

Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.	
<p>Target 1a. WRITE BRIEF TEXTS: Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p> <p>Target 1b. REVISE BRIEF TEXTS: Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, sensory or concrete details, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).</p>	
Clarifications	<p>Target 1a</p> <ul style="list-style-type: none"> Items for this target must have a setup that states audience, purpose (narrative), and context/task. Information about the audience and context/task should be presented in an order that avoids confusion. For example, "A student is writing an essay <u>for a science website about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition for a science website</u>." Elaboration items focus on the student's ability to compose a brief text (@150-200 words) for a specific purpose by providing supporting details and/or development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative. Organization items focus on the student's ability to compose a text by providing beginnings, transitions, and/or endings appropriate for a narrative. <p>Target 1b</p> <ul style="list-style-type: none"> Note: This target asks students to revise, not edit, which is Target 9. Items for this target focus on revision at the sentence or paragraph level. Items asking for students to replace or add words/phrases are Target 8. Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), and context/task. Information about the audience and context/task should be presented in an order that avoids confusion. For example, "A student is writing an essay <u>for a science website about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition for a science website</u>." Elaboration items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task. Organization items focus on the student's ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose and task).
Standards	<p>Target 1a</p> <p>W-3a <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence</u></p>

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<p><u>that unfolds naturally.</u></p> <p>W-3b <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>W-3c <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>W-3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p> <p>Target 1b</p> <p>W-3a <u>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</u></p> <p>W-3b <u>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</u></p> <p>W-3c <u>Use a variety of transitional words and phrases to manage the sequence of events.</u></p> <p>W-3d <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u></p> <p>W-3e <u>Provide a conclusion that follows from the narrated experiences or events.</u></p>
Depth of Knowledge	<p>Target 1a DOK 3</p> <p>Target 1b DOK 2</p>
Stimuli/Passages	<ul style="list-style-type: none"> • Stimuli for this target will be brief narrative texts (@150-200 words). • Appropriate stimuli for this grade could include a student's short story, a narrative of a family trip, a narrative of an experience with a friend, a narrative of an event at school. • The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is an informative text.
Stimuli/Text Complexity	<ul style="list-style-type: none"> • The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. • The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what good students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) • The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<ul style="list-style-type: none"> The stimulus should be written as if it is part of a larger piece of writing. For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.
Accessibility Concerns	Students will be required to read brief narrative texts (one to three paragraphs) and write one or more paragraphs. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.
Evidence Required	<p>Target 1a</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to organize narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to develop well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events <p>Target 1b</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally* using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<ul style="list-style-type: none"> a. including dialogue to convey events/experiences b. including concrete words and phrase and sensory details to convey events/experiences c. using precise language to narrate events d. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p>
Allowable Item Types	<p>Target 1a: Written Response</p> <p>Target 1b: Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

Task Models	
<p>Task Model 1</p> <p>Target 1a Write Brief Texts</p> <p>Item Type: Written Response</p> <p>DOK 3</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level, as if written by a good student. Text should be a model of good writing. Text will be information that the student will use in composing a narrative. Complexity may be low to high within a grade level. Text should be a model of good writing. Text should range between 150 and 200 words.</p> <p>Task Description: The stem will direct the student to use the information provided in the stimulus to complete a narrative task (narrative tasks can not always be described in traditional paragraph lengths). The stem will explain how the stimulus information is to be used (e.g., include dialogue, add descriptive details to show a scene, replace a section).</p> <p>Target Evidence Statements:</p> <ul style="list-style-type: none"> • (Organization) The student will use information provided in a stimulus to write organized narratives that engage and orient the reader by <ul style="list-style-type: none"> • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing the narrative with a sequence of events that unfolds naturally • using transitional words and phrases to manage the sequence of events • providing closure that follows from the narrative • (Elaboration) The student will use information provided in a stimulus to write well-developed narratives that apply narrative techniques such as <ul style="list-style-type: none"> • including dialogue to convey events/experiences • including concrete words and phrase and sensory details to convey events/experiences • using precise language to narrate events <p>APPROPRIATE STEMS:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ORGANIZATION ITEM STEMS</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____.</p> <p>Read the draft of the _____ and complete the task that follows.</p> <p style="text-align: center;">[Insert stimulus text between 150-200 words]</p> <ul style="list-style-type: none"> • Write a beginning* for the story that shows what is going on at the start of the story [and introduces the characters or setting, etc.]. • Write an ending* for the story that solves[or finishes the story by solving] the problem in the story. [Note: Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem” or reflection on the experience—is needed.] <p>* Be sure that stimulus clearly needs a beginning/ending.</p>

	<p style="text-align: center;">ELABORATION ITEM STEMS</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. Read the draft of the [story] and complete the task that follows. [Insert stimulus text between 150-200 words]</p> <p>Note: Elaboration items should ask for development <i>within</i> the existing text. The requested elaboration should come at key points in the story to further develop the conflict, the characters, the turning point, etc.</p> <p>A student is writing a _____ for _____ about _____. The student wants to make the story more [exciting or interesting, etc.].</p> <ul style="list-style-type: none"> • Add [dialogue and/or description] to replace [the underlined part of the story] to show [what happens when _____ OR what happens between two characters or events, etc.] • Add [dialogue and/or description] after the underlined part of the story, to show what happens [when _____ OR at the part when _____, etc.]. <p>*Note: Stem must always indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2,” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc., or by asking students to complete a paragraph/section that has been started (and underlined) for them.</p> <p style="text-align: center;">_____</p> <p>Rubric/Scoring Rules: <u>2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration).</u></p> <p>Rubric Templates</p> <p>Organization—Opening</p> <p>2 points The response:</p> <ul style="list-style-type: none"> • provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose • adequately connects to or sets up the body of the narrative <p>1 point The response:</p> <ul style="list-style-type: none"> • provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters • provides a limited and/or awkward connection to the body of the narrative <p>0 points The response:</p> <ul style="list-style-type: none"> • provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters
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	<ul style="list-style-type: none"> provides no connection to the body of the narrative <p>Organization—Ending</p> <p>2 points The response:</p> <ul style="list-style-type: none"> provides an adequate ending to the narrative that provides a sense of closure provides an adequate connection that follows from the events or experiences in the narrative <p>1 point The response:</p> <ul style="list-style-type: none"> provides an awkward or partial ending to the narrative that may provide a limited sense of closure provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative <p>0 points The response:</p> <ul style="list-style-type: none"> provides an unclear or incomplete ending to the narrative that provides little or no closure provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details <p>Elaboration</p> <p>2 points The response:</p> <ul style="list-style-type: none"> provides appropriate and mainly specific descriptive details and/or dialogue provides adequate development of experiences, characters, setting, action, and/or events uses adequate sensory, concrete, and/or figurative language is mostly “shown” <p>1 point The response:</p> <ul style="list-style-type: none"> provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related provides limited development of experiences, characters, setting, action, and/or events uses limited sensory, concrete, and/or figurative language is somewhat “told” <p>0 points The response:</p> <ul style="list-style-type: none"> includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative provides minimal, if any, development of experiences, characters, setting, action, and/or events uses little or no sensory, concrete, and/or figurative language is mostly “told”
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Task Models	
<p>Task Model 2</p> <p>Target 1b Revise Brief Texts</p> <p>Item Type: Multiple Choice, single response</p> <p>DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief.. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development (elaboration) or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by</p> <ul style="list-style-type: none"> • providing an opening that establishes a situation • providing an opening that introduces a narrator and character(s) • organizing narrative with a sequence of events that unfolds naturally* • using transitional words and phrases to manage the sequence of events • providing closure that follows from the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ul style="list-style-type: none"> • including dialogue to convey events/experiences • including concrete words and phrase and sensory details to convey events/experiences • using precise language to narrate events • identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ORGANIZATION ITEM STEMS</p> <p>A student is writing a [story] about ____ for [the teacher, the class, etc.] . The student wants to revise the draft to improve its organization. Read the draft of the</p>

	<p>_____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> • [Embed short narrative with a missing or inappropriate beginning]. Choose the best beginning sentence(s) to [start the story, introduce the (setting, characters, problem, etc.) OR to replace the first <u>underlined</u> sentence] . • [Embed short narrative with a missing or inappropriate ending] The story has no ending [OR the (<u>underlined</u>) ending of the story is weak]. Choose the best ending sentence for the _____ [or the best sentence to replace the last <u>underlined</u> sentence in the _____]. • Choose the best sentence(s) to be added between the two <u>underlined</u> sentences to show how the two <u>underlined</u> sections [sentences, etc.] are connected [OR how time changes/passes, etc.]? Note: This is an organization item; therefore the connections function as transition sentences, not elaboration. The text to be connected should be <u>underlined</u> and may consist of two events, situations, settings, etc., that need to be logically connected. <p style="text-align: center;">ELABORATION ITEM STEMS</p> <p>A student is writing a [story] about _____ for [the teacher, the class, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.] Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> • Choose the best sentence to add detail [before/after the <u>underlined</u> sentence or <u>underlined</u> part when _____] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • Choose the best descriptive sentence[s] [or lines of dialogue] to replace [or to be added after] [<u>underlined</u> text] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Which of the following sentences best replaces [<u>underlined</u> text] [or would be best to come before/after <u>underlined</u> text, etc.] to show [or explain] who the main character is [or what is going on, or what the conflict is, or how the character feels about____, etc.]? <p>Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ____ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <p>Scoring Rules: One correct response = 1 point, other= 0 points</p>
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Task Models	
<p>Task Model 3</p> <p>Target 1b Revise Brief Texts</p> <p>Item Type: Multiple Choice, multiple correct responses</p> <p>DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p>Task Description: The stem will pose a question about two ways to revise the text to improve some specified aspect of the text's development or organization.</p> <p>Answer choices for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). Answer choices will present options of similar structure. The correct answers will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p>Target Evidence Statements:</p> <p>[Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details which do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ELABORATION ITEM STEMS</p> <p>A student is writing a [story] for [the teacher, the class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows. [Insert text.]</p> <ul style="list-style-type: none"> Choose the two best sentences to add detail [or dialogue] [before/after the <u>underlined</u> sentence or <u>underlined</u> part when _____, etc.] to show [or explain] who the main character is [or what is happening when _____, how the character feels when _____, etc.] Choose the two best descriptive sentences [or pieces of dialogue] to replace [<u>underlined</u> text] [or to come before/after <u>underlined</u> text, etc.].

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<ul style="list-style-type: none"> The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc. Choose two of the following sentences that would best replace ____ [<u>underlined</u> sentence or section] [or could be added after the <u>underlined</u> text]? <p>Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ____ and ____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <p>Note for all task model 3 stems: For this task model at this grade level, students choose two answer choices that could be used to revise or that could be added to further develop one <u>underlined</u> detail or part of the story.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points</p>
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Task Models	
<p>Task Model 4</p> <p>Target 1b Revise Brief Texts</p> <p>Item Type: Hot text, select text</p> <p>DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 150 words.</p> <p>Task Description: The stem will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The correct answer(s) will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) There should be four to five possible correct answers. Each possible answer should be <u>underlined</u>. If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that establishes a situation providing an opening that introduces a narrator and character(s) organizing narrative with a sequence of events that unfolds naturally* using transitional words and phrases to manage the sequence of events providing closure that follows from the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue to convey events/experiences including concrete words and phrase and sensory details to convey events/experiences using precise language to narrate events identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS:</p> <p>Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ORGANIZATION ITEM STEMS</p> <p>A student is writing a [story] about _____ for [the teacher, the class, etc.] about. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> Click on the [one or two] sentence(s) [if appropriate, specify the range of possibilities, such as “from paragraph #2 or #3,” or “from the ____ part of the story, etc.] that does (do) not belong in the story (or underlined part of the

English Language Arts Specification: Grade 4 Claim 2 Targets 1a and 1b

	<p>story) because it does (they do) not follow the order of events in the rest of the story [or are out of order]. Note: This stem can <i>only</i> focus on time order, not inconsistent details, which are elaboration.</p> <ul style="list-style-type: none"> For the <u>underlined</u> pair of words [transition word pairs embedded in text such as and/but; then/also; finally/at last – correct word must be clearly better than wrong answer], click on the [word/words] that best [connects the events or shows how time changes, etc.]. Note: For grade 4, embed no more than one pair. Note also that the <u>underlined</u> pair can consist of a single word (e.g., "finally") or short phrase (e.g., "at last"). The focus of this item is “transition” or relationship words, not descriptive or precise word choices, which are assessed under Target 8. The first sentence of the story is not the best beginning. Click on one sentence in the [paragraph, story, etc.] that would be the best beginning for this [story]. <p style="text-align: center;">ELABORATION ITEM STEMS</p> <p>A student is writing a [story] about _____ for [the teacher, the class, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> [Embed within stimulus four to five underlined sections containing dialogue] Click on the underlined line of dialogue that does not fit with the way the character is described in the rest of the story [or go along with/match the other details in the story]. Dialogue detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate and needed. Click on the descriptive sentence that does not match the way the setting [or other detail] is described in the rest of the [narrative] [or go along with/match the other details in the story]. Note: This item <i>only</i> focuses on irrelevant/inconsistent/contradictory details, not chronology, which is organization. Descriptive detail must be clearly inappropriate or contradictory; incorrect responses must be clearly appropriate and needed. <p>Note: Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between the parts when ____ and ____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <p>Scoring Rules: All correct = 1 point; other = 0 point</p>
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