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	- 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 - 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.** *Examples:* *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.***) *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.)* *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.* - 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 3, 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 stimulus. - Assess usage, not grammatical terms. Most evidence statements can be assessed *without* naming the specific error. When a grade-appropriate skill cannot be assessed *efficiently* 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,

- o *Which of the following [underlined pairs of words or underlined 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 3 students. However, because the error is underlined, the student does **not** need to know the term itself to make the appropriate correction.
- o *A student wants to revise part of a story for correct verbs. Read the following sentences and then answer the question that follows. I went to the mall yesterday. First I bought earrings, and next I buy a gift for my brother. Before leaving, I enjoyed 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.

- 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,
  - o Avoid: Click on the sentence that does **not** use correct grammar usage (or punctuation, etc.).
  - o 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 comma splice (two independent clauses joined with just a comma), or a fused sentence (two independent clauses with no comma/coordinating conjunction or no semi-colon), the errors need to be *correctable with punctuation*. **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."
  - o Examples of conventions errors:
    - Comma splice: "It snowed 10 inches today, tomorrow it is going to rain."
    - Fused sentence: "It snowed 10 inches today tomorrow it is going to rain."
- Errors – particularly with commas – must be clear. For example, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* 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.") .

Standards	L-1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L-2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Depth of Knowledge	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 a collective noun (for example). 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.)
Stimuli/Passages	• Stimuli for this target 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 *only* when that information affects the correct answer, for example punctuation for effect. • Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.
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 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 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.

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
	The student will identify, edit to correct, and/or edit for correct use of 1. a regular plural noun. 2. an irregular plural noun. 3. an abstract noun. 4. a regular verb. 5. an irregular verb. 6. a simple verb tense. 7. subject-verb agreement.* 8. pronoun-antecedent agreement.* 9. a comparative adjective. 10. a superlative adjective. 11. a comparative adverb. 12. a superlative adverb. 13. a coordinating conjunction. 14. a subordinating conjunction. 15. capitalization of a person's titles and titles of books. 16. a comma in an address. 17. commas and quotation marks in dialogue. 18. possessives. 19. use of conventional spelling for high-frequency & other studied words & for adding suffixes to base words. 20. use of spelling patterns and generalizations.	The student will identify, edit to correct, and/or edit for correct use of N/A	The student will identify, edit to correct, and/or edit for correct use of K-1 • capitals for the first word in sentence. • capitals for the pronoun I. • capitals for names of people. • capitals for days of the week. • capitals for months of the year. • commas in dates • commas to separate single words in series • verbs to convey past, present, and future • personal, possessive, and indefinite pronouns • determiners (articles, demonstratives) • frequently occurring conjunctions Gr 2 • capitals for holidays product names, geographic names, greetings and closings • commas in greetings and closings of letters • apostrophes for contractions and frequently occurring possessives • collective nouns • past tense of irregular verbs • reflexive pronouns
	*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.		
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	**Stimulus:** • 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 *only* 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 level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* 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.") . **Task Description:** The stem will pose a question about how to edit 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 revisions 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.
	Appropriate Stems: See **Evidence Required**, beginning on page 3, for grade 3 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.

- Choose the sentence with the correct capitalization (e.g., *could* include capitals in titles of books – grade level – as well as capitals in days of week – grade 2 skill). OR Choose the sentence that uses capital letters correctly.
- Which of the following sentences uses correct punctuation? [OR, which of the following sentences has errors in punctuation?] [Errors could include one or two of the following: commas in dialogue and/or addresses AND (if more than one error) commas in letter greetings/closings, apostrophes in contractions, and/or end punctuation for sentences]
- A student is writing a [story, report, letter] for class. Read the sentences from the story and the question that follows. [Insert sentences from (draft story or report, etc.) with one underlined sentence containing errors.] Which sentence corrects the [one or two] grammar usage errors in the underlined sentence? [e.g., could be [in]correct use of simple subject/verb agreement and/or possessives and/or errors with agreement of subject/verb or pronoun/antecedent; and/or comparative/ superlative adverbs or adjectives. All new-to-grade skills.]
- A student is writing [a story, a report, a letter] for class. Read the sentences from _____ and the question that follows. [Insert sentences with one or two underlined errors in verb usage.] Which of the following sentences corrects the [**one or two**] error(s) in grammar usage? [Errors could include incorrect use of simple verb tenses and/or incorrect use of (ir)regular verb forms.]
- Choose the sentence that contains a [or **two**] spelling error(s). [e.g., grade-appropriate spelling words. **Note:** Frequently confused words (there/their/they're, etc.) are labeled "grammar usage errors" not "spelling errors" and they are introduced at grade 4].
- Read the following sentences and the directions that follow. [Insert sentence with one or two errors in capitalization] Choose the sentence that corrects the errors in capitalization. [Errors could include capitals with titles]

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.

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

Task Models	
Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2	**Stimulus:** • 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 *only* 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 grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* 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 select text 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. **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** for multiple correct response items should present more than four options (e.g., 5 or 6, so that fewer than half the choices are correct responses). The **correct two answers** will be a clearly discernible and correct solution to edit 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, 3) easily confused homonyms.

Appropriate Stems

See **Evidence Required**, beginning on page 3, for grade 3 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.

- Choose **two** sentences that use correct punctuation [Errors could include, for example, two of the following: commas in dialogue and/or addresses, possessives. Can be two of the same comma use (e.g., possessives), or one comma in address and another in possessives]
- Choose **two** sentences that use correct capitals. [Errors could include capitals with titles]
- Read the <u>underlined</u> sentence that has errors with grammar usage [from a short stimulus]. Choose **two** sentences that use verbs correctly.
- Choose **two** sentences that correct the grammar usage error in the <u>underlined sentence</u>. [Embed short stimulus with one sentence <u>underlined</u> to show errors. Errors could include, for example, agreement of subject/verb or pronoun/antecedent; comparative/superlative adverbs or adjectives; coordinating/ subordinating conjunctions]
- Choose the **two** sentences that contain spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" (introduced at grade 4) not "spelling errors"].

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.

Scoring Rules:

All correct = 1 point; other = 0 points.

Task Models

| Task Model 3

Item Type: Hot Text, select text

DOK:1, 2 | **Stimulus:**

• 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 *only* 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 grade level; additional errors can be from previous two grades (1 and 2) 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, *short* introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And *short* 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."

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. |

Appropriate Stems

See **Evidence Required**, beginning on page 3, for grade 3 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.

- [Insert several sentences, one of which has an error in capitalization.] Click on the **one** sentence with [one or two errors] with capital letters.
- [Insert several sentences, one of which has one or two spelling errors.] Click on the **one** sentence that contains spelling errors [e.g., grade-appropriate spelling words such as misspelled plural nouns, incorrectly applied suffixes to base words, etc. Note: frequently confused words – their/their – are labeled "grammar usage errors" (and are introduced in grade 4) not "spelling errors"].
- [Insert several sentences, one of which has a grammar usage error.] Click on the **one** sentence that has a grammar usage error. [Errors could include, for example, agreement of *simple* subject/ verb or *simple* pronoun/antecedent; comparative/ superlative adverbs or adjectives; coordinating/ subordinating conjunctions].
- [Insert 3-4 sentences, embedding two underlined pairs of words representing the use of, for example, superlative/comparative adverbs (OR verb pairs to agree with simple subjects, etc.), separated by slash marks: Word A/Word B, for example smaller/smallest (comparative/superlative adjective) OR he does/don't (subject/verb agreement)]. *For each underlined pair of words, click on the word that is used correctly.*
- Read the following paragraph and the directions that follow. [Insert 3-4 sentences, with 4-5 underlined word(s), each followed by an underlined punctuation mark, as possible answers**]. Click to highlight the **one** underlined part that has a punctuation error (or uses correct punctuation). [For (grade 4) example: My teacher, and my classmates had a picnic lunch, on the playground. We wanted to go before recess, but our teacher said, we had to finish our math first. I got there, first].
- [Insert several sentences, underlining one sentence containing a verb tense error] Click on the sentence that corrects the grammar usage error with verbs.
- [Insert 3-4 (cohesive) sentences, embedding two underlined pairs of words representing grade-appropriate spelling words, separated by slash marks (Word A/Word B, e.g., careless/careles; huging/hugging; happiness/happyness] For each underlined pair of words, click on the word that is spelled correctly.

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.

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