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, or summarize key details using evidence from the text.	
Clarifications	Items may assess a central idea 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 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI-2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 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 one or more main idea(s), 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 in a text using supporting evidence.

	2. The student will summarize key details in a text using supporting evidence.
Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); 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 1) determine a main idea, 2) identify a detail that supports a main idea, 3) identify a statement summarizing the key event(s) or a procedure in a portion of the text, or 4) identify a key detail that is missing from a text summary.
The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills.
Distractors will reflect common student errors.
Rationales should state the justification for the type of plausible distractor.

Target Evidence Statements:
1. The student will determine a main idea in a text using supporting evidence.
2. The student will summarize key details in a text using supporting evidence.
Appropriate Stems:
• Which sentence best [shows/tells/describes] the main idea of the passage?
• Which sentence best [shows/tells/describes] the main problem in the passage?
• Which sentence best [shows/tells/describes] the author's [message/main idea] in [provide section of the passage]?
• Read the [sentences/paragraph(s)].
[excerpt from text]
What is the main idea of the [sentences/paragraph(s)]?
• Which [sentence/detail] from the passage best [shows/tells/describes] the main idea?
• Which sentence best summarizes [the first paragraph/introduction]?
• Read the [sentences/paragraph(s)].
[excerpt from text]
Which sentence best summarizes [the sentences/paragraph(s)]?
• Which sentence is the best summary of what happens [when/after/during] [provide text event or procedure]?
• Read this summary.
[provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing]
Which [key event/idea/detail] is missing from the summary?
Note: The correct answer should be a pivotal key event or idea.
• Which sentence best summarizes the passage?

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 name] 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: Multiple Choice, multiple correct response (MS)
DOK: 2
	Task Description:
	The item stem will prompt the student to 1) identify main ideas, or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt the student to choose two options.
	The answer choices will present five to six options of similar structure. Of the options, there will be two correct answers. The correct answers will be relatively short statements that identify the main ideas presented in the text or statements that should be included in the text summary. The distractors will be relatively short statements that are not main ideas or do not belong because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key text details. The distractors will not contain details of such insignificance that the options are implausible. 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 in a text using supporting evidence.
	    2. The student will summarize key details in a text using supporting evidence.
	
	Appropriate Stems:
	    • Choose two sentences that best identify the main ideas presented in the passage.
	    • Choose two sentences that should be included in a summary of [the passage/section of the passage].
	
	Scoring Rules: All correct selections: 1 point; All other responses: 0 points

Task Models

| Task Model 3
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 central idea of the text.
The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.
The item stem of PART B will prompt the selection of 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 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 [shows/tells/describes] the main idea of the passage?
   • Which sentence best [shows/tells/describes] the main problem in the passage?
   • Which sentence best [shows/tells/describes] the author's [message/main idea] in [section of the passage]?
   • Read the [sentences/paragraph(s)].
     [excerpt from text]
     What is the main idea of the [sentences/paragraph(s)]?

Appropriate Stems for PART B:
   • Which [sentence/detail] from the passage best [supports/is 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/detail] from [tile text #1] best [supports/is an example of] your answer in part A? - Which [sentences/details] from [title text #1] and [title text #2] best [support/are an example of] your answer in part A? NOTE: This stem can only be used with two informational passages. Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2	**Task Description:** The item stem will pose a question that requires the student to 1) select detail(s) that support a main idea or 2) identify a section of the text that contains a key event, main idea, or key detail that is missing from a summary of the text. The item stem will prompt the student to choose [one/two] options. The answer choices will be selectable sentences, paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. 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 a main idea of the text or contain(s) the missing key event(s). 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) or Multiple Select (Task Model 2). **Target Evidence Statements:** 1. The student will determine a main idea in a text using supporting evidence. 2. The student will summarize key details in a text using supporting evidence. **Appropriate Stems:** • Click on [one/two] [sentence(s)/paragraph(s)/section(s) of the text] that best [shows/tells/describes] the main idea of [the passage/section of the passage]. • Read this summary of [the passage/section of the passage]. [provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing] A [key event/idea/detail] is missing from the summary. Click on the [sentence/paragraph/section of passage] that includes the missing [event/idea/detail]. • Click on [one/two] [key details/events] that should be included in a summary of the passage. 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 two sentences that best identify the main idea of the text. Select two options. 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 5
Item Type: Short Text, constructed response (WR)
DOK: 3 | **Task Description:**
The item stem will prompt the student to 1) determine a main idea of the text and support their response with evidence from the text or 2) summarize key events from a section of the text.
Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text.
Short text items must 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 in a text using supporting evidence.
    2. The student will summarize key details in a text using supporting evidence.
Appropriate Stems:
• Determine the main idea of the passage. Explain using key details from the passage to support your answer.
• What is the main idea of the passage? Explain using key details from the passage to support your answer.
• What is the author's [message/point] about [provide text detail that relates to the central idea]? Explain using key ideas from the passage to support your answer.
• Read the [paragraph/section of the text].
[excerpt from text]
What is the author's main idea in this [paragraph/section]? Explain using key details from the passage to support your answer.
• In the [text/section of the text], the author states [provide text excerpt]. Explain how this statement supports the main idea of the passage using key details from the text.
• Summarize the [first paragraph/introduction]. Use key [details/events] from the passage in your summary.
• Summarize what happens [after/during] [provide text event]. Use key [details/events] from the passage in your summary.

Appropriate Stems for Dual-Text Stimuli <u>Only</u>:
• What main idea can be found in both [title text #1] and [title text#2]? Explain using key details from both passages to support 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]? Explain using details from [title text #1] to support your answer.

Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template: |

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

Format Example:
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 central 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 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 central	The main idea of the article is to show how people today are surrounded by games but people in the past were not.

		- 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	
	0	A response: - Gives no evidence of the ability to determine the main idea, or to explain the support for a central 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	The main idea is that *Pong* wasn't as good as games now.