Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 8: LANGUAGE and VOCABULARY USE: Strategically use language and vocabulary (including academic or domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	
Clarifications	- The more precise, descriptive, effective and/or domain-specific word choices assessed in this target should not be above the assessed grade level. - Items for this target **DO** require an audience/purpose/context setup statement. - This is a word/language choice target. - This target focuses on word choice and calls for **replacing** a **grade-appropriate** word or phrase. It does not test revising/replacing a complete sentence. When the entire sentence or more is revised, the item is aligned to Target 1b, 3b, or 6b. - If the revision adds new information (e.g., adds evidence or conclusion or dialogue), it is not aligned to Target 8; it is aligned to Target 1b, 3b, or 6b. - The use of vague pronouns is a conventions (target 9) issue, not a language choice (target 8) issue.
Standards	**W-2d** <u>Use precise language and domain-specific vocabulary to inform about or explain the topic.</u> **W-3d** <u>Use concrete words and phrases and sensory details to convey experiences and events precisely.</u>
Depth of Knowledge	DOK 1, 2
Stimuli/Passages	Stimuli for this target may be brief (three sentences to one or two paragraphs) narrative, informational, or opinion texts in order for students to determine language that is specific to audience and purpose.
Stimuli/Text Complexity	- 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 should provide words/phrases to get at evidence statements 1, 2, and 4 as well as evidence statement 3 (vague, imprecise words). However, for evidence statement 3, words/phrases to be replaced should be *varied* and *grade appropriate*. At least one of the words/phrases needing replacement should avoid recycling the typical and obvious vague words/phrases used in early grades: - Words such as good/bad, things/stuff, said/tell, nice, a lot, very, etc. are most appropriate at lower grades; regardless, stimulus should include less typical and obvious words/phrases whenever possible and avoid over-testing the obvious words. - As students move toward the secondary level (from grades 6+), in addition to replacing vague, general, and/or overused words (*interesting, important, exciting, amazing*, etc.) items could ask students to replace weak (linking) verbs with more precise active verbs ("*the cheese smelled bad" with "the cheese reeked*") or adjective/adverb strings with more precise single adjective/adverb ("*exciting, amazing show" with "remarkable show;" "lovely little café" with "quaint café;" "ate quickly"*

	with "devoured;" etc.).
	o For domain-specific vocabulary (standard L6), the vocabulary must be grade-appropriate. However, note that the use of certain content-specific vocabulary can be appropriate at earlier grade levels than indicated by readability indices **if** that vocabulary is tied to curricula used at those earlier grade levels. In other words, for vocabulary that has different meanings in different contexts, attention must be paid to the grade level use of that particular word. An example of such a word would be "migrate" (a grade 5 word). In a science-based text, students might be asked to replace "birds fly back and forth between north and south as the seasons change" with "birds MIGRATE." "Migrate" is a more domain-specific way of expressing "fly back and forth between north and south as the seasons change." However, "migrate" in a social studies context would have a slightly different meaning.
	o Target 8 assesses Tier 2 words (e.g., not Tier 3 vocabulary exclusive to science, social studies, or a specific content area). See Appendix A (pp. 32–34) of the Common Core State Standards document for additional clarification of Tier 2 vocabulary.
	• 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 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.
Accessibility Concerns	Students will be required to read brief narrative, informational, or opinion texts (three sentences or one to two short 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 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	a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience. b. The student will identify and use the **best** concrete words and phrases. c. The student will identify and use effective sensory details to convey experiences and events. d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.

Allowable Item Types	Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text

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	

Task Model 1
 	
Item Type: Multiple Choice, single correct response
 	
DOK: 1, 2
	Note: Items for this target must have a setup that states audience, purpose, and context/task.
	
	Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.
	
	Task Description: The **stem** will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. **Answer choices** will present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **best answer** will be a clearly discernible and correct solution to improve the writing in the stimulus. The **distractors** will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.
	
	Target Evidence Statements:
	    a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) or to inform or explain to audience.
	    b. The student will identify and use the **best** concrete words and phrases.
	    c. The student will identify and use effective sensory details to convey experiences and events.
	    d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.
	
	Appropriate Stems:
	Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.
	
	A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newsletter article, formal letter, informational/ opinion essay, etc.] for the [teacher, principal, school, etc.] about ____. Read the draft of the _____ and [answer the question/complete the task] that follows.
	
	• The student wants to replace [the <u>underlined</u> word or phrase] to make the meaning clearer [or more specific]. Which word(s) would be the best replacement for [the <u>underlined</u> word/phrase]?
	• The student wants to explain the idea(s) in the _____ better [or more clearly]. Which more specific word/phrase **best** replace(s) [the <u>underlined</u> word/phrase]?
	• Read the sentence from the paragraph. Choose the **best** word(s) to replace [<u>underlined</u> word(s)] to make the student's meaning more clear.
	• The student wants to make sure that the word choices are appropriate to inform [or to convince] the audience about _____. Which of the

following choices is a more specific (or clearer) way to say what the student means by [the <u>underlined</u> word or phrase]?

- Read the <u>underlined</u> sentence from the paragraph. Which of the following descriptive words [phrases] would **best** replace _____ [e.g., <u>underlined</u> inappropriate or vague sensory detail]?

- The student wants to replace [the <u>underlined</u> word/phrase] to make the writing more descriptive [or detailed] Choose the word(s) that give(s) the reader the best mental picture of the [story, event, etc.]. **Note:** The answer choices should not be full sentences, which would be target 1b, 3b, 6b.

- The student wants to make sure that the words will convince the audience about _____. Choose the word(s) that would be the **best** replacement for [the <u>underlined</u> words (phrases)].

- The student wants to replace [the <u>underlined</u> word(s)] to make the writing more convincing. Choose the **best** word(s) to support the student's [<u>underlined</u>] opinion about _____.

Scoring Rules: Correct answer =1 point; other = 0 points.

Task Models

Task Model 2 Item Type: Multiple-Choice, multiple correct response DOK: 1, 2	Note: Items for this target must have a setup that states audience, purpose, and context/task. **Stimulus:** Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task. **Task Description:** The **stem** will pose a question about how to Improve writing through more effective and grade-appropriate word choices or phrasing. **Answer choices** will present more than four options of similar structure. The **best answers** will be clearly discernible and accurate solutions to improve the writing in the stimulus. The **distractors** will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose. **Target Evidence Statements:** a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) or to inform or explain to audience b. The student will identify and use the **best** concrete words and phrases. c. The student will identify and use effective sensory details to convey experiences and events. d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely. **Appropriate Stems:** **Note**: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose. A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newsletter article, formal letter, informational/opinion essay, etc.] for the [teacher, principal, school, etc.] about ____. Read the draft of the _____ and [answer the question/complete the task] that follows. • The student wants to replace [the <u>underlined</u> word(s)] to make the meaning clearer [or more specific]. Which **two** words would make the **best** word choices? • The student wants to make sure that the word choices are appropriate for the audience. Choose two more specific words that would **best** replace [the <u>underlined</u> words]. • Read the sentence from the paragraph. Choose **two pairs of words** to replace [underlined] ____ and ____* to make the meaning of the paragraph clearer. • The student wants to make sure that the word choices are appropriate to inform [to convince] the audience about _____. Choose the **best two** pairs of words [phrases] to replace the two <u>underlined</u> words [phrases]*.

- For the [or for each] <u>underlined</u> word [or phrase]*, choose the **two best [pairs of]** words [or phrases] to give readers the best mental picture of the [story, narrative, event, etc.].
- The student wants to revise the _____ to make the writing more detailed. To add more description, select the **two best** pairs of words [phrases] to replace the words* _____and _____. [or choose the two best words [phrases] to replace the [one] <u>underlined</u> word].

*Note: For this task model, when students are asked to replace **two** words/phrases, the stem must make it clear that the students still need to make **two** answer choices. Use language "pairs of" to clarify.

Scoring Rules:

All correct = 1 point; other = 0 points.

* For items addressing evidence statement 3, stimulus and words/phrases should be grade appropriate and avoid recycling the same hackneyed, vague and/or obvious words—see Stimuli/Text Complexity notes.

Task Models

| Task Model 3
Item Type: Hot Text, select text
DOK: 1, 2 | **Note:** Items for this target must have a setup that states audience, purpose, and context/task.
Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.

Task Description: The **stem** will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. **Answer choices** will present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). **All answer choices, distractors as well as correct answer(s), must be underlined.** The **best answer** s will be clearly discernible and accurate solutions to improve the writing in the stimulus. The **distractors** will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.

Target Evidence Statements:
a. The student will identify and use the best on- or below-grade-level academic domain-specific construct-relevant word(s)/phrase (e.g., Tier 2 words, not Tier 3 vocabulary exclusive to science or social studies) to inform or explain to audience
b. The student will identify and use the **best** concrete words and phrases.
c. The student will identify and use effective sensory details to convey experiences and events.
d. The student will identify and use the best word(s)/phrase to convey ideas in a text precisely.
Appropriate Stems:
Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion essay or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.

A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newsletter, formal letter, informational/opinion essay, etc.] for the [teacher, principal, school, etc.] about ____. Read the draft of the _____ and [answer the question/complete the task] that follows.

The student wants to revise the [report, etc.] to make the meaning clear [or communicate the message more clearly]. Click on **two** of the underlined words [phrases]* that need to be more specific [or clearer]. **Note:** Target language must clearly be too general or vague. The student wants to make the word choices appropriate to inform [or to convince] the audience about _____. Click on **two** of the <u>underlined</u> words [phrases] that should be replaced. [**Note:** Correct choices must be clearly inappropriate. For example, phrases such as "I'm really not sure" or "only dumb people think" would not be convincing for an audience in an opinion paper]. All answer choices must be underlined. |

	• [Embed two <u>underlined</u> pairs of words separated by slash marks.] The student wants to revise the _____ to give the reader more specific [or clearer] information about the topic. For each <u>underlined</u> pair of words, click on the word that gives the most specific [or clear] information for the audience. • [Include in text two <u>underlined</u> pairs of word—one more descriptive or grade-appropriate than the other—separated by slash marks (Word A/Word B).] The student wants to revise the _____ to add more detail to the writing. For each [<u>underlined</u>] pair of words, click on the word that gives readers the best picture of the [story, narrative, event, etc.]. ***** For items addressing evidence statements 3, stimulus and words/phrases should be grade-appropriate and avoid recycling the same hackneyed, vague and/or obvious words—see Stimuli/Text Complexity notes. **Scoring Rules:** All correct = 1 point; other = 0 points.