level material on topics appropriate for grade 4.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which information is from the website?
<b>Moderate Complexity Level B</b>	Where can you find more information to plan the class trip?
<b>Low Complexity Level C</b>	What is your favorite memory?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing - <i>Research to Build and Present Knowledge</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grade 4 reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).</p> <p>b. Apply grade 4 reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Categorize information on a topic from grade-level/age-appropriate informational materials to: describe settings, characters, or events in a story; or to show an author’s reasons or evidence to support points in a text.	Identify information from grade-level/age-appropriate literary or informational materials to support understanding.	Select information from grade-level/age-appropriate literary or informational materials to support understanding.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Adapted and/or grade-level material on topics appropriate for grade 4.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which information should we add to the paragraph about what owls like to eat?
<b>Moderate Complexity Level B</b>	Which information can we use in our report about owls?
<b>Low Complexity Level C</b>	Where will we find information about owls?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language - <i>Conventions of Standard English</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>b. Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).</p> <p>c. Use modal auxiliaries (e.g., can, may, must) to convey various conditions.</p> <p>d. Order adjectives within sentences according to conventional patterns (e.g., “a small red bag” rather than “a red small bag”).</p> <p>e. Form and use prepositional phrases.</p> <p>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>g. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Produce a compound sentence when writing or speaking.	Communicate in complete sentences containing correct pronouns when writing or speaking.	Communicate using a complete sentence containing a noun, a verb, and an adjective when writing or speaking.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Sentence development—simple and compound sentences of these types: declarative, imperative, interrogatory, and exclamatory.</li> <li>• Use of correct syntax (parts of speech, verb tenses, plurals) as appropriate in simple and compound sentences.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	<p>Squirrels have long tails. Chipmunks have short tails.</p> <p>Which word can we use to join the two sentences?</p>
<b>Moderate Complexity Level B</b>	<p>Ted put ____ dirty dishes in the sink.</p> <p>Which word correctly completes the sentence?</p>
<b>Low Complexity Level C</b>	<p>Josh and Tony _____ a delicious soup together.</p> <p>Which word correctly completes the sentence?</p>

<b>Content Area</b>	ELA		
<b>Strand</b>	Language - <i>Conventions of Standard English</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use correct capitalization.</p> <p>b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>c. Use a comma before a coordinating conjunction in a compound sentence.</p> <p>d. Spell grade-appropriate words correctly, consulting references as needed.</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Generate sentences using correct conventions of capitalization, punctuation and quotation marks.	Generate a sentence with correct capitalization (beginning of sentence, proper names) and ending punctuation.	Identify capitalization at the beginning of sentences and in proper nouns.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Correct formulation of sentences with capitalization (beginning word, proper nouns) and ending punctuation</li> <li>• Correct spelling of common high-frequency words and phonetically regular words</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which sentence has correct spelling?
<b>Moderate Complexity Level B</b>	What is the correct way to end this sentence?
<b>Low Complexity Level C</b>	Which word in the sentence needs a capital letter?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language - <i>Knowledge of Language</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases to convey ideas precisely.</p> <p>b. Choose punctuation for effect.</p> <p>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Communicate using correct conventions of capitalization, punctuation, and adherence to basic spelling rules when writing. Adjust tone of voice and manner of speaking in relation to audience.	Communicate in simple sentences that include correct conventions of capitalization and punctuation when writing. Adjust tone of voice and manner of speaking in relation to audience.	Communicate using words and phrases to convey an idea when speaking or writing.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Formal and informal language commonly used in grade 4.</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What is the correct way to spell “deep”?
<b>Moderate Complexity Level B</b>	What can a person say when asking for help?
<b>Low Complexity Level C</b>	What can a person say if something surprising happens?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language – <i>Vocabulary Acquisition and Use</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify the meaning of a word or phrase based on how it is used.	Connect the meaning of a word to a sentence- or paragraph-level context.	Connect a word to its correct meaning.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Vocabulary consistent with grade 4 curriculum content</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What does “ancestor” mean?
<b>Moderate Complexity Level B</b>	Which sentence explains what “develop” means?
<b>Low Complexity Level C</b>	Which picture shows what “lonely” means?



<b>Content Area</b>	ELA		
<b>Strand</b>	Language – <i>Vocabulary Acquisition and Use</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>4.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Explain the meaning of simple similes and metaphors (e.g., “as pretty as a picture”) in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Demonstrate understanding of words by relating them to their antonyms (opposites) and synonyms (words with similar but not identical meanings).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify the meaning of simple figurative language (e.g., similes and metaphors).	Categorize antonyms and synonyms when given a list of words.	Identify the opposite meaning when given a word.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Vocabulary consistent with grade 4 curriculum content</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What does “dog tired” mean?
<b>Moderate Complexity Level B</b>	Which words mean “very large”?
<b>Low Complexity Level C</b>	Which picture shows the opposite of “tiny”?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language – <i>Vocabulary Acquisition and Use</i>		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Communicate using grade-level/age-appropriate words that signal actions, emotions, or states of being.	Communicate using grade-level/age-appropriate words that are basic to a particular topic.	Communicate using grade-level/age-appropriate words.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Vocabulary consistent with grade 4 curriculum content</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What does “beyond” mean?
<b>Moderate Complexity Level B</b>	What does “heavy” mean?
<b>Low Complexity Level C</b>	Which picture shows “evening”?