

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

Test Specifications



High School 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.

| High School ELA | | | |
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| Reporting Categories | Learning Standards* | Item Range | Total Test Items |
| Reading Literature | RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RL.9-10.7, RL.9-10.9 RL.11-12.1, RL.11-12.2, RL.11-12.3, RL.11-12.4, RL.11-12.5, RL.11-12.6, RL.11-12.7, RL.11-12.9 | 8 - 14 | 40 |
| Reading Informational Text | RI.9-10.1, RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.7, RI.9-10.8, RI.9-10.9 RI.11-12.1, RI.11-12.2, RI.11-12.3, RI.11-12.4, RI.11-12.5, RI.11-12.6, RI.11-12.7, RI.11-12.8, RI.11-12.9 | 13 - 19 | |
| Writing and Language | W.9-10.1, W.9-10.2, W.9-10.4, W.9-10.7, W.9-10.8, W.9-10.9, L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4, L.9-10.5, L.9-10.6 W.11-12.1, W.11-12.2, W.11-12.4, W.11-12.7, W.11-12.8, W.11-12.9, L.11-12.1, L.11-12.2, L.11-12.3, L.11-12.4, L.11-12.5, L.11-12.6 | 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.

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| Content Area | ELA | | |
| Strand | Literature – Key Ideas and Details | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Cite details from text to support the answers to literal and inferential questions using grade level appropriate text. | Cite details from the text to support the answers to literal questions. | Identify details that are stated in the text. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which sentence shows that Ed’s family was eager to travel? |
| Moderate Complexity Level B | How did Alex find out about the plan? |
| Low Complexity Level C | When did Kayla’s troubles begin? |

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| Content Area | ELA | | |
| Strand | Literature – Key Ideas and Details | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.2 Analyze literary text development. a. Determine a theme of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the theme and relevant story elements. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Summarize a central idea in a text, including the main topic and how the details impact ideas. | Identify the theme of a text and support it with main events and details. | Sequence main events in relation to a stated theme using a grade-level/age-appropriate text. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which sentence is a complete summary of the story’s plot and theme? |
| Moderate Complexity Level B | How is the theme of the story reflected in the main events? |
| Low Complexity Level C | What was the first sign of trouble in the story? |

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| Content Area | ELA | | |
| Strand | Literature – Key Ideas and Details | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain connections among events, ideas, individuals or steps in text. | Identify and describe how a character’s traits, motivations, or feelings contribute to the resolution of the story. | Match an action to the resolution of a problem in a story. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | What is most likely the reason the author included Ted’s uncle in the story? |
| Moderate Complexity Level B | Why did Liddy want the time to fly by? |
| Low Complexity Level C | What did Mike do that made his teacher smile? |

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| Content Area | ELA | | |
| Strand | Literature – Craft and Structure | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning, mood, and tone (e.g., how the language evokes a sense of time and place an emotion, or sets a formal or informal tone). | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and tone within a text. | Determine the meaning of words or phrases based on the impact and how they are used in a text. | Match pictures to words or phrases based on how they are used in a text that specifically address the mood (e.g., match a picture of a sad face with the phrase “sat with his head down”). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which phrase from the story conveys a tone of joy? |
| Moderate Complexity Level B | In the story, what does “press” mean? |
| Low Complexity Level C | Which picture shows the meaning of “feeling blue”? |

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| Content Area | ELA | | |
| Strand | Literature – Craft and Structure | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.5 Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create effects such as mystery, tension, or surprise. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain how the author’s use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text. | Describe how the author’s use of literary techniques (e.g., pacing, flashbacks) contributes to the effect of a text. | Identify the effects of a text on the reader (e.g. funny, sad, surprised). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Why does Joey repeat the words “no way” so often in the story? |
| Moderate Complexity Level B | Why does the author include the information about Greg’s childhood? |
| Low Complexity Level C | Which paragraph introduces the mystery? |

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| Content Area | ELA | | |
| Strand | Literature – Craft and Structure | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.6 Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain the differences between cultural experiences in a story or drama from the United States and another country. | Explain similarities between cultural experiences in a story or drama from the United States and another country. | Identify cultural experiences in a story or drama from outside the United States. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | In the stories, both Yanev and Marissa listen to their parents’ advice, but what is different about the way they handle the advice? |
| Moderate Complexity Level B | What happens on the first day of May in both stories? |
| Low Complexity Level C | How do the characters celebrate the end of the summer? |

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| Content Area | ELA | | |
| Strand | Literature – Integration of Knowledge and Ideas | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., W. H. Auden’s “Musée des Beaux Arts” and Pieter Breughel’s Landscape with the Fall of Icarus). | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain how multiple interpretations of a story are connected. | Describe multiple interpretations of a story. | Identify key similarities or differences between print and other artistic media (e.g., poem/song and painting/statue). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | How is the song related to the poem? |
| Moderate Complexity Level B | How is the statue of Lincoln in the museum different from the one described in the story? |
| Low Complexity Level C | How are the painting and the poem alike? |

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| Content Area | ELA | | |
| Strand | Literature – Integration of Knowledge and Ideas | | |
| Reporting Category | Reading Literature | | |
| Gen-Ed Standard | 9-10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how William Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare). | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain the similarities and differences in how an author changes a text based on the original source material. | Describe events from two or more texts from a specific time period. | Identify events from two or more texts from a specific time period. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Literary texts on themes commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | What part of the original story did the author change in the poem? |
| Moderate Complexity Level B | Which event in the story is like the ending of Swan Lake? |
| Low Complexity Level C | Which historical event is mentioned in both of the stories? |

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| Content Area | ELA | | |
| Strand | Informational Text – Key Ideas and Details | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Cite details from the text to support the answers to literal and inferential questions using grade-level/age-appropriate text. | Cite details from the text to support the answers to literal questions. | Answer literal questions from the text. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | How did the Stamp Act affect the colonists? |
| Moderate Complexity Level B | What did colonists pay taxes on after the Stamp Act passed? |
| Low Complexity Level C | When did the British government pass the Stamp Act? |

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| Content Area | ELA | | |
| Strand | Informational Text – Key Ideas and Details | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.2 Analyze informational text development. <ol style="list-style-type: none"> a. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details. b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Summarize a central idea in a text, including the main topic and how the details impact ideas. | Identify the topic of a text and support it with central ideas and details. | Organize main ideas related to the central idea of a text using maps, bar graphs, or Venn diagrams. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which sentence accurately summarizes the complete report? |
| Moderate Complexity Level B | What argument does the author use to support the main idea? |
| Low Complexity Level C | Add the correct event to the “results” section of the diagram. |

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| Content Area | ELA | | |
| Strand | Informational Text | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain connections among events, ideas, individuals, or steps in text. | Identify connections between two events, ideas, individuals, or steps in text. | Identify steps, ideas, or events in text. |

The Standard, Extensions and Text Characteristics support the following task demands:

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| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences |
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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which events show that Andrew Jackson was a popular president? |
| Moderate Complexity Level B | How were Benjamin Franklin and John Adams alike? |
| Low Complexity Level C | What is the final step in conducting an experiment? |

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| Content Area | ELA | | |
| Strand | Informational Text – Craft and Structure | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Determine the meaning of words and phrases as they are used in a text; analyze figurative language, connotation, and technical terms within a text. | Explain how the authors’ word choice affects the tone of a text. | Match pictures to words or phrases based on how they are used in a text (e.g., match a picture of rain or snow with the word precipitation). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language.” • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Words and phrases from informational and procedural texts on topics commonly found in grades 9–10 | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which activity is an example of civic participation? |
| Moderate Complexity Level B | Which words help to show the author’s anger about the topic? |
| Low Complexity Level C | Which picture shows a barometer? |

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| Content Area | ELA | | |
| Strand | Informational Text – Craft and Structure | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain how the author’s use of various structures (e.g., sentences, paragraphs, chapters) contributes to the intent of the text. | Determine how the structure of the text (e.g., sentences, paragraphs) contributes to the effectiveness of the text. | Identify the intent of the text for the reader (e.g., inform, persuade). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language”. • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | What does the author accomplish by presenting both the causes and effects of erosion? |
| Moderate Complexity Level B | Why does the author describe the first printing press in paragraph 1? |
| Low Complexity Level C | What does the author most likely want readers to do after they read this essay? |

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| Content Area | ELA | | |
| Strand | Informational Text – Craft and Structure | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.6 Determine an author’s perspective or purpose in a text and analyze how an author uses rhetoric to advance that perspective or purpose. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Describe how the author uses words and phrases to develop a perspective. | Determine which sentences and paragraphs in a text provide an author’s perspective. | Identify the author’s purpose in a text. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language”. • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which words in the essay show what the author believes about raising children? |
| Moderate Complexity Level B | Which statement gives the author’s opinion of hybrid cars? |
| Low Complexity Level C | What opinion does the author want readers to agree with? |

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| Content Area | ELA | | |
| Strand | Informational Text – Integration of Knowledge and Ideas | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. | | |
| Extensions | Extension A: High Complexity | Extension A: High Complexity | Extension A: High Complexity |
| | Explain the effect of the similarities and differences between print and multimedia presentations of the same topic or idea. | Describe key similarities and differences within print and multimedia presentations of the same topic or idea. | Identify key details that depict differences in print and multimedia presentations of the same topic or idea. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language”. • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | How might a person react differently to the video after reading the news article? |
| Moderate Complexity Level B | Which chart in the video presents the same information as the lab manual? |
| Low Complexity Level C | Which information on the website is different from the information in the science book? |

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| Content Area | ELA | | |
| Strand | Informational Text – Integration of Knowledge and Ideas | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. | | |
| Extensions | Extension A: High Complexity | Extension A: High Complexity | Extension A: High Complexity |
| | Determine whether information is relevant to and sufficient for supporting a claim; explain when reasoning is fallacious or incomplete. | Identify relevant and irrelevant statements about a topic or claim. | Recognize relevant and irrelevant statements about a topic. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language”. • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which statement from the author directly supports the claim that cars are bad for the environment? |
| Moderate Complexity Level B | Which statement is least important in the author’s argument? |
| Low Complexity Level C | Which two statements support the author’s topic of space exploration? |

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| Content Area | ELA | | |
| Strand | Informational Text – Integration of Knowledge and Ideas | | |
| Reporting Category | Reading Informational Text | | |
| Gen-Ed Standard | 9-10.9 Analyze seminal U.S. documents of historical and literary significance to the United States (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s “Four Freedoms” speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Determine the themes or concepts addressed in documents of historical and/or literary significance to the United States. | Identify the importance of documents of historical and/or literary significance to the United States. | Match documents of historical and/or literary significance to the United States to a related theme or concept. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Passages written with clear language following the rules for “plain language”. • Passage content that is appropriate for students at the grade level and level of complexity. • Passages free from bias or sensitivity issues. • Passages that are engaging and interesting to students. • Informational and procedural texts on topics commonly found in grades 9–10 • Information stated directly in the text • Within-text inferences | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | What is the theme of Robert Frost’s poem? |
| Moderate Complexity Level B | Why is President Reagan’s speech important? |
| Low Complexity Level C | Which theme relates to President Roosevelt’s speech? |

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| Content Area | ELA | | |
| Strand | Writing – Text Types and Purposes | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | <p>9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>a. Establish a clear and thorough thesis to present an argument.</p> <p>b. Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>c. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>d. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the argument presented.</p> | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Generate a written position and provide persuasive evidence from the text to support the position using argument, claim, and counterclaim using a template. | Generate a written position by selecting reasons and relevant facts from the text to support a topic using a template. | Generate a written position on a specific topic with relevant facts from the text using a template. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> •Items written with clear language following the rules for “plain language.” •Item content that is appropriate for students at the grade level and level of complexity. • Items free from bias or sensitivity issues. •Topics that are engaging and interesting to students. •Words, sentences and paragraphs on topics appropriate for grades 9–10 | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which statement can we add to the outline for our argument supporting improved school lunches? |
| Moderate Complexity Level B | Which sentence can we add to our summary? |
| Low Complexity Level C | Fill in the spaces with words that express an opinion. |

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| Content Area | ELA | | |
| Strand | Writing – Text Types and Purposes | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | <p>9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Establish a clear and thorough thesis to present information.</p> <p>b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia to aid in comprehension, if needed.</p> <p>c. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>d. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>e. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>f. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>g. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Generate/write a text of one or more paragraphs on a topic. Provide an introduction with a thesis statement and logically organize details, using appropriate transitions and domain-specific terms. Include examples, definitions, charts, or tables as appropriate. Provide a concluding statement with support and/or graphic organizers. | Generate a written text on a topic, including a topic sentence and conclusion. | Generate a written text that communicates facts and details on a given topic. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Items written with clear language following the rules for “plain language”. • Item content that is appropriate for students at the grade level and level of complexity. • Items free from bias or sensitivity issues. • Items that are engaging and interesting to students. • Words, sentences and paragraphs on topics appropriate for grades 9–10 | | |

| Sample Items | |
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| <i>Item Models</i> | |
| High Complexity Level A | Which paragraph best supports the main idea of this essay? |
| Moderate Complexity Level B | Which sentence is a good conclusion for this paragraph? |
| Low Complexity Level C | Which detail should we include in a report on the Industrial Age? |

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| Content Area | ELA | | |
| Strand | Writing – Production and Distribution of Writing | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | 9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Generate writing that uses language or style that is appropriate for persuasive, informative, or narrative tasks. | Generate writing that uses appropriate forms of organization for persuasive, informative, or narrative tasks. | Recognize whether a passage is persuasive, informative, or narrative. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Items written with clear language following the rules for “plain language”. • Item content that is appropriate for students at the grade level and level of complexity. • Items free from bias or sensitivity issues. • Items that are engaging and interesting to students. • Words, sentences and paragraphs on topics appropriate for grades 9–10 | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which sentence is an improved way to state the topic of the paragraph? |
| Moderate Complexity Level B | Which sentence should be used at the beginning of the second paragraph? |
| Low Complexity Level C | Which text is an example of persuasive writing? |

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| Content Area | ELA | | |
| Strand | Writing – Research to Build and Present Knowledge | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | 9-10.7 Conduct short as well as sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Collect information from relevant sources to find the answer to a question or solve a problem. | Select one or more relevant sources to find the answer to a question or solve a problem. | Identify a question of interest for research and select a source to gather information on that topic. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> •Items written with clear language following the rules for “plain language”. •Item content that is appropriate for students at the grade level and level of complexity. •Items free from bias or sensitivity issues. •Items that are engaging and interesting to students. •Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grades 9–10 | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which set of sources will be most helpful in a job search? |
| Moderate Complexity Level B | What conclusion can be drawn based on the information from all three sources? |
| Low Complexity Level C | Which source will have information about trading with other countries? |

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| Content Area | ELA | | |
| Strand | Writing – Research to Build and Present Knowledge | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | 9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Gather information from a range of sources to address a topic, describe an idea, or support an argument. Organize the information into a cohesive report and cite sources using a template for guidance. | Sort gathered information into relevant/irrelevant categories and cite sources using a template for guidance. | Identify one or more sources that are likely to provide relevant information about a topic or idea. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Items written with clear language following the rules for “plain language”. • Item content that is appropriate for students at the grade level and level of complexity. • Items free from bias or sensitivity issues. • Items that are engaging and interesting to students. • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grades 9–10 • Words, sentences and paragraphs on topics appropriate for grades 9–10 | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which paragraph has both an accurate summary and proper organization? |
| Moderate Complexity Level B | Which source—the book, the map, or the video—has the most current information about Australia’s major highways? |
| Low Complexity Level C | Which two sources will have reliable information about national parks? |

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| Content Area | ELA | | |
| Strand | Writing – Research to Build and Present Knowledge | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | <p>9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>a. Apply grades 9–10 reading standards to literature (e.g., “Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).</p> <p>b. Apply grades 9–10 reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).</p> | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Use evidence from grade-level/age-appropriate fiction or nonfiction text to support a written text. | Select evidence from grade-level/age-appropriate source material to support a written text. | Identify whether a fiction or nonfiction text source will support writing. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Items written with clear language following the rules for “plain language”. • Item content that is appropriate for students at the grade level and level of complexity. • Items free from bias or sensitivity issues. • Items that are engaging and interesting to students. • Source materials (content-related texts, directories, dictionaries, atlases, web sites, news media, video/audio formats) commonly used in grades 9–10 | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Look at the tables of contents from three sources. Which source will help describe the climate of Ohio? |
| Moderate Complexity Level B | Which list of materials will have the most information about glacial geology? |
| Low Complexity Level C | Which historic novel will include information about the Age of Enlightenment? |

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| Content Area | ELA | | |
| Strand | Language – Conventions of Standard English | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | <p>9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations</p> | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Demonstrate the conventions of grammar when writing or speaking by forming declarative, imperative, interrogative sentences and complex sentences that contain conditional clauses (e.g., “If I finish my homework, I can play a game.”). | Generate a simple sentence with beginning capitalization, capitalization of names, ending punctuation, and correct spellings. | Use words and phrases to communicate (e.g., during a shared writing or speaking activity). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions. | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Where can we put the word “if” in this sentence to show that there is more than one possible solution? |
| Moderate Complexity Level B | What is the correct spelling of “possible”? |
| Low Complexity Level C | Which words belong at the end of an email? |

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| Content Area | ELA | | |
| Strand | Language – Conventions of Standard English | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | 9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell words correctly. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Generate multiple sentences that contain correct conventions, including capitalization, punctuation, and spelling. Use correct spelling. | Generate several sentences that contain correct conventions of capitalization, punctuation, and spelling. Use correct spelling. | Use capital letters for familiar names and at the beginning of sentences. Use appropriate punctuation at the end of sentences. Use correct spelling. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Paragraphs that contain simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions • Paragraphs and sentences that contain colons, semicolons, or hyphens | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Look at these sentences. Which one uses a colon correctly? |
| Moderate Complexity Level B | Which of the 3 sentences is written correctly? (focus on spelling and punctuation) |
| Low Complexity Level C | Which sentence is written correctly? (Focus on both capitalization and ending punctuation.) |

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| Content Area | ELA | | |
| Strand | Language – Knowledge of Language | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | <p>9-10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Write work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Kate L. Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p>b. Edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type.</p> | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Generate language to communicate effectively in different contexts, spoken and written (e.g., using formal or informal discourse as appropriate). | Generate and communicate sentences in varied contexts. | Use language to communicate in varied situations and for varied purposes. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> •Simple, compound, and complex sentences that contain appropriately used nouns, verbs, pronouns, adjectives, adverbs, and prepositions •Precise, concise language; verbs with appropriate voice, tense, mood | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which sentence should be used in a letter to congratulate a friend? |
| Moderate Complexity Level B | Look at Abe’s note for his lab report. Which sentence is the best way to present the information? |
| Low Complexity Level C | Which phrase is the beginning of a suggestion? |

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| Content Area | ELA | | |
| Strand | Language – Vocabulary Acquisition and Use | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | <p>9-10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>c. Consult general and specialized 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, part of speech, or etymology.</p> <p>d. 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> | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Use context clues, word structure, or reference materials to determine the meaning of unknown and multiple-meaning words. | Use context clues to determine the meaning of unknown or multiple-meaning words. | Select a picture or written text that matches the meaning of a word. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Words, phrases and terms consistent with grades 9–10 curriculum | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which dictionary definition best fits the meaning of “regard” in the paragraph? |
| Moderate Complexity Level B | What does the word “shift” mean in the lab report? |
| Low Complexity Level C | Which picture shows “achievement”? |

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| Content Area | ELA | | |
| Strand | Language – Vocabulary Acquisition and Use | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | 9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Explain the meaning of figurative language in context (e.g., euphemism, oxymoron). | Explain the difference between literal and nonliteral meanings of words/ phrases in context. | Match figurative word pictures and phrases to their meanings. |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> Words, phrases and terms consistent with grades 9–10 curriculum | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | In the article, what did Mr. Goldwyn mean when he said, “He is a little giant”? |
| Moderate Complexity Level B | What does “bent over backwards” mean? |
| Low Complexity Level C | Which picture shows “get around” (<i>Maria liked to <u>get around</u> the city by bus</i>)? |

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| Content Area | ELA | | |
| Strand | Language – Vocabulary Acquisition and Use | | |
| Reporting Category | Writing and Language | | |
| Gen-Ed Standard | 9-10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| Extensions | Extension A: High Complexity | Extension B: Moderate Complexity | Extension C: Low Complexity |
| | Demonstrate understanding of grade-level/age-appropriate academic and domain-specific words and phrases by using them in context in the appropriate subject area. | Use grade-level/age-appropriate academic and domain-specific words and phrases in conversation and writing. | Use words acquired through learning activities (e.g., using a science term during a science lab). |
| <i>The Standard, Extensions and Text Characteristics support the following task demands:</i> | | | |
| Content Limits | <ul style="list-style-type: none"> • Words, phrases and terms consistent with grades 9–10 curriculum | | |

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| Sample Items | |
| <i>Item Models</i> | |
| High Complexity Level A | Which word could be used instead of “immense” in this sentence? |
| Moderate Complexity Level B | Which sentence correctly uses the word “particle”? |
| Low Complexity Level C | What is the meaning of the word “amendment”? |