

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 2. CENTRAL IDEAS: Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	
Clarifications	<p>Items may assess any central message/main idea, lesson, or moral in the text.</p> <p>Items may assess the key details in the text that support a central idea/main idea, lesson or moral.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RL-1 Ask and <u>answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</u></p> <p>RL-2 Recount stories, including fables, folktales, and myths from diverse cultures; <u>determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	<p>DOK 2, 3</p> <p>Short Text (Constructed Response) will always be DOK 3.</p>
Stimuli/Passages	<p>Texts will develop one or more central messages/main idea, lessons or morals.</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.</p>
Dual-Text Stimuli	<p>When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.</p> <p>When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.</p> <p>The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.</p>
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	<ol style="list-style-type: none"> 1. The student will determine a central message/main idea, lesson or moral of a text using supporting evidence. 2. The student will explain how key details are conveyed in a text.
Allowable Item Types	Multiple Choice, single correct response (MC); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Hot Text, reorder text (RE); Short Text, constructed response (WR)

Models	
<p>Task Model 1</p> <p>Item Type: Multiple Choice, single correct response (MC)</p> <p>DOK: 2</p>	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to identify a central message/main idea, lesson or moral, or to identify how key details are conveyed in a text.</p> <p>The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will determine a central message/main idea, lesson or moral of a text using supporting evidence. 2. The student will explain how key details are conveyed in a text. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • Which sentence best [tells/shows/describes] the [main idea/lesson/moral] of the passage? • What is the [main idea/lesson/moral] of the passage? • Which sentence best [tells/shows/describes] the [main idea/lesson/moral] [the narrator/character's name] learns in the passage? • Which sentence best [tells/shows/describes] [the narrator's/character's name] [idea/opinion] about [provide text detail that relates to the main idea/lesson/moral]? • Read the [sentence(s)/line(s)/paragraph(s)] from the passage. [excerpt from text] What is the [main idea/lesson/moral] of the [sentence(s)/line(s)/paragraph(s)]? • Which sentence [tells/shows/describes] what happens [in the passage/provide specified section of the passage]? <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none"> • What message can be found in both [title text #1] and [title text #2]? NOTE: This stem can only be used with two literary passages. • What main idea from [title text #1] is made more clear by the information in [title text #2]? NOTE: This stem can be used with one literary and one informational passage.

Task Models	
<p>Task Model 2 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 2</p>	<p>Task Description: This item has two parts. The item stem of PART A will pose a question that requires the student to determine a theme or central idea of the text. The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central message/main idea/lesson/moral of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The item stem of PART B will prompt the selection of a detail from the text that provides evidence for the identification the student made in PART A. The answer choices of PART B will present four options. The correct answer will be a text detail that supports the central message/main idea/lesson/moral identified in PART A. The distractors will be text details that provide plausible support for the distractors in PART A.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. NOTE: When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two.</p> <p>Target Evidence Statement: 1. The student will determine a central message/main idea, lesson or moral of a text using supporting evidence.</p> <p>Lead-In: The following question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • Which sentence best [tells/shows/describes] the [main idea/lesson/moral] of the passage? • What is the [main idea/lesson/moral] of the passage? • Which sentence best [tells/shows/describes] the [main idea/lesson/moral] [the narrator/character's name] learns in the passage? • Which sentence best [tells/shows/describes] [the narrator's/character's name] [idea/opinion] about [provide text detail that relates to the main idea/lesson/moral]? • Which sentence [tells/shows/describes] what happens [in the passage/provide specified section of the passage]? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/detail(s)] from the passage [best support(s)/is (are) an example of] your answer in part A?

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • What [main idea/lesson/moral] can be found in both [title text #1] and [title text #2]? NOTE: This stem can only be used with two literary passages. • What [main idea/lesson/moral] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/line(s)/detail(s)] from [title text #1] best [support(s)/is (are) an example of] your answer in part A? • Which [sentences/lines/details] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? NOTE: This stem can only be used with two literary passages. <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 3 Item Type: Hot Text, select text (ST) DOK: 2	<p>Task Description: The item stem will pose a question that requires the student to select the detail(s) that reveal a central message/main idea, lesson or moral. The item stem will indicate [one/two] options. The answer choices will be selectable lines, sentences, or paragraphs, or sections from the text. The text selection will be whole, continuous, and consecutive sections taken directly from the text. Sentences can be grouped into multi-sentence options. There will be one or two correct answers. The correct answer(s) will be the selectable sections of text that reveal central message/main idea/lesson/moral of the text. The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</p> <p>Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p>NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1).</p> <p>Target Evidence Statement: 1. The student will determine a central message/main idea, lesson or moral of a text using supporting evidence.</p> <p>Appropriate Stems:</p> <ul style="list-style-type: none"> Click on [one/two] [[sentence(s)/line(s)/set of lines/paragraph(s)] that best [tell(s)/show(s)/describe(s)] the [main idea/lesson/moral] of the passage. [excerpted selectable text] <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>. Note that <u>selectable text is a whole, continuous section of text</u>.</p> <p>Click on two sentences that best identify the central idea of the text.</p> <p>[Wait a minute, did I just say I could open my eyes and see palm trees?] [Yes, I did.] [I really opened my eyes, and I really saw palm trees.] [The smells and sounds were not a dream at all.] [I sat up and glanced at Ashley's face with a look of bewilderment and confusion.] ["We're here!" she said, as she smiled uncontrollably.] ["Surprise, little sis! I told you we were going to find the sun!"] [I could barely contain my emotions.] [Not only was I just waking up from a wonderful sleep, but I woke up in a place better than my dream.] [I peeked out of my now wide-open window and saw a sign I was not expecting to see.] [It read, "Welcome to the Sunshine State!"]</p> <p>[It was at that moment that she asked me if I was ready for my next surprise.] ["OF COURSE!" I exclaimed.] [She handed me a torn envelope with an orange and blue return address.] [My dream became reality.]</p>

Task Models	
Task Model 4 Item Type: Hot Text, reorder text (RE) DOK: 2	<p>Task Description: The item stem will prompt the student to reorder descriptions of key events in the text to match the order in which they occur in the text. The answer choices will present four to six descriptions of key events from the text. Descriptions of events should not be direct excerpts from the text, but a summary of each key event. Each description is a moveable section of text. The sections of text should be ordered from short to long.</p> <p>Target Evidence Statement: 2. The student will explain how key details are conveyed in a text.</p> <p>Appropriate Stem:</p> <ul style="list-style-type: none"> Place the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct order. [selectable sentences] <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p> <p>Format Example: The Format Example includes a sample of hot text item and is included to provide guidance regarding <u>formatting purposes only</u>. <u>Note: Selectable text is a series of summary sentences ordered short to long.</u></p>
	<p>Place the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct order.</p> <p>[The narrator finds the fish tastes good.] [The narrator calls to John that he sees land.] [The narrator does not believe that the island is real.] [The narrator wakes up from a nap and sees an island of trees.]</p>

Task Models							
<p>Task Model 5</p> <p>Item Type: Short Text, constructed response (WR)</p> <p>DOK: 3</p>	<p>Task Description:</p> <p>The item stem will prompt the student to 1) determine a central message/main idea, lesson or moral of the text and support their response with evidence from the text 2) or explains how key details are conveyed in a text.</p> <p>Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text.</p> <p>Short text items require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Examples will reflect common student responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none">1. The student will determine a central message/main idea, lesson or moral of a text using supporting evidence.2. The student will explain how key details are conveyed in a text. <p>Appropriate Stems:</p> <ul style="list-style-type: none">• What is the [main idea/lesson/moral] of the passage? Explain using key details from the story to support your answer.• What lesson does [character's name] learn in the passage? Explain using key details from the story to support your answer.• What is [the author's/character's name] message about [provide text detail that relates to the theme or main idea]? Explain using key details for the story to support your answer.• What happens [after/during] [provide the event]? Explain using key details from the story to support your answer. <p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <ul style="list-style-type: none">• What [main idea/lesson/moral] can be found in both [title text #1] and [title text #2]? Explain using key details from the story to support your answer. NOTE: This stem can only be used with two literary passages.• What [main idea/lesson/moral] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? Explain using key details from the story to support your answer. <p>Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored.</p> <p>Rubric Template:</p> <table><tr><th>Score</th><th>Rationale</th></tr><tr><td>2</td><td><p><u>A response:</u></p><ul style="list-style-type: none">• Gives sufficient evidence of the ability to determine the central message/main idea/lesson/moral OR what happens during or after an event• Includes specific examples/details that make clear reference to the text• Adequately explains the central message/main idea/lesson/moral OR what happens during or after a key event with relevant information based on the text</td></tr><tr><td>1</td><td><p><u>A response:</u></p><ul style="list-style-type: none">• Gives limited evidence of the ability to determine the central message/main idea/lesson/moral OR what happens during or after an event• Includes vague/limited examples/details that make reference to the text• Provides a limited explanation of the central message/main idea/lesson/moral OR what happens during or after a key event with vague/limited information based on the text</td></tr></table>	Score	Rationale	2	<p><u>A response:</u></p> <ul style="list-style-type: none">• Gives sufficient evidence of the ability to determine the central message/main idea/lesson/moral OR what happens during or after an event• Includes specific examples/details that make clear reference to the text• Adequately explains the central message/main idea/lesson/moral OR what happens during or after a key event with relevant information based on the text	1	<p><u>A response:</u></p> <ul style="list-style-type: none">• Gives limited evidence of the ability to determine the central message/main idea/lesson/moral OR what happens during or after an event• Includes vague/limited examples/details that make reference to the text• Provides a limited explanation of the central message/main idea/lesson/moral OR what happens during or after a key event with vague/limited information based on the text
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	0	<p>A response:</p> <ul style="list-style-type: none"> Gives no evidence of the ability to determine the central message/main idea/lesson/moral, OR what happens during or after a key event <p>OR</p> <ul style="list-style-type: none"> Gives the central message/main idea/lesson/moral OR what happens during or after a key event, but includes no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives the central message/main idea/lesson/moral OR what happens during or after a key event, but includes no explanation or no relevant information from the text 	
	<p>Format Example:</p> <p>The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.</p>		
	Score	Rationale	Example
	2	<p>A response:</p> <ul style="list-style-type: none"> Gives sufficient evidence of the ability to determine the central idea as the shift in Alice's attitude toward the trip (or other relevant explanations with text support) Includes specific examples/details that make clear reference to the text. <p>Examples may include (but are not limited to) Alice's decision to</p> <ul style="list-style-type: none"> —Enjoy the ride —Forget the letter she received —Look at the scenery —Listen to music and sleep <ul style="list-style-type: none"> Adequately explains the central idea with clearly relevant information based on the text 	<p>The central idea in the paragraph is that the more Alice stopped worrying about where she was going, the more she enjoyed the experience. She started living in the moment. She said she decided to “just sit back, relax, and enjoy the ride,” noting that the ride “became a lot more enjoyable the further south” the sisters drove. She was even able to fall asleep.</p>
	1	<p>A response:</p> <ul style="list-style-type: none"> Gives limited evidence of the ability to determine the central idea as the shift in Alice's attitude toward the trip (or other relevant explanations with text support) Includes vague/limited examples/details that make reference to the text. Examples may include those listed in the 2-point rationale. Explains the central idea with vague/limited information based on the text 	<p>The central idea is that Alice relaxed more as the drive went on. She was even able to fall asleep.</p>
	0	<p>A response:</p> <ul style="list-style-type: none"> Gives no evidence of the ability to determine the central idea <p>OR</p> <ul style="list-style-type: none"> Gives the central idea, but includes no examples/details that make reference to the text <p>OR</p> <ul style="list-style-type: none"> Gives the central idea, but includes no explanation or no relevant information from the text 	<p>The central idea is that Alice doesn't know where they are going.</p>