

<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 9. EDIT:</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.</p>	
<p><b>Clarifications</b></p>	<ul style="list-style-type: none"> <li>• Stimuli are not used for items in this target except for those item types that require embedded errors. Length of stimuli is determined by the type of error being assessed. For example, in order to correct for inappropriate shifts in verb tense, a stimulus of several sentences is necessary. However, when assessing commas in non-restrictive elements, only one sentence is necessary.</li> <li>• A setup statement (audience, purpose, and context) is not generally necessary for this target.</li> <li>• Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. <b>Every item must measure at least one new-to-grade skill.</b> (See column 1 of chart in the Evidence Required section of this document.) When multiple errors are present, in addition to at least one new-to-grade error, the item may also assess             <ul style="list-style-type: none"> <li>○ a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) <b>If the skill is appropriately complex for the grade.</b> <i>Examples:</i> <ul style="list-style-type: none"> <li>▪ <i>It would be inappropriate to test sentence fragments at grade 8 by asking students to highlight the incomplete sentence: "I have a dog. His name is Scotty. He is my best friend. Because he plays with me. Our favorite game is fetch." (The skill is grade-appropriate but the stimulus is too far below grade level.)</i></li> <li>▪ <i>Similarly, it would be equally inappropriate to test subject/verb agreement at high school with an item that asks students to highlight the correct verb in a sentence such as "He does not/don't go to school." A high school agreement item would likely have more distance between the subject and verb (with intervening phrases, inverted sentence order, etc.)</i></li> <li>▪ <i>Conversely, it is not appropriate to ask fifth graders to know whether an indefinite pronoun is single or plural when the number depends on the context; such an item would be more appropriate for high school.</i></li> </ul> </li> <li>○ a skill that is one or two grade levels below tested grade. (See column 3 of the chart in the Evidence Required section of this document.)</li> </ul> </li> <li>• Items that require students to correct errors <b>must</b> specify the category of error or errors in each stem. The categories are grammar usage, [capitalization*— capitalization is not a new-to-grade skill beyond grade 4], punctuation, and spelling. (Word choice is Target 8.)</li> <li>• For Grade 5, items that ask students to correct errors should have no more than two errors requiring corrections. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.</li> <li>• A stimulus should not be used if the answer choices repeat the exact text/sentences from the stimulus.</li> <li>• Assess usage, not grammatical terms. Most evidence statements can be assessed <i>without</i> naming the specific error. When a grade-appropriate skill cannot be assessed <i>efficiently</i> without also using basic grammar terms (e.g., verb, tense, possessive) the named error <b>must be clearly identified (e.g., <u>underlined</u>)</b> so that students can answer</li> </ul>

	<p>the question <b>without</b> having demonstrative knowledge of the term. For example,</p> <ul style="list-style-type: none"> <li>○ Which of the following [<u>underlined</u> pairs of words or <u>underlined</u> words] uses possessives correctly? <b>Note:</b> in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 5 students. However, because the error is <u>underlined</u>, the student does <b>not</b> need to know the term itself to make the appropriate correction.</li> <li>○ A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I <u>went</u> to the mall yesterday. First I <u>bought</u> earrings, and next I <u>buy</u> a gift for my brother. Before leaving, I <u>enjoyed</u> an ice cream cone. Click on the verb that is not in the same tense. <b>Note for inappropriate verb shifts:</b> Any shift must be clearly incorrect, inconsistent, or confusing.</li> </ul> <ul style="list-style-type: none"> <li>● Do not ask students to type the entire stimulus correcting errors.</li> <li>● Whenever possible, avoid item stems that ask students to identify an answer that does <b>not</b> use correct spelling, grammar usage, capitalization, punctuation, etc. For example,             <ul style="list-style-type: none"> <li>○ <u>Avoid:</u> Click on the sentence that does <b>not</b> use correct grammar usage (or punctuation, etc.).</li> <li>○ <u>Instead, use:</u> Click to highlight the sentence that uses correct punctuation, etc.</li> </ul> </li> <li>● Errors with sentence structure must be “correctable” with conventions: Whether the error is a <u>comma splice</u> (two independent clauses joined with just a comma), or a <u>fused sentence</u> (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be <i>correctable with punctuation</i>. <b>Note:</b> “On-and-on” sentences that are strings of independent clauses joined by coordinating conjunctions (e.g., “On my day off I went to the store, and I went to the park, and then I walked the dog, but he got loose, so I had to chase him.”) have style faults and should be addressed under revision (1b, 3b, or 6b); however, they cannot be labeled as having “errors of conventions.”             <ul style="list-style-type: none"> <li>○ Examples of conventions errors:                 <ul style="list-style-type: none"> <li>▪ <u>Comma splice:</u> “It snowed 10 inches today, tomorrow it is going to rain.”</li> <li>▪ <u>Fused sentence:</u> “It snowed 10 inches today tomorrow it is going to rain.”</li> </ul> </li> </ul> </li> <li>● Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And <i>short</i> independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as “for effect.” Grade 4 relative pronoun items should avoid asking students to distinguish between <i>who</i> and <i>whom</i>, which requires that students understand pronoun case – a grade 6 skill. Items should also avoid asking students to distinguish between <i>that</i> and <i>which</i>, which requires that students understand restrictive elements – also a grade 6 skill.</li> </ul>
<p><b>Standards</b></p>	<p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

	<b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
<b>Depth of Knowledge</b>	DOK 1 or 2 ( <b>Note:</b> Few conventions items are DOK 2. Items requiring true analysis (DOK 2) could include agreement items, especially those for which the student must analyze the number of the subject and verb, particularly when they are separated by phrases/clauses or the subject is, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with “difficulty,” and item writers must be sure that true analysis is required before labeling an item DOK 2.)
<b>Stimuli/Passages</b>	<ul style="list-style-type: none"> <li>Stimuli for this target, when used, may be narrative, informational, or opinion texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose <b>only</b> when that information affects the correct answer, for example, when assessing punctuation for effect.</li> <li>Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.</li> </ul>
<b>Stimuli/Text Complexity</b>	<ul style="list-style-type: none"> <li>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.</li> <li>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 students would write at the tested grade level. (Note: Do <b>NOT</b> lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.)</li> <li>The stimulus should be a model of good writing. It should <b>NOT</b> 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.</li> </ul>
<b>Accessibility Concerns</b>	Students will be required to read brief grade-level narrative, informational, or opinion texts. 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	New-to-grade conventions (Every item MUST assess at least one new-to-grade skill.)	Language progression chart conventions assessed across relevant grade spans Stimulus and item stem MUST be appropriately complex for the grade level.	Skills from previous two grades
	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>1. perfect verb tense.</li> <li>2. verb tense to convey various times, sequences, states, and conditions.</li> <li>3. inappropriate shifts in verb tense.*</li> <li>4. correlative conjunctions.</li> <li>5. punctuation to separate items in a series.*</li> <li>6. comma to separate an introductory element from the rest of a sentence.</li> <li>7. comma to set off the words yes and no, to set off a tag question, and to indicate direct address.</li> <li>8. use underlining, quotation marks, or italics to indicate titles of works.</li> <li>9. spelling grade-appropriate words correctly.</li> </ol>	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>10. subject-verb agreement.</li> <li>11. pronoun-antecedent agreement.</li> <li>12. inappropriate sentence fragments run-on sentences.</li> <li>13. frequently confused words (to/too/two; there/their; weather/whether, etc.).</li> </ol>	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;">And Grade 4:</p> <ol style="list-style-type: none"> <li>14. relative pronouns.</li> <li>15. relative adverbs.</li> <li>16. progressive verb tenses.</li> <li>17. modal auxiliaries to convey various conditions.</li> <li>18. order of adjectives within a sentence according to conventional patterns.</li> <li>19. capitalization.</li> <li>20. commas and quotation marks to mark direct speech and quotations.</li> <li>21. comma before a coordinating conjunction in a compound sentence.</li> <li>22. spelling grade-appropriate words correctly.</li> </ol> <p style="text-align: center;">Grade 3:</p> <ol style="list-style-type: none"> <li>23. a regular plural noun.</li> <li>24. an irregular plural noun.</li> <li>25. an abstract noun.</li> <li>26. a regular verb.</li> <li>27. an irregular verb.</li> <li>28. simple verb tenses.</li> <li>29. a comparative adjective.</li> <li>30. a superlative adjective.</li> <li>31. a comparative adverb.</li> <li>32. a superlative adverb.</li> <li>33. a coordinating conjunction.</li> <li>34. a subordinating conjunction.</li> <li>35. capitalization of titles.</li> <li>36. a comma in an address.</li> <li>37. commas and quotation marks in dialogue.</li> <li>38. possessives.</li> <li>39. use of conventional spelling for high-frequency, other studied words and for adding suffixes to base words</li> <li>40. use of spelling patterns and generalizations</li> </ol>
<p>*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.</p>			

<b>Allowable Item Types</b>	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text
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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><b>Task Model 1</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>If a stimulus is used, text should be grade level. Text will be brief—The stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>The text may include one (or more) sentence including no more than two grammar usage, [capitalization], punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (3 and 4) and/or language conventions chart.</li> <li>Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).</li> <li>Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don’t always need commas after them (e.g., After dinner was over the boys did the dishes). And <i>short</i> independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions).</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will pose a question about how to edit to correct an error or errors in grammar usage, [capitalization- not a new-to-grade skill], punctuation, or spelling. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The <b>distractors</b> will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, [capitalization], punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b>          See <b>Evidence Required</b>, beginning on page 3, for grade 5 appropriate grammar usage, [capitalization], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill.</p> <ul style="list-style-type: none"> <li>Read the sentence and the question that follows. [Insert sentence containing <b>(one or two)</b> error(s), with at least one new-to-grade error, in grammar usage (e.g., use of correlative conjunctions and/or shifts in verb tenses and comparative/superlative adjectives and adverbs and/or conventional placement of adverbs]. Choose the sentence that corrects the [state number] of error(s) in grammar usage.</li> <li>Choose the sentence that is punctuated correctly [e.g., correctly uses commas after introductory elements OR to indicate indirect address OR italics/underlining/quotation marks for titles and commas in compound</li> </ul>
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	<p>sentences. Question can also be worded as “Choose the sentence that has punctuation errors”].</p> <ul style="list-style-type: none"> <li>• [Insert several sentences, one of which is underlined and has an error (or errors) with inappropriate shifts in verb tense, perfect verb tense, etc.] Edit the <u>underlined</u> sentence by choosing the sentence that corrects the verb error(s). [<b>Note:</b> Correct verb use refers to grade 5 skills outlined on page 3]  <b>For example:</b>                      Choose the sentence that uses verbs correctly.                      A. We <u>will have been practicing</u> for the concert for the past month.                      B. We <u>have been practicing</u> for the concert for the past month.                      C. We <u>are practicing</u> for the concert for the past month.                      D. We <u>practicing</u> for the concert for the past month.</li> <li>• A student is writing a story [or other form] for class. Read the sentences from the [story] and the question that follows. [Insert sentences with <u>underlined</u> sentence containing up to two grammar usage errors here] Which sentence corrects the [<del>one or two</del>] grammar usage errors in the <u>underlined</u> sentence? [e.g., inconsistent verb tenses, incorrect use of perfect tense, and/or correlative conjunctions (new-to-grade); errors from grade 3-4 and/or language progression chart can also be added]</li> <li>• Choose the sentence that contains [one or two] spelling error(s) [e.g., grade-appropriate and/or frequently misspelled words] [and/or grammar usage error(s) with frequently confused words].</li> </ul> <p><b>Note:</b> The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.</p> <p><b>Scoring Rules:</b>                      All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 2</b>  <b>Item Type: Multiple Choice, multiple correct response</b>  <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>• Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>• If a stimulus is used, text should be grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>• The text may include one (or more) sentence including no more than two grammar usage, [capitalization], punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (3 and 4) and/or language conventions chart.</li> <li>• Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).</li> <li>• Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And <i>short</i> independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as “for effect.”</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. <b>Answer choices</b> for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The <b>correct two answers</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The <b>distractors</b> will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 5 appropriate grammar usage, [capitalization- not a new-to-grade skill], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.</p> <ul style="list-style-type: none"> <li>• [Embed 5 to 6 sentence stimulus] Choose <b>two</b> sentences that are punctuated correctly [e.g., commas after introductory elements OR to indicate indirect address OR italics/underlining/quotation marks for titles]. Question can also be worded, Choose <b>two</b> sentences that have punctuation errors.</li> </ul>

	<ul style="list-style-type: none"> <li>• Read the <b>two</b> sentences and the question that follows. [Insert 5 to 6 sentences, two of which contain [one or two] error(s) in grammar usage [e.g., use of correlative conjunctions, shifts in verb tenses (new-to-grade); can also add skills from language progression chart] Choose <b>two</b> ways to correct the [one or two] grammar usage error(s).</li> <li>• Correct the <u>underlined</u> sentence [from a short stimulus] for grammar usage by selecting <b>two</b> sentences that [use verbs correctly (e.g., avoid unnecessary verb shifts or errors with perfect tense); or other grade appropriate skill],</li> <li>• Embed sentences containing [one or two] spelling [grade appropriate frequently misspelled] error(s) [&amp;/or grammar usage errors with frequently confused words]. Choose <b>two</b> sentences with <b>no</b> spelling errors [&amp;/or grammar usage errors if using frequently confused words] OR Choose two sentences that spell and use all words correctly.</li> <li>• Read the following sentence that has/have [<b>one</b> or <b>two</b>] error(s) in [grammar usage/[capitalization]/punctuation/and/or spelling]. Then read the question that follows. [Insert sentence here.] Which <b>two</b> sentences correct all the errors?</li> </ul> <p><b>Note:</b> The maximum number of errors to be introduced at this grade is two. While up to two errors may be assessed in a single item, limit error types to no more than two categories of errors.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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Task Models	
<p><b>Task Model 3</b>  <b>Item Type: Hot Text, select text</b>   <b>DOK 1, 2</b></p>	<p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief – the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>The text may include (or more) sentence including no more than two grammar usage, [capitalization, not a new-to-grade skill at gr 5], punctuation, or spelling errors, depending on the stem used. At least one error must be new-to-the-grade; additional errors can be from previous two grades (3 and 4) and/or language progression chart.</li> <li>Errors in sentence structure must be “correctable” with punctuation (e.g., a period and a capital letter for fused sentences; addition of a coordinating conjunction for a comma splice; sentence combining for a sentence fragment).</li> <li>Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And <i>short</i> independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as “for effect.”</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. <b>Answer choices</b> for select text items should present more than four options (e.g., 5 or 6, so that fewer than half the choices should be correct responses). The <b>correct answer</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a <b>short</b> (3-4 cohesive sentences) narrative, opinion, or informational piece with five or <b>six</b> underlined possible “errors” in grade-appropriate grammar usage, punctuation, [capitalization – not a new-to-grade skill at gr 5], sentence formation, or spelling. The <b>distractors</b> will be edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 5 appropriate grammar usage, [capitalization- not a new-to-grade skill], spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill. See Task Model 1 for examples of error types.</p> <ul style="list-style-type: none"> <li>[Insert several cohesive sentences, with 5 to 6 verb phrases underlined as possible answers, one of which has an inappropriate shift in verb tense, perfect verb use, etc.] A student wants to correct grammar usage errors in [the paragraph, etc.]. Click on the <u>underlined</u> sections that need to be corrected for verb use [or that use verbs incorrectly or that have errors with</li> </ul>

	<p>verb use, etc.]. <b>[Note:</b> Correct verb use refers to grade 5 skills outlined on page 3]</p> <ul style="list-style-type: none"> <li>• A student is writing a story for class and needs to correct the punctuation errors in the paragraph. Read this paragraph from the story and the directions that follow. [insert text with one (or two) sentences having punctuation error(s)] Click to highlight the sentence [or two sentences] that has an (or have two errors) in punctuation. (e.g., errors can include comma to separate an introductory element, to indicate indirect address, etc.). <b>Note:</b> Be sure that the length of the stimulus is appropriate for the number of embedded errors.</li> <li>• [Insert several sentences, one of which is underlined and has an error (or errors) with inappropriate shifts in verb tense, error with perfect verb tense, etc.] Edit the <u>underlined</u> sentence by clicking on the sentence that corrects the verb error(s). <b>[Note:</b> Correct verb use refers to grade 5 skills outlined on page 3]</li> <li>• <i>Read the paragraph that includes an error/errors in [grammar usage, errors in capitalization, etc.]. Then, read the directions that follow. [Embed short paragraph with one sentence that has target error(s) OR one sentence that has not errors – can be errors in punctuation and grammar usage such as correlative conjunctions and/or improper use of perfect tense (new-to-grade grammar skills) Can also add skills from grade 3-4 and/or language progression chart such as frequently confused words or sentence fragments]. Click on the <b>one</b> sentence that contains an error in punctuation [and/or errors in [punctuation and/or grammar usage, etc.] OR Click on the one sentence that shows correct [punctuation, use of verbs, etc.]</i></li> <li>• <i>Read the paragraph that include(s) an error/errors in [punctuation]. [incorrect use of comma after introductory elements, incorrect use of italics/underlining/quotation marks in titles; incorrect use of correlative conjunctions.] Click to highlight two <u>underlined</u> words that are followed by correct punctuation. For (grade 4) example: A student wants to edit a paper for correct punctuation. Read the following paragraph and the directions that follow. <i>My <u>teacher</u>, and my classmates had a picnic <u>lunch</u>, on the playground. We wanted to go before <u>recess</u>, but our teacher <u>said</u>, we had to finish our math first. When the last person finished the <u>test</u>, we all ran to the <u>door</u>. I was first.</i> Click to highlight two <u>underlined</u> words that is/are followed by correct punctuation.</i></li> <li>• [Embed two to three pairs of words within sentence(s)]. For each pair of words, click on the verb or verb phrase that shows correct grammar usage. [For example, to assess 5<sup>th</sup> grade verb tense skills: My friend <u>give/gave</u> me a new backpack for my birthday. She <u>had heard/will hear</u> me say that I liked it, so she <u>bought/buyed</u> it for me.]</li> <li>• Read the student’s paragraph about _____. [Insert 3-4 sentences, with 5-6 underlined words, some with spelling and/or frequently confused words errors]. Click on the [<b>one</b> or <b>two</b> sentence(s) that contains [grade-appropriate, frequently misspelled] spelling errors [and/or grammar usage errors for frequently confused words] [or the sentence(s) with no spelling &amp;/or grammar usage errors].</li> </ul>
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English Language Arts Specification: Grade 5 Claim 2 Target 9



	<p><b>Note:</b> The maximum number of errors to be included in any item at this grade is two. While up to two errors may be embedded in the sentence, be sure to limit to no more than two categories of errors</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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