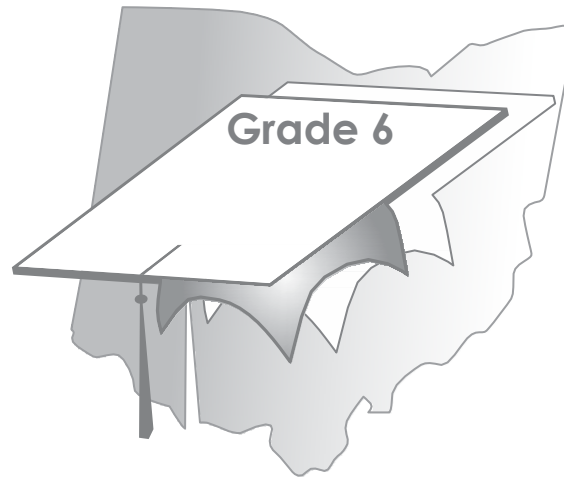


# Alternate Assessment for Students with the Most Significant Cognitive Disabilities (AASCD)

## Test Specifications



Grade 6 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 6 ELA			
Reporting Categories	Learning Standards*	Item Range	Total Test Items
Reading Literature	RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.7, RL.6.9	9 - 15	40
Reading Informational Text	RI.6.1, RI.6.2, RI.6.3, RI.6.4, RI.6.5, RI.6.6, RI.6.7, RI.6.8, RI.6.9	12 - 18	
Writing and Language	W.6.1, W.6.2, W.6.4, W.6.7, W.6.8, W.6.9, L.6.1, L.6.2, L.6.3, L.6.4, L.6.5, L.6.6	10 - 16	

\*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		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>6.1</b> Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Find information in the text that is used to make an inference.	Find information in the text used to answer literal questions.	Answer a question about explicit information stated 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 6, 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>	Which sentence shows that Ken and Bill are worried?
<b>Moderate Complexity Level B</b>	Why do Ken and Bill start to run?
<b>Low Complexity Level C</b>	Where does Ken go?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>6.2</b> Analyze literary text development. <b>a.</b> Determine a theme of a text and how it is conveyed through particular details. <b>b.</b> Incorporate a theme and story details into an objective summary of the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Summarize the main events in a story or poem and explain how they support the theme.	Identify the theme or main message in a story or poem and locate details within the text that support it.	Sequence main events in a story (beginning, middle, 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>• Literary texts on themes familiar in grade 6, 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>	Which sentence summarizes the plot of this story?
<b>Moderate Complexity Level B</b>	What is the main message of this story?
<b>Low Complexity Level C</b>	What happens just before Maria sings?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>6.3</b> Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Recount a story’s beginning, middle and end and how a character responds to the events.	Describe the way a character responds to an event in the story or poem.	Describe how a character changes in the 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 6, 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 does Mr. Dodd’s thinking change from the beginning of the story to the end?
<b>Moderate Complexity Level B</b>	What does Mr. Dodd think of the team’s plan?
<b>Low Complexity Level C</b>	Which word describes Mr. Dodd at the beginning of the story?



<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>6.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including sensory language, on meaning and tone.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify words or phrases that have alternative meanings and explain them.	Identify words or phrases that have literal and symbolic meanings.	Identify words or phrases that suggest the senses.
<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 6, including stories, poems, plays, and songs</li> <li>Literary texts on themes familiar in grade 6, including stories, poems, plays, and songs</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Why does the author describe Jess as “miserly”?
<b>Moderate Complexity Level B</b>	What does “Mother was like a juggler” mean?
<b>Low Complexity Level C</b>	Which picture shows people “keeping in touch”?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify one component of the structure of a text (chapters, stanzas, scenes, acts, verses) and tell how it is related to the setting, plot, or theme.	Identify the components of the structure of a text (chapters, stanzas, scenes, acts, verses)	Identify one important sentence 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 6, 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 the description of the wind important in paragraph two?
<b>Moderate Complexity Level B</b>	What do we call the “chapters” in a play?
<b>Low Complexity Level C</b>	Which sentence from the story introduces the problem?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>6.6</b> Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain how changing the point of view would change the story.	Identify the storyteller, and describe his/her role in the story.	Identify who is telling the story (narrator vs. character).
<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 6, 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 would the story change if Arnie told it instead of Carla?
<b>Moderate Complexity Level B</b>	Why is it important that Carla tells the story?
<b>Low Complexity Level C</b>	Who is telling the story?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	<b>6.7</b> Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Describe the similarities and differences between two versions of the same story or poem presented in the same medium (e.g., two text versions of a fable; two video accounts [e.g., Disney & other] of the same folk tale).	Describe a key similarity or difference between print and multimedia/live productions of the same story, drama, or poem.	Identify key similarities or differences between print and multimedia/live productions of the same story, drama, or poem.
<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 6, 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 part of the story is left out of the video?
<b>Moderate Complexity Level B</b>	How are the comic strip and the story alike?
<b>Low Complexity Level C</b>	Which picture shows something that happens in both the story and the video?

<b>Content Area</b>	ELA		
<b>Strand</b>	Literary Text		
<b>Reporting Category</b>	Reading Literature		
<b>Gen-Ed Standard</b>	6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Compare the characters and events in two texts about the same theme (e.g., fantasy and historical fiction).	Describe similar characters and events from two different genres.	Identify similar characters and events from two different genres.
<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 6, 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 the history book say about Paul Revere that is different from the poem?
<b>Moderate Complexity Level B</b>	What is one thing Paul Revere does in the poem that is different from the video?
<b>Low Complexity Level C</b>	How are the poem and the biography alike?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Find information in the text that is used to make an inference.	Locate details from text to answer literal questions about text.	Answer literal questions about 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>• Informational or procedural texts on topics commonly found in grade 6</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 causes the splash in the pond?
<b>Moderate Complexity Level B</b>	Who signs a bill after Congress approves it?
<b>Low Complexity Level C</b>	In which building does Congress meet?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>6.2</b> Analyze informational text development. <b>a.</b> Determine a central idea of a text and how it is conveyed through particular details. <b>b.</b> Provide an objective summary of the text that includes the central idea and relevant details.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Summarize text by outlining the sequence of key details for each main idea.	Identify main ideas and connect them to relevant details in story order.	Identify the main idea 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>• Informational or procedural texts on topics commonly found in grade 6</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>	Which two details help to introduce the topic?
<b>Moderate Complexity Level B</b>	Main Idea: How Frogs Grow? Detail 1: Baby frogs (tadpoles) swim and live under water. Detail 2: When tadpoles grow, ____.  Which word correctly completes Detail 2?
<b>Low Complexity Level C</b>	What is the main topic of this chapter?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Describe how individuals, ideas and events are introduced and illustrated.	Identify how individuals, ideas and events are introduced and illustrated.	Identify individual, ideas or events described in informational 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>• Informational or procedural texts on topics commonly found in grade 6</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 does the combination of pictures and text help to describe the process of weathering?
<b>Moderate Complexity Level B</b>	Which combination of pictures and sentences show how weathering changes rocks?
<b>Low Complexity Level C</b>	Which process does the text describe?



<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain the meaning of words or phrases as they are used in a text, including technical or connotative meanings	Identify words that evoke feelings or emotion.	Match pictures or objects to words or phrases based on how they are used 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>Words and phrases from informational or procedural texts commonly found in grade 6</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which sentence helps to explain the meaning of “colonize”?
<b>Moderate Complexity Level B</b>	Which words does the author use to show that the new settlers were worried?
<b>Low Complexity Level C</b>	Which picture helps the reader understand what a cape is? (cape as a landform)

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain how a particular sentence, paragraph, or chapter contributes to the overall meaning of the text.	Identify a sentence or a paragraph that explains or supports a specific key idea in the text.	Identify the main idea of a paragraph or chapter. Match a sentence to the appropriate paragraph or chapter 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>• Informational or procedural texts commonly found in grade 6</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 paragraph 2 important?
<b>Moderate Complexity Level B</b>	Which paragraph explains what life cycles are?
<b>Low Complexity Level C</b>	Here is the Table of Contents from a science book. Which chapter has information about the moon?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>6.6</b> Determine an author’s perspective or purpose in a text and explain how it is conveyed 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 how details in the text support the author’s perspective.	Identify details that show the author’s purpose of the text.	Identify the purpose 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>• Informational or procedural texts commonly found in grade 6</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>	Which sentence shows that the author likes natural products more than manufactured products?
<b>Moderate Complexity Level B</b>	What is the author’s opinion of flood zones?
<b>Low Complexity Level C</b>	What is the main purpose of this report?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>6.7</b> Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Integrate information from two formats to demonstrate an understanding of the topic.	Combine information from two formats that are about the same or similar topic.	Identify information from two formats that are about the same or similar topic. (text, map, chart, table, graph, etc.)
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Informational or procedural texts or multimedia materials commonly found in grade 6</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 experiment on the web site different from the one in the science book?
<b>Moderate Complexity Level B</b>	Which conclusion is the same in both the video and the science report?
<b>Low Complexity Level C</b>	Which picture shows ingredients that are used in both the cookbook recipe and the television show?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	<b>6.8</b> Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify a stated or implied opinion in a text and determine whether the support provided is relevant.	Identify an author’s opinion or claim in a text.	Recognize an opinion or stance stated 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>• Informational or procedural texts or multimedia materials commonly found in grade 6</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>	Based on paragraph three, how does the author feel about wind farms?
<b>Moderate Complexity Level B</b>	What is the author’s opinion of video games?
<b>Low Complexity Level C</b>	Which sentence gives an opinion?

<b>Content Area</b>	ELA		
<b>Strand</b>	Informational Text		
<b>Reporting Category</b>	Reading Informational Text		
<b>Gen-Ed Standard</b>	6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography written about the same person).		
<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 information about the same topic in two different sources (materials should address grade-appropriate topics).	Identify information about the same topic in two different sources (materials should address grade-appropriate topics).	Recognize the same topic when presented in two different forms (e.g., biography, textbook description of events about the same person; materials should address grade-appropriate topics).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Informational or procedural texts or multimedia materials commonly found in grade 6</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 the main difference between the map and the travel brochure?
<b>Moderate Complexity Level B</b>	How is a timeline different from a biography?
<b>Low Complexity Level C</b>	Which picture shows an event from the news article that is not included in the history book?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.1</b> Write arguments to support claims with clear reasons and relevant evidence.</p> <p><b>a.</b> Establish a thesis statement to present an argument.</p> <p><b>b.</b> Introduce claim(s) and organize the reasons and evidence clearly.</p> <p><b>c.</b> Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p><b>d.</b> Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p><b>e.</b> Establish and maintain a formal style.</p> <p><b>f.</b> Provide a concluding statement or section that follows from the argument presented.</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Introduce a topic, express an opinion on it, and organize relevant details to support the position, using two or more sentences.	Answer a question that requires an opinion or position and create a sentence that captures the justification for it.	Express an opinion on a topic and provide a 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, sentences and paragraphs on topics appropriate for grade 6</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Opinion: Hiking is a great sport. Which two sentences support this opinion? (multi-select item)
<b>Moderate Complexity Level B</b>	Which sentence provides support for this opinion?
<b>Low Complexity Level C</b>	<p>Fill in the blank in the sentence about your favorite activity.</p> <p><i>I enjoy doing _____ because it makes me happy.</i></p>

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.2</b> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p><b>a.</b> Establish a thesis statement to present information.</p> <p><b>b.</b> Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia to aid comprehension, if needed.</p> <p><b>c.</b> Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b>d.</b> Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p><b>e.</b> Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b>f.</b> Establish and maintain a formal style.</p> <p><b>g.</b> Provide a concluding statement or section that follows from 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>
	<p>Introduce a topic, and provide logically organized supporting details and a concluding statement.</p> <p>For example:</p> <p>Topic _____</p> <p>Intro. Sent. _____</p> <p>Fact 1 _____</p> <p>Fact 2 _____</p> <p>Fact 3 _____</p> <p>Fact 4 _____</p> <p>Conclusion _____</p>	<p>Introduce a topic and generate more than one factual sentence about it.</p>	<p>Select a picture that matches a specific topic.</p>
<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 6</li> </ul>		



Sample Items	
<i>Item Models</i>	
<b>High Complexity Level A</b>	<p>Introduction: Many people like visiting art museums.</p> <p>Fact 1: There are art museums in almost every large city.</p> <p>Fact 2: People especially like special events that are held at museums.</p> <p>Fact 3: Museums have famous paintings and objects that people like to see.</p> <p>Which sentence can we use as a conclusion to the report?</p>
<b>Moderate Complexity Level B</b>	Which sentence is a good introduction to the topic?
<b>Low Complexity Level C</b>	Which picture matches the topic of the report?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<b>6.7</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Identify information relevant to a research topic from two or more sources.	Identify questions for research on a given topic.	Participate in group writing and research projects.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 6</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which source has the most information about sand dunes? (two tables of contents from two different sources)
<b>Moderate Complexity Level B</b>	What is a good research question about sand dunes?
<b>Low Complexity Level C</b>	Instruction only (not assessed)

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<b>6.8</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others, while avoiding plagiarism and providing basic bibliographic information for sources.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Select information from several sources and organize it to expand knowledge on a topic.	Select information from a source to support a position or summarize a position about a topic.	Search for information from print and digital resources using key words, phrases, or questions.
<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 6</li> <li>• Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 6</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Stimulus 1: Outline of a report on “Night Sky” Stimulus 2: Fact list about the Night Sky from 3 sources Which two details add more information to the report? (multi-select item)
<b>Moderate Complexity Level B</b>	Look at the fact lists from the two sources. Which fact can we use to support the position that light pollution is a problem in cities?
<b>Low Complexity Level C</b>	Which key word can we use to search for information about the solar system?

<b>Content Area</b>	ELA		
<b>Strand</b>	Writing		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>a.</b> Apply grade 6 reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).</p> <p><b>b.</b> Apply grade 6 reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Select information from several relevant and reliable sources and organize it to expand knowledge.	Select information from relevant and reliable sources to support a position or summarize information.	Read information from both literary and informational texts about the same 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>Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grade 6</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which is the best outline of topics for our report on types of government?
<b>Moderate Complexity Level B</b>	Which list of materials will have the most information about types of government?
<b>Low Complexity Level C</b>	Which books will give us information about different types of government?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>a.</b> Ensure that pronouns are in the proper case (subjective, objective, possessive).</p> <p><b>b.</b> Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p><b>c.</b> Recognize and correct inappropriate shifts in pronoun number and person.</p> <p><b>d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).</p> <p><b>e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Demonstrate the conventions of grammar when writing or speaking, including the correct use of pronouns.	Communicate using the conventions of standard English grammar, including nouns, pronouns.	Communicate using gestures, pictures, phrases, or other tools.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which sentence describes an action in the past?
<b>Moderate Complexity Level B</b>	Which word correctly completes the sentence? [pronoun use] What topic is James choosing for ____ report?
<b>Low Complexity Level C</b>	What is a polite way to show that you are ready to leave a group?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>a.</b> Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p><b>b.</b> Spell words correctly.</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Generate compound or complex sentences, using correct conventions of capitalization, punctuation (including commas in a series), and adherence to spelling patterns (CVC, CCVC, CVCC).	Generate simple and compound sentences that include correct conventions of capitalization, punctuation, and spelling of common words using available tools and resources.	Identify capital letters for familiar names and at the beginning of sentences. Identify appropriate punctuation at the ends of sentences.
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions</li> <li>• Application of capitalization, punctuation (end marks, commas) and correct spelling of age- and grade-appropriate words</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which sentence is punctuated correctly? [comma placement in a series]
<b>Moderate Complexity Level B</b>	Which sentence is written correctly? [sentence with two independent clauses connected by an appropriate conjunction]
<b>Low Complexity Level C</b>	What punctuation mark belongs at the end of the sentence? [imperative sentence]

<b>Content Area</b>	ELA		
<b>Strand</b>	Language		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<b>6.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening. <b>a.</b> Vary sentence patterns for meaning, reader/ listener interest, and style. <b>b.</b> Maintain consistency in style and tone.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Use a variety of sentence patterns when speaking or writing; be consistent in the style of speaking or writing throughout the presentation or composition.	Use a variety of sentence patterns when speaking or writing.	Communicate a message that express a complete thought (e.g., wants and needs in student's preferred mode of communication).
<i>The Standard, Extensions and Text Characteristics support the following task demands:</i>			
<b>Content Limits</b>	<ul style="list-style-type: none"> <li>• Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions</li> <li>• Precise, concise language; verbs with appropriate voice, tense, and mood</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Select one sentence that is a greeting for a friend and one sentence that is a greeting for an adult. (multi-select item)
<b>Moderate Complexity Level B</b>	Which one is a complete sentence?
<b>Low Complexity Level C</b>	What is a good way to share information for a group project?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.</p> <p><b>a.</b> Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b.</b> Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p><b>c.</b> Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or part of speech.</p> <p><b>d.</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Use context clues, word structure, or reference materials to determine the meaning of unfamiliar words or phrases.	Use sentence or paragraph-level context to determine the meaning of a word in a particular context; apply understanding of common affixes (e.g., un-, re-, -ed, -es, ing) to determine word meaning.	Determine the meaning of a word using context clues, including graphics and/or word root and common morphemes.
<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, phrases and terms consistent with grade 6 curriculum</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Is a person who “talks in circles” helpful to others, hard to understand or moving all the time?
<b>Moderate Complexity Level B</b>	What does the phrase “stick together” mean in this story?
<b>Low Complexity Level C</b>	Which picture shows a fleet of ships?



<b>Content Area</b>	ELA		
<b>Strand</b>	Language		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	<p><b>6.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a.</b> Interpret figures of speech (e.g., personification) in context.</p> <p><b>b.</b> Use the relationship between particular words (e.g., <i>cause/effect, part/whole, item/category</i>) to better understand each of the words.</p> <p><b>c.</b> Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy, scrimping, economical, frugal, thrifty</i>).</p>		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Explain the meaning of figures of speech; explain the different connotations of words that address a similar concept (e.g., <i>irritated vs. angry</i> ).	Identify the relationship between words and phrases such part-whole, cause/effect.	Identify connections between words and their uses.
<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, phrases and terms consistent with grade 6 curriculum</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	Which word describes a person who is most upset? (upset/ angry/furious)
<b>Moderate Complexity Level B</b>	What does “never in a million years” mean?
<b>Low Complexity Level C</b>	Which picture shows a generous person?

<b>Content Area</b>	ELA		
<b>Strand</b>	Language		
<b>Reporting Category</b>	Writing and Language		
<b>Gen-Ed Standard</b>	6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
<b>Extensions</b>	<b>Extension A: High Complexity</b>	<b>Extension B: Moderate Complexity</b>	<b>Extension C: Low Complexity</b>
	Use grade-level, age-appropriate academic and content-specific words and phrases in speaking and writing.	Use grade-level, age-appropriate academic and content-specific words and phrases in conversations.	Communicate using grade-level words and phrases acquired through interactions with others.
<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, phrases and terms consistent with grade 6 curriculum</li> </ul>		

<b>Sample Items</b>	
<i>Item Models</i>	
<b>High Complexity Level A</b>	What is another word for “data”?
<b>Moderate Complexity Level B</b>	Does a “vertebrate” have a backbone, a leaf or a shell?
<b>Low Complexity Level C</b>	Which picture shows a person who is irritated?