Claim 2: Students can produce effective and well-grounded writing for a range of purpose and audiences.
Target 3a: WRITE BRIEF TEXTS: Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.   **Target 3b: REVISE BRIEF TEXTS:** Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.

Clarifications	Target 3a
	• **Note:** Informational text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience. • Items for this target must have a setup that establishes audience, purpose (informational), and context/task. • No item stems should promote formulaic writing. Information about the audience and context/task should be presented in an order that avoids confusion. For example, "A student is writing an essay <u>for a science website</u> <u>about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition</u> <u>for a science website</u>." • Organization items focus on the student's ability to **compose** a brief text (one-to-three paragraphs) by providing introductions, topic sentences, and/or conclusions appropriate for an informational text. • Elaboration/evidence items focus on the student's ability to **compose** a brief text (one-to-three paragraphs) for a specific purpose by providing supporting details and/or utilizing development strategies that are appropriate for an informational text. • **Note:** Evidence includes data and/or research information. Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. Student Notes will be provided. They should be boxed. Notes should be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. They should not be complete sentences). A heading should be provided with the statement: *The student has taken the following notes from a trustworthy source:* • Style should be appropriate for audience, purpose, and task. • Formatting (CCSS W-2a) will not be a focus of this item. **Target 3b** • **Note:** Informational text **provides information** appropriate for the subject/audience. Explanatory text **provides explanations** via thoughtful analysis/synthesis appropriate for the subject/audience. • **Note**: This target asks students to revise, *not* edit, (Target 9). • No item stems should promote formulaic writing. • **Note:** The **stem** will direct the student to select a revision to the stimulus that improves some **<u>underlined</u> or otherwise specified** aspect of the text's evidence/elaboration or organization. **Note:** Items for this target focus on revision at the **sentence or paragraph level**, except for transitional words and phrases. Items asking for students to replace or add words/phrases are Target 8. • Items for this target must have a setup that establishes audience, purpose (informational), and context/task. Information about the audience and context/task should be presented in an order that avoids confusion. For example, "A student is

	writing an essay <u>for a science website</u> <u>about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition</u> <u>for a science website</u>." • Organization items focus on the student's ability to **revise** a brief text by providing introductory/topic sentences, transitions, and conclusions appropriate for audience, purpose (informational), and task. • Elaboration/evidence items focus on the student's ability to **revise** a brief text by identifying appropriate supporting details and development for audience, purpose (informational), and task. • **Note:** Evidence includes data and/or research information. Personal examples and anecdotal information may be included, but cannot substitute for authoritative evidence. • Style should be appropriate for audience, purpose, and task and consistent with the pre-established writing style in the stem. • Formatting (CCSS W-2a) will not be a focus of this item.
Standards	Target 3a W-2a. <u>Introduce a topic and group related information together;</u> include illustrations, when useful to aiding comprehension. W-2b <u>Develop the topic with facts, definitions, and details.</u> W-2c <u>Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.</u> W-2d <u>Provide a concluding statement or section.</u> W-8 Recall information from experiences or <u>gather information</u> <u>from print and digital sources;</u> take brief notes on sources and sort evidence into provided categories. Target 3b W-2a. <u>Introduce a topic and group related information together;</u> include illustrations, when useful to aiding comprehension. W-2b <u>Develop the topic with facts, definitions, and details.</u> W-2c <u>Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.</u> W-2d <u>Provide a concluding statement or section.</u>
Depth of Knowledge	Target 3a DOK 3 Target 3b DOK 2
Stimuli/Passages	• Stimuli for this target will be brief informational texts (one to three paragraphs, ranging between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length).
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 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/repeats, or summarizes the topic sentence). When

stimulus includes an introduction, it should avoid obvious preview of [3] supports; when stimulus provides a concluding statement/paragraph, that conclusion must do more than summarize information presented (see standards: emphasize the importance of claim, reflect on the experience, explain the significance of, etc.) A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.

- For organization items, when asking for introductions [beginnings] or conclusions [endings], be sure that the stimulus clearly lacks an effective introduction or conclusion.
- Stimuli should reflect a variety of informational forms (essay, research and/or news report, article, etc.).
- For 3a elaboration items, stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or a similar fictitious, but factually accurate, source.

Guidelines for Student Notes:
- The purpose of the notes is to provide details and evidence that students can use in the development and elaboration of their responses.
- While the notes may have some overlap with the information in the stimulus, they should primarily consist of information that is in addition to the stimulus.
- Notes should be presented in an authentic a manner as possible and should not lend themselves
to being listed or copied and pasted directly into the student responses. To that end, notes
should **NOT** be:
    - written as full sentences. (They must be sparse enough so that students must **elaborate** by using their own words.)
    - presented in any particular order.
    - grammatically parallel.
- Notes should be boxed so as to clearly distinguish them from the stimulus. A heading preceding the notes should read: *The student has taken the following notes from a trustworthy source:*
- Students should **not** be expected to include all notes in their responses.
- Because the claim 2 CAT items assess for specific traits (organization and elaboration) only, there is no need to cite sources (they are expected to cite sources in the Performance Task writing). Students can also assume the notes have already been paraphrased.
- There should not be an overwhelming number of notes; please refer to the recommended word counts for the student notes at the various grade levels, as noted in the item specifications.
- Students will need to select the appropriate details/evidence to include.
- Guidelines for notes that provide evidence:
    - Avoid giving reasons as notes (which the students can just copy into their responses).
    - Examples of types of notes that may be provided include:
        - survey results (At the elementary level, this might include surveys of peers or family. At the middle and high school levels, more formal surveys, e.g., Pew reports, may be used.)
        - expert testimony (At the elementary level, this might include: parents, teachers, the principal, the mayor, the

newspaper, etc. Examples for middle and high school: discipline-specific experts, government officials, etc.)
- citations/information from credible publications
- **statistics**

Sample grade 5 <u>informational</u> item with student notes (adapted for grade 3/4):

A student is writing a report for science class about healthy living. Read the draft of the report. Then complete the task that follows.

Living a healthy life is one of the most important things a person can do, and this often means making good choices. Choosing the right foods, and getting enough exercise and sleep can have a positive effect our lives. These choices can control how much energy we have and even how long we live.

<u>What do we need to do to stay healthy?</u>

Besides having healthy eating and exercise habits, people need to make sure they get enough sleep. Children our age need at least 8 hours of sleep every night to stay healthy. For example, if we don't get enough sleep, we won't have the energy to get the exercise we need to stay healthy.

In conclusion, we all have to make choices that will keep us happy, healthy, and useful. Knowing the facts about diet, exercise, sleep and good health can help all of us be the best we can be.

Explanation for STIMULUS
- *stimulus is within recommended word length for gr 3-5 (between 150-200 words)*
- *task is asking for students to develop one part of the report, rather than write entire body*
- *stimulus models good writing yet is accessible to students*

The student has taken the following notes from a trustworthy source:

Exercise –
- school nurse: "most important factor in weight control"
- doesn't have to be formal club/team
- 30 minutes day – at least!
- Be physical during recess (not games/cards)

Diet

fruits, vegetables, chicken, fish

NO sugary or fried foods – fat less than 30% calories

Diet – try for 80% low fat

Explanation for NOTES
- *The notes provide sufficient ideas on both diet and exercise for the writer to develop and elaborate*
- *The notes fall within the recommended word count for gr 3-5 (50-60 words)*
- *As would be true of authentic notes, they are not neatly packaged for cut-and-paste, not complete sentences, and not grammatically parallel (they are organized for grade 3/4 more so than they would be for grades 5+)*
- *The notes provide some evidence in the form of facts and statistics that are well within a 3-4 grader's experience (school nurse as expert, accessible information from the food pyramid, etc.).*

	Choose facts and details from the student's notes to develop a paragraph beginning with the underlined sentence.
Accessibility Concerns	Students will be required to read brief informational texts (one-to-three paragraphs) and write one or more 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 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	**Target 3a Write Brief Texts**
	1. **(Organization)** The student will use information provided in a stimulus to **organize** informational text by
	   a. introducing a topic
	   b. stating a main idea
	   c. grouping related information together
	   d. using transition words and phrases
	   e. including an appropriate conclusion
	2. **(Elaboration)** The student will select from information/evidence provided in order to **develop** or **elaborate** on a designated part of an informational text by
	   a. developing the topic with supporting details
	
	Target 3b Revise Brief Texts
	1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as
	   a. introducing a topic
	   b. stating a main idea
	   c. grouping related information together*
	   d. using transition words and phrases
	   e. including an appropriate conclusion
	2. **(Elaboration)** The student will **revise** informational text by **identifying** the best use of elaboration techniques such as:
	   a. developing the topic with supporting details
	   b. deleting details that do not support the main idea*
	*Note: Items aligned to organization present reasons and evidence that are out of order, **NOT** details that do not belong. Elaboration items address details that do not belong.

Allowable Item Types	**Target 3a:** Written Response **Target 3b:** Multiple Choice, single correct response; Multiple Choice, multiple correct responses; Hot Text, selected response; Hot Text, reorder 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 **Target 3a Write Brief Texts** **Item Type: Written Response** **DOK 3**	**Note**: Items for this target must have a setup that establishes audience, purpose (informational), and context/task. **Stimulus:** Text should be grade level and content appropriate, as if written by a good student. Text will be information that the student will use in composing a response. Complexity may be low-to-high within a grade level. Text should be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Forms/audiences should be familiar to students or explained in context (e.g., science fair, a contest where science projects are displayed and judged). Stimulus should range between 150 and 200 words, excluding student notes, which should range between 50 and 60 words in length. Student notes should • be boxed. • be crafted as authentic notes (e.g., bulleted, listed or otherwise formatted to discourage wholesale copying. • **not** be complete sentences; • **not** be grammatically parallel. A heading preceding the notes should read: ***The student has taken the following notes from a trustworthy source:*** [**Note**: it is assumed student has paraphrased from source(s); furthermore, attribution of sources is not expected for CAT items] Refer to Stimuli/Text Complexity section for more specific information regarding development of stimuli and student notes. **Task Description:** The stem will direct the student to develop informational paragraph(s), using the information provided in the stimulus. The stem will explain how the stimulus information is to be used. Students will be directed to use their own words, use quotations, paraphrase and/or reference sources [student notes] as appropriate. **Target Evidence Statements:** • **(Organization)** The student will use information provided in a stimulus to **organize** informational text by • introducing a topic • stating a main idea • grouping related information together • using transition words and phrases • including an appropriate conclusion • **(Elaboration)** The student will select from information/evidence provided in order to develop **or elaborate on a** section of an informational text by • developing the topic with supporting details **APPROPRIATE STEMS:** **Note:** All stimuli/stems should indicate that students are revising a **draft** for a specified reason.

ORGANIZATION ITEM STEMS

A student is writing a [report, letter, or article, etc.] for the [teacher, class, class project, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text: @150-200 words]

- The student's [report, letter, or article, etc.] does not have a clear introduction*. Write a beginning paragraph that states and explains the main idea of the paper.
- The student's paper does not have an ending. Write a paragraph that concludes* the [report, article, letter, etc.] about _____

  * Be sure that stimulus clearly *needs* a beginning/ending.

ELABORATION ITEM STEMS

A student is writing a [report, letter, article, etc.] for the [the teacher or class, a class project, etc.] about _____. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @150-200 words + student notes @50-60 words]

Note: Stimulus will provide, in addition to the student's draft, some source of information such as student notes, a chart, a bulleted list, or similar fictitious, but factually accurate, source. For items written to this type of stimulus, students will either quote directly from the source (they'll assume the notes have been paraphrased) or integrate information using their own words when referencing the sources. They will not need to cite sources

- The student wants to develop more support for the [report, article, essay, etc.]. Select [information, evidence, facts, examples, etc. depending on content of student notes] from the student notes to elaborate on the underlined [main or controlling idea, subtopic, or idea] of the [report, article, essay, etc.]
- The student wants to develop more support for the [report, article, essay, etc.]. Select [information, evidence, facts, examples, etc. depending on content of student notes] from the student notes to support the student's ideas about _____.
- The student wants to continue paragraph ___ by developing more support for the topic. Choose information from the student notes to develop the underlined idea.

* Note: stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc. or by asking students to complete a paragraph that has been started (and underlined) for them.

** Note: Elaboration questions that ask for additional evidence/paragraph(s) should not require students to write the entire body of the letter; rather, the additional paragraph(s) should elaborate on existing information. For example, if an introductory paragraph is given, there should also be at least one other

paragraph (or the beginning of a paragraph) for the student to add to, develop, or elaborate on. For elaboration items, students should never be required to "conclude" a piece of writing.

Rubric/ Scoring Rules:

2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. **Note: MUST** use rubric template document for appropriate rubric (**organization: introductions, conclusions: elaboration**).

Organization—Introduction

2 points

The response:

- introduces an adequate statement of the main idea/controlling idea that reflects the body of writing as a whole
- provides adequate information to put the main idea/controlling idea into context
- does more than list points/reasons to support the main idea/controlling idea—not formulaic
- connects smoothly to the body paragraph

1 point

The response:

- provides a partial or limited main idea/controlling idea
- provides a main idea/controlling idea that partially reflects the body of writing as a whole
- may provide limited and/or extraneous information to put the main idea/controlling idea into context
- may list supporting points/reasons—formulaic
- provides a limited and/or awkward connection to the body paragraph

0 points

The response:

- provides no main idea/controlling idea or provides a main idea/controlling idea that is not appropriate for the body of writing as a whole
- provides irrelevant or no information to put the main idea/controlling idea into context
- provides no connection to the body paragraph

Organization—Conclusion

2 points

The response:

- provides an adequate conclusion that follows from and supports the preceding information in the body of writing as a whole or provides a "so what" statement (or provides an answer as to why this information is important or what should happen)
- does more than restate or summarize the points/reasons—not formulaic
- provides adequate connections and/or progression of ideas to contribute to coherence

1 point

The response:

- provides a limited conclusion that is partially related to the information in

- the body of writing as a whole
- lists, restates, or summarizes the points/reasons—formulaic
- provides an awkward or partial connection and/or limited progression of ideas

0 points
The response:
- provides no conclusion or a conclusion that is minimally related to the information in the body of writing
- may restate random and/or incorrect details from the preceding information
- provides no connections or progression of ideas

Elaboration

2 points
The response:
- develops adequate supporting points/ideas/reasons/details and/or evidence from the student notes
- does more than list supporting details or ideas
- adequately elaborates ideas/reasons using precise words/language

1 point
The response:
- provides mostly general and/or limited supporting points/ideas/reasons/details and/or evidence (which may be extraneous or loosely related) from the student notes
- lists supporting details or ideas with limited elaboration/evidence
- partially elaborates ideas/reasons using general words/language

0 points
The response:
- provides minimal or no supporting points/ideas/reasons/details and/or evidence from the student notes
- provides supporting points/ideas/reasons/details and/or evidence that may be unclear, repetitive, incorrect, contradictory to, or interfere with the meaning of the text
- provides no appropriate elaboration and/or may use poor word choice for audience and purpose

Task Models	
Task Model 2 **Target 3b Revise Brief Texts**	**Note**: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.
Item Type: Multiple Choice, single correct response **DOK 2**	**Stimulus:** Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (grade-appropriate essay, research and/or news report, article, etc.). Texts should not

exceed 150 words.

Task Description: The **stem** will direct the student to select a revision to the stimulus that improves some specified underlined aspect of the text's evidence/elaboration or organization. **Answer choices** will present four options of similar structure. The **correct answer** will be a clearly discernible and correct solution that revises the stimulus to make the indicated improvement. (For revision items, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)

Target Evidence Statements:
1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as
   a. introducing a topic
   b. stating a main idea
   c. grouping related information together*
   d. using transition words and phrases
   e. including an appropriate conclusion
2. **(Elaboration)** The student will **revise** complex informational text by **identifying** best use of elaboration techniques such as
   a. developing the topic with supporting details
   b. deleting details that do not support the main idea*

*Note: Items aligned to organization present reasons and evidence that are out of order, **NOT** details which do not belong. Elaboration items address details that do not belong.

Appropriate Stems:

Note: All stimuli/stems should indicate that students are revising a **draft** for a specified reason (e.g., to introduce a topic, to conclude a report, to add supporting details, etc.)

<div align="center">ORGANIZATION ITEM STEMS</div>

A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization. Read the draft of the _____ and complete the task that follows.
- [Embed short informational stimulus with a missing or underlined inappropriate introduction] Choose the sentence that **best** states the topic of the student's [report, letter, or article].
- [Embed short informational stimulus with an ineffective/inappropriate underlined introduction] The [report, letter, article] does not have a clear introduction. Choose the sentence that best replaces the first sentence.
- [Embed short informational stimulus with a missing or underlined inappropriate conclusion] Choose the sentence that is the **best** conclusion [or ending] to the student's [report, letter, or article].

<div align="center">ELABORATION ITEM STEMS</div>

A student is writing a [report, letter, or article] for the [teacher, class, etc.] [about _____]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.]

	- The [report, letter, article] needs more supporting information [or facts or examples]. Choose the sentence that gives the best information to [be added before/after OR to replace] the underlined sentence to support [the topic/idea, etc.] - Choose the sentence that adds the **best** information to support [idea] in/after the [<u>underlined</u> place]. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc. **Scoring Rules:** Correct response =1 point; other = 0 points.

Task Models	

Task Model 3
 	
Target 3b Revise Brief Texts
 	
Item Type: Multiple Choice, multiple correct responses
DOK 2
	Note: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.
	
	Stimulus: Text should be grade level. Text should be a model of good writing. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Texts should not exceed 150 words.
	
	Task Description: The **stem** will pose a question about two ways to revise the text to improve some specified underlined aspect of the text's development or organization. **Answer choices** for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). **Answer choices** will present options of similar structure. The **correct answers** will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)
	
	Target Evidence Statements:
	    [**Note:** There are no Organization items for this task model.]
	
	(Elaboration) The student will **revise** complex informational text by **identifying** best use of elaboration techniques such as
	   a. developing the topic with supporting details
	   b. deleting details that do not support the main idea*
	*Note: Items aligned to organization present reasons and evidence that are out of order, **NOT** details which do not belong. Elaboration items address details that do not belong.
	
	APPROPRIATE STEMS:
	Note: All stimuli/stems should indicate that students are revising a **draft** for a specified reason.
	<center>ELABORATION ITEM STEMS</center>A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.]
	  • Choose **two** sentences that would add the best [explanations/examples/ information, etc.] to support [the underlined topic/idea, etc.].
	  • Choose the **two** sentences that would help develop [or support] the idea about _____ [information in the underlined sentences].
	*Note: Stem must indicate specifically where the information is to be inserted. This can be done by underlining a section & indicating, for example, "[the underlined part] between paragraph 1 and 2," or "[the underlined part] at the end of paragraph 3," etc.
	Note for all: For this task model at this grade level, students choose **two answer choices to support **one** underlined reason, main idea, point, etc.

	Scoring Rules: All correct = 1 point; other= 0 points.

Task Models	

Task Model 4
 	
Target 3b Revise Brief Texts
 	
Item Type: Hot Text, select text
 	
DOK 2
	Note: Items for this target must have a setup that establishes audience, purpose (informational), and context/task.
	
	Stimulus: Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should reflect a variety of informational forms (essay, research and/or news report, article, etc.). Text should not exceed 150 words
	
	Task Description: The **stem** will direct the student to select a revision to the stimulus that improves some specified aspect of the text's development or organization. The **correct answer(s)** will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should **not** ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) **There should be four to five possible correct answers, and each possible answer should be <u>underlined</u>.** If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).
	
	Target Evidence Statements:
	
	1. **(Organization)** The student will **revise** informational text by **identifying** improved organizational elements such as
	    a. introducing a topic
	    b. stating a main idea
	    c. grouping related information together*
	    d. using transition words and phrases
	    e. including an appropriate conclusion
	2. **(Elaboration)** The student will **revise** complex informational text by **identifying** best use of elaboration techniques such as
	    a. developing the topic with supporting details
	    b. deleting details that do not support the main idea*
	
	***Note:** Items aligned to organization present reasons and evidence that are out of order, **NOT** details which do not belong. Elaboration items address details that do not belong.
	
	Appropriate Stems:
	
	Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.
	 ORGANIZATION ITEM STEMS A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the organization of ideas [or connection between ideas]. Read the draft of the _____ and complete the task that follows. [Insert text.]
	
	• [Insert paragraph of 5-6 sentences, with the best beginning sentence embedded within the body of the paragraph] The first sentence is not the best beginning for the [____]. Click on one sentence in the [paragraph, etc.] that would be the **best** introduction for this [report, letter, article].
	
	• [Insert **one** <u>underlined</u> pair of transition words within stimulus text]. For the underlined pair of words, click on the **best** word(s) to [make the writer's message clear, connect ideas, etc.] in the student's [report, etc.]. **Note:** Limit to

one pair of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). **Note:** only transition words/phrases, words that signal relationships, can be assessed outside of target 8.

ELABORATION ITEM STEMS

A student is writing a [report, letter, or article] for the [teacher, class, etc.] about _____. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text. **Note:** Stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, "[the underlined part] between paragraphs 1 and 2," or "after [the underlined part] at the end of paragraph 3," etc.

- [Embed paragraph with one sentence that does not support the main idea] Click on the sentence that does not belong in the paper because it does not support [the underlined topic (or main idea)]. **Note**: this is not an organization stem: the correct answer should be information that clearly does not support the controlling idea.

Scoring Rules: All correct = 1 point; other = 0 points.