

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 12: ANALYSIS WITHIN OR ACROSS TEXTS: Interpret how information is presented within or across texts (e.g., individuals, events, ideas, concepts) or determine how the information reveals the author's point of view.	
Clarifications	<p>Item will focus on the analysis of information or author's point of view within one text or between two texts.</p> <p>All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).</p>
Standards	<p>RI-1 <u>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</u></p> <p>RI-3 <u>Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</u></p> <p>RI-6 <u>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</u></p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	DOK 3, DOK 4
Stimuli/Passages	<p>Each text must include explicitly and implicitly stated details that can be used to make comparisons within one text or to other texts.</p> <p>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.</p>
Dual-Text Stimuli	<p>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 the 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. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts.</p> <p>When developing items from a dual-text set, Task Model 5 (short-text constructed-response—WR) should be written using the <u>Appropriate Stems for Dual-Text Stimuli</u> only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25 and 40% of all other items written in the dual-text set should be written across both texts.</p>

	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	<ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) within a text. 2. The student will determine how information reveals author's point of view within a text. 3. The student will interpret how information is presented (e.g., individuals, events, ideas, concepts) across two texts. 4. The student will determine how information reveals author's point of view across two texts.
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)

Task Models	
Task Model 1 Item Type: Multiple Choice, single correct response (MC) DOK: 3, 4	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR to analyze how information within a text or across two texts reveals the author's point of view. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found.</p> <p>The answer choices will present four options of similar structure. The correct answer will be a clearly discernible and correct statement that analyzes information or that reveals the author's point of view within a text or between two texts. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or the author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text. 2. The student will determine how information reveals the author's point of view within a text. 3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts. 4. The student will determine how information reveals the author's point of view across two texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the author's use of [provide individuals/events/ideas/concepts/etc.] add to the building of information in the passage? • How do [provide individuals/events/ideas/concepts/etc.] develop in the passage? • What do(es) [provide individuals/events/ideas/etc.] show about [the development/provide idea/content]? • How do(es) the [provide individuals/events/ideas/etc.] change the passage? • Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the passage? • What does the information in the [first paragraph/first section/introduction] of the passage tell the reader about the author's point of view? • Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] What does the information in the passage tell the reader about the author's point of view?

Appropriate Stems for Dual-Text Stimuli Only:

- Which statement **best** describes how [provide individuals/events/ideas/etc.] affect **both** passages?
- Which statement **best** describes how [provide individuals/events/ideas/etc.] is [similar/different] in **both** passages?
- Read the [sentence/paragraph] from [title text #2].
[excerpt from text]
How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]?
- How do the authors of **both** passages develop the relationships between [provide individuals/events/ideas/etc.]?
- Read the [sentence/paragraph] from [title text #2].
[excerpt from text]
How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]?
- Which statement **best** describes how [provide individuals/events/ideas/etc.] in **both** [title text #1] and [title text #2] are similar?
- Which statement **best** describes how [provide individuals/events/ideas/etc.] in [title text #1] differ from [provide individuals/events/ideas/etc.] in [title text #2]?
- Both authors include information about [provide individuals/events/ideas/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view?
- Which statement **best** describes how [provide individuals/events/ideas/etc.] affects points of view in **both** passages?
- How is [author name]'s point of view in [title text #1] different than [author name]'s point of view in [title text #2]?
- How is the author's point of view in [title text #1] the same as the author's point of view 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: 3, 4	<p>Task Description:</p> <p>The item stem will pose a question that requires the student to analyze the interaction of information within a text or across two texts OR to analyze how conflicting information within a text or across two texts reveals the author's point of view. If the texts are long and/or dense, the stem will include the sentence(s) in which the analysis or relationship will be found. The item stem will prompt the student to choose two answers.</p> <p>The answer choices will present five or six options of similar structure. Of the options, there will be two correct answers. The correct answers will be clearly discernible and correct statements that analyze information or that reveal the author's point of view within a text or between two texts. Correct answers should comprise no more than 50% of total possible answer choices. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or the author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text. 2. The student will determine how information reveals the author's point of view within a text. 3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts. 4. The student will determine how information reveals the author's point of view across two texts. <p>Appropriate Stems:</p> <ul style="list-style-type: none"> • How does the author's addition of [provide individuals/events/ideas/concepts/etc.] add to the building of information in the passage? Choose two answers. • How do [provide individuals/events/ideas/concepts/etc.] develop over the course of the passage? Choose two answers. • What does [provide individuals/events/ideas/concepts/etc.] show about [the development/description of idea/content]? Choose two answers. • How does [provide individuals/events/ideas/concepts/etc.] change the passage? Choose two answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the building of information in the passage? Choose two answers. • What does the [first paragraph/first section/introduction] of the [text name] tell the reader about the author's point of view? Choose two answers. • Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] What does the information in the passage tell the reader about the author's point of view? Choose two answers.

Appropriate Stems for Dual-Text Stimuli Only:

- Which statement **best** describes how [provide individuals/events/ideas/concepts/etc.] affects **both** passages? Choose **two** answers.
- Which statement **best** describes how [provide individuals/events/ideas/concepts/etc.] [is/are] [similar/different] in **both** passages? Choose **two** answers.
- Read the [sentence/paragraph] from [title text #2].
[excerpt from text]
How does that information help the reader understand [provide individuals/events/ideas/etc.] in [title text #1]? Choose **two** answers.
- How do the authors of **both** texts develop the relationships between [provide individuals/events/ideas/concepts/etc.] Choose **two** answers.
- Read the [sentence/paragraph] from [title text #2].
[excerpt from text]
How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]? Choose **two** answers.
- Which statement is **correct** about [provide individuals/events/ideas/concepts/etc.] in **both** [title text #1] and [title text #2]? Choose **two** answers.
- How do(es) the building of information(s) of [provide individuals/events/ideas/concepts/etc.] in [title text #1] remind the reader of [provide individuals/events/ideas/concepts/etc.] in [title text #2]? Choose **two** answers.
- How [is/are] [provide individuals/events/ideas/concepts/etc.] in [title text #1] different than [provide individuals/events/ideas/concepts/etc.] in [title text #2]? Choose **two** answers.
- Both authors include information about [provide individuals/events/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view? Choose **two** answers.
- Which statement **best** describes how [provide individuals/events/ideas/concepts/etc.] affects points of view in **both** passages? Choose **two** answers.
- How [is/are] [author name]'s point of view in [title text #1] different than [author name]'s point of view in [title text #2]? Choose **two** answers.
- How does the author's point of view in [title text #1] [compare/contrast] to the development of the author's point of view in [title text #2]? Choose **two** answers.

Scoring Rules:

All correct responses: 1 point; Incorrect response: 0 points

Task Models	
Task Model 3 Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR) DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to analyze the interaction of information within a text or across two texts OR to analyze how conflicting information within a text or across two texts reveals the author's point of view.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that analyzes information within a text or between two texts or that reveals the author's point of view. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will present four options of a line or lines taken directly from the text. The correct answer will be a line or lines that support the analysis made in Part A. The distractors will be a line or lines taken directly from the text that 1) support a misrepresentation of the relationship or author's point of view within a single text or between the texts or 2) do not directly support the relationship within a single text or between the texts .</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>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.</p> <p>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.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text. 2. The student will determine how information reveals the author's point of view within a text. 3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts. 4. The student will determine how information reveals the author's point of view across two texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for PART A:</p> <ul style="list-style-type: none"> • How does the author's addition of [provide individuals/events/ideas/concepts/etc.] add to the building of information in the passage? • How do [provide individuals/events/ideas/concepts/etc.] develop over the course of the passage?

	<ul style="list-style-type: none"> • What does the description of [provide individuals/events/ideas/concepts/etc.] show about the [development/provide idea or content]? • How does the introduction of [provide individuals/events ideas/concepts/etc.] change the passage? • Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] How does the [sentence(s)/paragraph(s)/section(s)] add to the development of the passage? • What does the information in the [first paragraph/first section/introduction] of the passage tell the reader about the author's point of view? • Read the [sentence(s)/paragraph(s)/section(s)]. [excerpt from text] What does the information presented in [this/these] [sentence(s)/paragraph(s)/section(s)] tell the reader about the author's point of view? <p>Appropriate Stems for PART B:</p> <ul style="list-style-type: none"> • Which [sentence(s)/paragraph(s)/section(s)] from the passage(s) best support(s) your answer in part A? • Which [sentence(s)/paragraph(s)/section(s)] from the passage(s) best show(s) the connection made in part A? <p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> • Which statement best describes how [provide individuals/events/ideas/concepts/etc.] affects both passages? • Which statement best describes how [provide individuals/events/ideas/concepts/etc.] is [similar/different] in both passages? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]? • How do the authors of both passages develop the relationships between [provide individuals/events/ideas/concepts/etc.]? • Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]? • Which statement is correct about [provide individuals/events/ideas/concepts/etc.] in both [title text #1] and [title text #2]? • How [is/are] [provide individuals/events/ideas/concepts/etc.] in [title text #1] the same as [provide individuals/events/ideas/concepts/etc.] in [title text #2]?
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	<ul style="list-style-type: none"> • How does the development of [provide individuals/events/ideas/concepts/etc.] in [title text #1] differ from the development of [individuals/events/ideas/concepts/etc.] in [title text #2]? • Both authors include information about [provide individuals/events/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [author(s) name(s)]'s point(s) of view? • Which statement best describes how [provide individuals/events/ideas/concepts/etc.] affects the points of view in both passages? • How does [author name]'s point of view in [title text #1] differ from [author name]'s point of view in [title text #2]? • How does the building of the author's point of view in [title text #1] [compare/contrast] to the building of the author's point of view in [title text #2]? <p>PART B:</p> <ul style="list-style-type: none"> • Which sentence(s) from [title text #1] best support(s) your answer in part A? • Which sentence(s) from [title text #1] best show(s) the connection made in part A? • Which [pair/set] of sentences from the passages best supports your answer in part A? • Which [pair/set] of sentences from the passages best shows the connection made in part A? <p>Scoring Rules: Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points</p>
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Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 3, 4	<p>Task Description:</p> <p>This item has two parts. The item stem of PART A will prompt the selection of a statement that requires the student to analyze the interaction of information within a text or across two texts OR to analyze how conflicting information within a text or across two texts reveals the author's point of view.</p> <p>The answer choices of PART A will present four options of similar structure. The correct answer will be a statement that correctly analyzes information within a text or between two texts or that reveals the author's point of view. The distractors will be statements that may be plausible to students who 1) misinterpret the relationship or the author's point of view within a single text or between texts, 2) form erroneous conclusions about one text or the other, or 3) use faulty reasoning when specifying a relationship or comparison.</p> <p>The item stem of PART B will pose a question about the details that support the analysis made in PART A. This part of the item will provide students the opportunity to identify the textual evidence used to make the analysis.</p> <p>The answer choices of PART B will be selectable lines, sentences, or paragraphs from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or from other text provided. Sentences can be grouped into multi-sentence options. There will be one correct answer. The correct answer will be the selectable sections of text that provide support for the analysis made in PART A. The distractors will be a line or lines that 1) support a misrepresentation of the relationship or the author's point of view within a single text or between the texts OR 2) do not directly support the relationship within a single text or between the texts.</p> <p>Distractors will reflect common student errors.</p> <p>Rationales should state the justification for the type of plausible distractor.</p> <p>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).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> 1. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) within a text. 2. The student will determine how information reveals the author's point of view within a text. 3. The student will interpret how information is presented (e.g. individuals, events, ideas, concepts) across two texts. 4. The student will determine how information reveals the author's point of view across two texts. <p>Lead In: This question has two parts. First, answer part A. Then, answer part B.</p> <p>Appropriate Stems for Part A:</p> <ul style="list-style-type: none"> • Click on the statement that best describes how [provide individuals/events/ideas/concepts/etc.] develop through the passage. [excerpted selectable text]

	<ul style="list-style-type: none"> Click on the statement that best describes what [provide individuals/events/ideas/concepts/etc.] show(s) about [the development/provide idea/content]. [excerpted selectable text] Click on the statement that best describes how [provide individuals/events/ideas/concepts/etc.] change through the passage? [excerpted selectable text] Click on the statement that best describes how the author's addition of [provide individuals/ideas/events/etc.] add(s) to the building of information in the passage. [excerpted selectable text] Click on the statement that best describes what the information in the [first paragraph/first section/introduction] of the passage tells the reader about the author's point of view. [excerpted selectable text] Click on the statement that best describes what the information presented in these [sentences/paragraphs/sections] tell the reader about the author's point of view. [excerpted selectable text] <p>Appropriate Stems for Part B:</p> <ul style="list-style-type: none"> Click on the [sentence(s)/paragraph(s)/section(s)] from the passage that best support(s) your answer in part A. Choose one answer. Click on [sentence(s)/paragraph(s)/section(s)] from the passage that best show(s) the connection made in part A. Choose one answer. <p>Appropriate Stems for <u>Dual-Text Stimuli Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"> Which statement best describes how [provide individuals/events/ideas/concepts/etc.] affects both passages? Which statement best describes how [provide individuals/events/ideas/concepts/etc.] is [similar/different] in both passages? Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]? How do the authors of both passages develop the relationships between [provide individuals/events/ideas/concepts/etc.]? Read the [sentence/paragraph] from [title text #2]. [excerpt from text] How does that information help the reader understand [provide individuals/events/ideas/concepts/etc.] in [title text #1]?
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- Which statement is correct about [provide individuals/events/ideas/concepts/etc.] in **both** [title text #1] and [title text #2]?
- How is/are [provide individuals/events/ideas/concepts/etc.] in [title text #1] the same as [provide individuals/events/ideas/concepts/etc.] in [title text #2]?
- How does the development of [provide individuals/events/ideas/concepts/etc.] in [title text #1] differ from the development of [provide individuals/events/ideas/concepts/etc.] in [title text #2]?
- Both authors include information about [provide individuals/events/ideas/concepts/etc.] What do(es) the difference(s) between the information in the two passages tell the reader about [provide author(s) name(s)]'s point(s) of view?
- Which statement **best** describes how [provide individuals/events/ideas/etc.] affects points of view in **both** passages?
- How does [provide author name]'s point of view in [title text #1] differ from [provide author name]'s point of view in [title text #2]?
- How does the development of the author's point of view in [title text #1] [compare/contrast] to the development of the author's point of view in [title text #2]?

PART B:

- Click on the sentence from [title text #1] that **best** supports your answer in part A. Choose **one** answer.
[insert selectable text]
- Click on the sentence from [title text #1] that **best** shows the connection made in part A. Choose **one** answer.
[insert selectable text]
- Click on the sentence from [title text #1] and the sentence from [title text #2] that **best** supports your answer in part A. Choose **one** answer.
[insert selectable text title text #1]
[insert selectable text title text #2]
NOTE: This stem can only be used with two **informational** passages.
- Click on the sentence from [title #1] and the sentence from [title text #2] that **best** shows the [connection/relationship] made in part A. Choose **one** answer.
[insert selectable text title text #1]
[insert selectable text title text #2]
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

Format Example:

NOTE: The selectable text of Part A mirrors a single-response multiple choice item and Part B is a whole, continuous section of text. **The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.**

The following question has two parts. First, answer part A. Then, answer part B.

Part A

Click on the statement that **best** describes what the information in the first paragraph of *Pong* reveals about the author's point of view.

- A. [The author appreciates advancements in technology.]
- B. [The author celebrates the revolutionary nature of *Pong*.]
- C. [The author prefers old style games like *Pong* over current video games.]
- D. [The author questions the connection of current technology to technology of the past.]

Part B

Click on the sentence from the text that best supports your answer in part A. Select **one** option.

[On any smartphone you pick up, you will find some kind of video game.]
 [People have access to games so sophisticated that there are worldwide competitions to determine the best players.] [Game design is so advanced that the graphics look almost real.] [Long before any of this, however, people played a low-tech game that sported paddles made of short lines on the edges of the screen, a dotted centerline to mark opposing sides, and a square dot designed to act like a ball.] [That game was *Pong*.]