

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 9. EDIT: Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	
Clarifications	<ul style="list-style-type: none"> • 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. • A setup statement (audience, purpose, and context) is not generally necessary for this target. • Individual items may assess multiple skills. Use the CCSS L-1, L-2 standards to determine grade-level errors. Every item must measure at least one new-to-grade skill. (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"> ○ a skill from the starred language progression (see column 2 of the chart in the Evidence Required section of this document) if the skill is appropriately complex for the grade. <i>Examples:</i> <ul style="list-style-type: none"> ▪ <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> ▪ <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> ▪ <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> ○ 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.) • Items that require students to correct errors must specify the category of error or errors in each stem. The categories are grammar usage, capitalization, punctuation, and spelling. (Word choice is Target 8.) • For Grade 4, 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. • A stimulus should not be used if the answer choices repeat the exact text/sentences from the

	<p>stimulus.</p> <ul style="list-style-type: none"> • 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 must be clearly identified (e.g., underlined) so that students can answer the question without having demonstrative knowledge of the term. For example, <ul style="list-style-type: none"> ○ <i>Which of the following [<u>underlined</u> pairs of words or <u>underlined</u> words] uses possessives correctly? Note: in this stem, the error is identified by name because to word it otherwise would make the sentence needlessly complex for grade 4 students. However, because the error is <u>underlined</u>, the student does not need to know the term itself to make the appropriate correction.</i> ○ <i>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. Note for inappropriate verb shifts: Any shift must be clearly incorrect, inconsistent, or confusing.</i> • Whenever possible, avoid item stems that ask students to identify an answer that does not use correct spelling, grammar usage, capitalization, punctuation, etc. For example, <ul style="list-style-type: none"> ○ Avoid: Click on the sentence that does not use correct grammar usage (or punctuation, etc.). ○ Instead, use: Click to highlight the sentence that uses correct punctuation, etc. • 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>. Note: “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"> ○ Examples of conventions errors: <ul style="list-style-type: none"> ▪ <u>Comma splice:</u> “It snowed 10 inches today, tomorrow it is going to rain.” ▪ <u>Fused sentence:</u> “It snowed 10 inches today tomorrow it is going to rain.” • Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses
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	<p>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.</p>
Standards	<p>L-1 <u>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</u></p> <p>L-2 <u>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</u></p> <p>L-3b <u>Choose punctuation for effect.</u></p>
Depth of Knowledge	<p>DOK 1 or 2 Note: 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.</p>
Stimuli/Passages	<ul style="list-style-type: none"> 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 <i>only</i> when that information affects the correct answer, for example, when assessing punctuation for effect. Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
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 students

	<p>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.)</p> <ul style="list-style-type: none"> • 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.
<p>Accessibility Concerns</p>	<p>Students will be required to read brief grade-level narrative, informational, or opinion. 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.</p>

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"> 1. relative pronouns. [whose, which, who, that**] 2. relative adverbs. 3. progressive verb tenses. 4. modal auxiliaries to convey various conditions. 5. order adjectives within a sentence according to conventional patterns. 6. inappropriate sentence fragments, run-ons sentences.* 7. frequently confused words (to/too/two; your/you're; there/their).* 8. capitalization. 9. commas and quotation marks to mark direct speech and quotations. 10. comma before a coordinating conjunction in a compound sentence. 11. spelling grade-appropriate words. 	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> 12. subject-verb agreement. 13. correct pronoun-antecedent agreement. 	<p>The student will identify, edit to correct, and/or edit for correct use of</p> <p style="text-align: center;">Grade 2/3</p> <ol style="list-style-type: none"> 14. capitals for holidays product names, geographic names, greetings and closings 15. commas in greetings and closings of letters 16. apostrophes for contractions and frequently occurring possessives 17. collective nouns 18. past tense of irregular verbs 19. reflexive pronouns 20. a regular plural noun. 21. an irregular plural noun. 22. an abstract noun. 23. a regular verb. 24. an irregular verb. 25. a simple verb tense. 26. a comparative adjective. 27. a superlative adjective. 28. a comparative adverb. 29. a superlative adverb. 30. a coordinating conjunction. 31. a subordinating conjunction. 32. capitalization of titles. 33. a comma in an address. 34. commas and quotation marks in dialogue.
	<p>*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades. ** distinguishing between who/whom and which/that are grade 6 skills, requiring knowledge of pronoun case and [non] restrictive elements.</p>		
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	
<p>Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> • Do not include a stimulus if the answer choices repeat the exact text from the stimulus. • 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). • 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 error can be from previous two grades (3) and/or language conventions chart. • 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). • Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions) . <p>Task Description: The stem will pose a question about how to correct to correct an error or errors in grammar, usage, capitalization, punctuation, or spelling. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The distractors 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, or 3) easily confused homonyms.</p> <p>Appropriate Stems</p> <p>See Evidence Required, beginning on page 3, for grade 4 appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements as possible, but all items must include at least one new-to-grade skill.</p>

	<ul style="list-style-type: none"> • Read the sentences and the question that follows. [Insert two or three sentences with one <u>underlined</u> sentence containing one or two errors (with at least one new-to-grade error) in grammar usage, capitalization, punctuation, or spelling.]. Choose the sentence that corrects the [state number] of error(s) in [grammar usage, capitalization, punctuation/spelling - e.g., errors <i>could</i> include one or two errors from a single error category or a combination thereof, such as grammar usage: [in]correct use of relative pronoun (a new-to-grade level skill) plus [in]correct form of irregular verb and/or [in]correct form of comparative (both previous grade skills); punctuation: [in]correct use of comma before coordinating conjunctions and/or sentence fragments; and/or grade appropriate spelling plus grade 3 capitalization]. • Which of the following sentences has no punctuation errors? [OR Which of the following sentences has [a] punctuation error(s)?] [e.g., sentences <i>could</i> have [in]correct punctuation in dialogue or quotations (new-to-grade skill) and, if desired, could also add quotation marks for dialogue (previous grade skill)]. • A student is writing a story [or report or opinion paper] for class. Read the sentences from the story and the question that follows. [Insert sentences with <u>underlined</u> sentence containing grammar usage errors] [e.g., could be [in]correct use of relative pronouns/adverbs and/or frequently confused words] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? • 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]. <p>Note: 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>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> • Do include a stimulus if the answer choices repeat the exact text from the stimulus. • 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). • 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 error can be from previous two grades (3) and/or language conventions chart. • 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). • 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.” • Answer choices for multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The correct two answers will be a clearly discernible and correct solution to edit the error or errors in the stimulus. <p>Task Description: The stem will pose a question about two ways to correct an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices multiple correct answer items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The correct two answers will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The distractors 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>Appropriate Stems:</p> <p>See Evidence Required, beginning on page 3, for appropriate grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements 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"> • Choose two sentences that use correct punctuation [e.g., commas indicating direct address OR comma before coordinating conjunction in compound sentence]. • Choose two sentences that use correct punctuation [Choices can contain grade-appropriate "sentences": one a fragment, one a fused sentence or a comma splice, and two properly punctuated—one with a comma and a conjunction and one with period and a capital letter.] • Read the draft of a [report, story, article, etc.]. The <u>underlined</u> sentence has/have [one or two] errors in [grammar usage]. Choose two sentences that have correct the errors [or use the verbs correctly or have adjectives in the correct order, etc.]. Note: Because errors are underlined, students do not need to know words such as "adjectives" to answer the question. • Embed sentences containing [one or two] spelling [grade appropriate frequently misspelled] error(s) [&/or grammar usage errors with frequently confused words]. Choose two sentences with all words spelled [and/or used if using frequently confused words] correctly OR Choose two sentences that spell and use all words correctly. <p>Note: 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>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
<p>Task Model 3 Item Type: Hot Text, select text DOK: 1, 2</p>	<p>Stimulus:</p> <ul style="list-style-type: none"> • 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). • 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 (2 and 3) and/or language progression chart. • 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). • 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.” <p>Task Description: The stem will direct students to select a response that corrects an error or errors in grammar usage, capitalization, punctuation, or spelling. Answer choices 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 correct answer will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a short (3-4 cohesive sentences) narrative, opinion, or informational piece with five or six underlined possible “errors” in grade-appropriate grammar usage, punctuation, capitalization, sentence formation, or spelling. The distractors 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. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice: multiple correct response (Model 2).</p>
	<p>Appropriate Stems: See Evidence Required, beginning on page 3, for grade 4 appropriate</p>

	<p>grammar usage, capitalization, spelling, and punctuation errors. A variety of items should be written to address as many evidence statements 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"> • Read the following [paragraph/sentences] and the directions that follow. [Insert several sentences, one of which has a(n) error(s) with grammar usage such as relative pronoun, relative adverb errors (new-to-grade); errors from grade 3 and/or language progression chart can also be added] Click to highlight the one sentence with an error (or errors) in grammar usage. Stem could also be “Click to highlight the one sentence that uses grammar (etc.) correctly.” • Read the following [paragraph/sentences] and the directions that follow. [Insert 3-4 sentences, with 5-6 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. Click to highlight the one underlined section that uses punctuation correctly (or has no punctuation errors). [For example: 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. I got <u>there</u>, first]. • Read the following [paragraph/sentences] and the directions that follow. [Insert 3-4 sentences, with 5-6 underlined words with one spelled incorrectly or correctly] Click on the one underlined word that is spelled correctly [or is misspelled]. Note: Frequently confused words are labeled “grammar usage errors” not “spelling errors”]. • Read the following [paragraph/sentences] and the directions that follow. [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing grade-appropriate frequently confused words, separated by slash marks (Word A/Word B, e.g., to/two, to/too, their/there, they’re/their, your/you’re).] For each underlined pair, click on the word that is used correctly. • Read the following [paragraph/sentences] and the directions that follow. [Insert 3-4 sentences, embedding two <u>underlined</u> pairs of words representing the use of relative adverbs and/or pronouns, separated by slash marks (Word A/Word B, e.g., which/that, who/what]. <i>Read the sentences that include errors in grammar usage. For each underlined pair of words, click on the word that is used correctly.</i> [one – of two – underlined pairs of words can also assess comparative/superlative adjectives/adverbs – grade 3 skill] • A student wrote a paragraph that contains errors in [e.g., punctuation]. [insert paragraph of 3-4 sentences] Click on the one sentence that uses commas [or other punctuation] correctly. [e.g., commas with coordinating conjunctions, commas in dialogue (new-to-grade); grade-3 punctuation errors can also be added] Note: punctuation edits must be clearly necessary and distractors must be clearly right (or wrong as
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	<p>appropriate to task)**.</p> <ul style="list-style-type: none">• A student wants to revise part of a story [a article, etc.] for correct grammar usage. Read the following sentences and then answer the question that follows. [Insert text, for example: <i>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 <u>underlined</u> word that needs to be corrected for verb tense (could also be click on two underlined verbs).</i> <p>Note: 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>Scoring Rules:</p> <p>All correct = 1 point; other = 0 points.</p>
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