Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 9. CENTRAL IDEAS: Identify or determine a main idea and the key details that support it.	
Clarifications	Items may assess a main idea in the text and the details that support it in the text. Items will not ask students to summarize the entire text. All items should require students to cite specific textual evidence to support ideas drawn from the text(s).
Standards	RI-1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI-2 Determine the main idea of a text; recount the key details and explain how they support the main idea. NOTE: Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
Stimuli/Passages	Texts will develop a central idea, key events, and/or procedure(s). Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on informational text types.
Dual-Text Stimuli	When a dual-text set contains one literary and one informational text, the informational text (text #1) is the primary focus, and the set of items must include items from the informational stimulus as well as items written across both texts. The literary text (text #2) must only be used as a background piece for informational text, and no items can be written for only the literary text. If both texts are informational, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts. When developing items from a dual-text set, Task Model 5 (short text constructed response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli 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 both texts. The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine a main idea or key details in a text using supporting evidence.
Allowable Item Types	Multiple Choice, single correct response (MC); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models

| Task Model 1
Item Type: Multiple Choice, single correct response (MC)
DOK: 2 | Task Description:
The item stem will pose a question that requires the student to determine a main idea or key details in a text using supporting evidence.
The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct description of the main idea, key event, or procedure. The distractors will be plausible to students who misinterpret details in the text or 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.
Distractors will reflect common student errors.
Rationales should state the justification for the type of plausible distractor.

Target Evidence Statement:
1. The student will determine a main idea or key details in a text using supporting evidence.
Appropriate Stems:
• Which sentence best [tells/shows/describes] the main idea of the passage?
• Which sentence best [tells/shows/describes] the main problem in the passage?
• Which sentence best [tells/shows/describes] the [author's message/main idea] in [provide section of the passage]?
• Read the [sentences/paragraphs] from the passage.
[excerpt from text]
What is the main idea of the [sentences/paragraph(s)]?

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
• What main idea can be found in both [title text #1] and [title text#2]?
NOTE: This stem can only be used with two informational passages.
• What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]?

Scoring Rules: Correct response: 1 point; Incorrect response: 0 points |

Task Models

| Task Model 2
Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)
DOK: 2 | Task Description:
This item has two parts. The item stem of PART A will pose a question that requires the student to determine a main idea or key details in a text using supporting evidence.
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 the main idea, key event, or procedure. 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 detail(s) from the text that provide 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 idea identified in Part A. The distractors will be text details that provide plausible support for the distractors in PART A.

Distractors will reflect common student errors.
Rationales should state the justification for the type of plausible distractor.

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.

Target Evidence Statement:
    1. The student will determine a main idea or key details in a text using supporting evidence.

Lead-In: The following question has two parts. First, answer part A. Then, answer part B.

Appropriate Stems for PART A:
• Which sentence best [tells/shows/describes] the main idea of the passage?
• Which sentence best [tells/shows/describes] the main problem in the passage?
• Which sentence best [tells/shows/describes] the [author's message/main idea] in [provide section of the passage]?
• Read the [sentences/paragraph(s)] from the passage.
    [excerpt from text]
    What is the main idea of the [sentences/paragraph(s)]?
• Which sentence [tells/shows/describes] what happens in the passage? |

Appropriate Stems for PART B:
- Which [sentence(s)/detail(s)] from the passage best [support(s)/is (are) an example of] your answer in part A?

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
PART A:
- What main idea can be found in both [title text #1] and [title text#2]?
  NOTE: This stem can only be used with two informational passages.
- What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]?

PART B:
- Which [sentence(s)/paragraph(s)] from [title text #1] best support(s) your answer in part A?
- Which [sentence(s)/paragraph(s)] from [title text #1] and [title text #2] name best support your answer in part A?
  NOTE: This stem can only be used with two informational passages.

Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	

Task Model 3
Item Type: Hot Text,
select text (ST)
DOK: 2
	Task Description:
	The item stem will pose a question that requires the student to determine a main idea or key details in a text using supporting evidence. The item stem will prompt the student to choose [one/two] options.
	The answer choices will be selectable 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/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.
	
	Distractors will reflect common student errors.
	Rationales should state the justification for the type of plausible distractor.
	
	NOTE: If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1).
	
	Target Evidence Statement:
	    1. The student will determine a main idea or key details in a text using supporting evidence.
	
	Appropriate Stem:
	    • Click on [one/two] [sentence(s)/line(s)/set of lines/paragraph(s)] that best [tell(s)/show(s)/describe(s)] the main idea of the passage. [excerpted selectable text]
	
	Scoring Rules: Correct response: 1 point; Incorrect response: 0 points
	
	Format Example:
	The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>.
	Note: Selectable text is a whole, continuous section of text.

	Click on one sentence that best identifies the main idea of the text. Collapse [Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without *Pong*, though.] [A simple game of electronic tennis started a revolution in entertainment.]

Task Models	

Task Model 4
Item Type: Short Text, constructed response (WR)
DOK: 3
	Task Description:
	The item stem will prompt the student to determine a main idea or key details in a text using supporting evidence.
	Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text.
	Short text items require students to cite specific textual evidence to support ideas drawn from the text(s).
	
	Examples will reflect common student responses.
	
	Target Evidence Statement:
	    1. The student will determine a main idea or key details in a text using supporting evidence.
	
	Appropriate Stems:
	   • What is the main idea of the passage? Explain using key details from the text to support your answer.
	
	   • What is the author's message about [provide text detail that relates to the main idea]? Explain using key details from the text to support your answer.
	
	   • Read the [sentences/paragraph(s)].
	   [excerpt from text]
	   What is the author's main idea in the [sentences/paragraph(s)]? Explain using key details from the text to support your answer.
	
	Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
	   • What main idea can be found in both [title text #1] and [title text #2]? Use key details from the passage to support and explain your answer. NOTE: This stem can only be used with two informational passages.
	   • What main idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]? Use key details from [title text #1] to support and explain your answer.
	
	Scoring Rules: Items are worth a possible two points (0,1,2) and responses are

Score	Rationale
2	<u>A response:</u> • Gives sufficient evidence of the ability to determine the main idea, OR what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the main idea OR what happens during or after a key event with relevant information based on the text
1	<u>A response:</u> • Gives limited evidence of the ability to determine the main idea OR what happens during or after a key event • Includes vague/limited examples/details that make reference to the text

	• Provides a limited explanation of the main idea OR what happens during or after a key event with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to determine the main idea OR what happens during or after a key event OR • Gives the main idea OR what happens during or after a key event, but includes no examples/details that make reference to the text OR • Gives the main idea, OR what happens during or after a key event, but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Example
2	A response: -Gives sufficient evidence of the ability to determine the main idea or to explain the support for a main idea -Includes specific examples that make clear reference to the text. Examples can include, but are not limited to ---prevalence of games on smartphones and other modern technology ---the way games have changed over the years ---how different *Pong* is from modern technology ---how popular modern technology is now - Adequately explains the central idea or explanation with clearly relevant information based on the text	The main idea of the article is that mentioning smartphones and the popularity of modern technology reminds people how far games have come and how much they have changed over the years. This comparison between today's games and the simple game of *Pong* makes it seem even more special.
1	A response: -Gives limited of the ability to determine the main idea or to explain the support for a main idea - Includes vague/limited examples/details that make reference to the text - Examples can include those identified in two-point rationale. - Explains the central idea or explanation with vague/limited information based on the text	The main idea of the article is to show how people today are surrounded by games but people in the past were not.
0	A response: - Gives no evidence of the ability to determine the main idea, or to	The main idea is that *Pong* wasn't as good as games now.

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		explain the support for a main idea OR - Gives the main idea or explanation, but includes no examples/details that make reference to the text OR - Gives the main idea or explanation, but includes no explanation or no relevant information from the text	