

**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, explanatory, and argumentative 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 (or passive voice, or lack of parallel structure), 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. However, when multiple skills are assessed (e.g., punctuation *and* grammar/usage) or when skill being assessed requires context (e.g., active/passive voice), the stimulus must be long enough to represent authentic student writing.
- CCSS L-1, L-2 standards determine grade-level skills (see evidence statements). Guidelines for assessing these skills are as follows:
  - **85% of items** may assess either a single **new-to-grade** skill or multiple skills. When multiple errors are present, in addition to the new-to-grade target skill, the item *may* also assess -
    - any skill from the starred language progression chart **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.*
    - any skill that is one or two grade levels below tested grade (See column 3 of the chart in the Evidence Required section of this document). The skill selected should work logically with the new-to-grade skill. For example, at high school, the new-to-grade skill of parallel structure would work well with the grade 7 skill of commas with coordinating adjectives. It would be more difficult to integrate a question assessing parallel structure and also dangling modifiers.
  - Because of the limited number of new-to-grade skills for grade 11, **15% of items** can assess the following skills from the Language Progression Chart *independent of* a new-to-grade skill: subject/verb agreement; pronoun/antecedent agreement; inappropriate sentence fragments, comma splices, run-on sentences (See column 2 of chart in the Evidence Required section of this document.)

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- Items that require students to correct errors **must** specify the category of error or errors in each stem. The categories are grammar usage, capitalization\* [capitalization cannot be assessed beyond grade 6], punctuation, and spelling. (Word choice is Target 8.)
- For Grade11, items that ask students to correct errors should have no more than four errors requiring corrections. While up to four 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.
- When students are asked to revise sentences to create more effective sentence structure (e.g., to achieve parallelism in parallel elements), do not refer to the stylistically flawed sentence as an error in grammar usage. For example,  
A student wants to revise a paper for health class. Read the following sentences and then answer the question that follows.  
*Most physicians advise teens that they should be sleeping at least 8 hours each night, exercising at least 30 minutes per day, getting regular check ups with their doctors, and avoid food with high-saturated fats.*  
Click on the section that needs to be edited to maintain consistent structure.
- All items should assess usage, not grammatical terms. When a grade-appropriate skill cannot be assessed efficiently without also using basic grammar terms (e.g., verb, tense, active/passive voice, verb mood) 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 -  
A student wants to edit a story for grammar usage. Read the following sentences and the underlined sections.  
*In gym class today, we learned to play volleyball. The rules were given to us by our gym teacher. We tried to follow the rules, but soon the gymnasium looked more like the scene of a riot than an athletic event. The next day, our gym teacher introduced the game of marbles instead.*  
Click on the underlined section that does **not** maintain the verb voice used in the rest of the draft.  
**Notes 1)** Because the uses of active/passive voice have been underlined, the student does **not** need to know the definition of this term to answer the question; 2) The use of passive/active voice is not “incorrect;” therefore, the “inappropriate (or inconsistent) use of verb voice” items must have a stimulus in which the use of passive (or active) voice is clearly confusing, vague, and/or inconsistent. Avoid using the word “error” or “wrong” with active/passive voice:
- 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.”
  - 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.”

English Language Arts Specification: High School Claim 2 Target 9

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|                                | <ul style="list-style-type: none"> <li><b>Punctuation</b> errors (e.g., with commas) must be clearly wrong. For example, <i>short</i> introductory phrases/clauses don't always need commas after them (e.g., After dinner was over the boys did the dishes). And <i>short</i> independent clauses may not require a comma after the coordinating conjunction (e.g., Brian washed and Jeff dried). Because such sentences can be defended as correct, they should not be used as distractors unless they are clearly used [in]correctly (long introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as “for effect.”</li> </ul>   |
| <b>Standards</b>               | <p><b>L-1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>L-2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>   |
| <b>Depth of Knowledge</b>      | <p>DOK 1 or 2 (<b>Note:</b> very few conventions items are DOK 2, especially at lower grades where conventions items involve distinguishing between correct and incorrect examples of a rule). 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, especially when they are separated by phrases/clauses or the subject is, for example, a collective noun. Another example might be pronoun and antecedent agreement when the number of the indefinite pronoun is determined by the meaning of an intervening phrase. Nonetheless, DOK should not be confounded with “difficulty,” and item writers must be sure that true analysis is required before labeling an item DOK 2.)</p>   |
| <b>Stimuli/Passages</b>        | <ul style="list-style-type: none"> <li>Stimuli for this target, when used, will be narrative, explanatory, or argumentative texts. The stimulus should be no longer or shorter than necessary to assess knowledge of the skill or skills being assessed. For example, students need not read multiple paragraphs to identify one error; likewise, a stimulus with three errors would likely require more than one sentence. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer, for example, when assessing punctuation for effect.</li> <li>Do not include a stimulus if the answer choices would repeat the exact text from the stimulus.</li> </ul>   |
| <b>Stimuli/Text Complexity</b> | <ul style="list-style-type: none"> <li>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.</li> <li>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. (<b>Note:</b> 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.)</li> <li>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.</li> </ul> |
| <b>Accessibility Concerns</b>  | <p>Students will be required to read brief grade-level narrative, explanatory, or argumentative texts. Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>   |



English Language Arts Specification: High School Claim 2 Target 9



| Evidence Required    | New-to-grade conventions<br>(85% of all items MUST assess at least one new-to-grade skill.)   | Language progression chart conventions<br>assessed across relevant grade spans.<br>Stimulus and item stem MUST be appropriately complex for the grade level.   | Skills from previous two grades   |
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|                      | <p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>1. parallel structure*</li> <li>2. a semicolon to link two or more closely related independent clauses</li> <li>3. a colon to introduce a list or quotation.</li> <li>4. hyphenation conventions</li> <li>5. spelling of words that are at or up to two grades below grade level, including frequently misspelled words</li> </ol> | <p>The student will identify, edit to correct, and/or edit for correct use of</p> <ol style="list-style-type: none"> <li>6. subject-verb agreement**</li> <li>7. pronoun-antecedent agreement**</li> <li>8. inappropriate sentence fragments, run-on sentences**</li> <li>9. frequently confused words (to/too/two; there/their)</li> <li>10. inappropriate shifts in verb tense</li> <li>11. inappropriate shifts in pronoun number and person</li> <li>12. vague or ambiguous or unclear pronoun references</li> <li>13. punctuation to set off nonrestrictive/parenthetical elements (commas, parentheses, dashes)</li> <li>14. misplaced modifiers</li> <li>15. dangling modifiers</li> <li>16. inappropriate shifts in verb voice and mood</li> </ol> | <p>The student will identify, edit to correct, and/or edit for correct use of</p> <p>Grade 8:</p> <ol style="list-style-type: none"> <li>17. verbs in the active voice</li> <li>18. verbs in the passive voice</li> <li>19. verbs in the indicative mood</li> <li>20. verbs in the imperative mood</li> <li>21. verbs in the interrogative mood</li> <li>22. verbs in the conditional mood</li> <li>23. verbs in the subjunctive mood</li> <li>24. use of commas to indicate a pause or break</li> <li>25. use of ellipses to indicate a pause or break</li> <li>26. use of dashes to indicate a pause or break</li> <li>27. use of ellipses to indicate an omission</li> </ol> <p>Grade 7:</p> <ol style="list-style-type: none"> <li>28. commas separating coordinate adjectives</li> </ol> |
|                      | <p>*Indicates a skill that is from the Language Progression Chart in CCSS and will be repeated in subsequent grades.</p> <p>** For grade 7, 8, and 11 only, 15% of items may be written for these skills (at a grade-appropriate level of sophistication) independent of a new-to-grade skill</p>   |  |   |
| Allowable Item Types | Multiple Choice, single correct response; Multiple choice, multiple correct response; Hot Text, select text   |  |   |

**Note:** Text included in brackets [ ] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.

| Task Models  |   |
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| <p><b>Task Model 1</b></p> <p><b>Item Type:</b> Multiple Choice, single correct response</p> <p><b>DOK:</b> 1, 2</p> | <p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>The text may include one (or more) sentence(s) that includes no more than four grammar usage, punctuation, or spelling errors, depending on the stem used. 85% of items must assess at least one new-to-the-grade skill with or without the addition of skills from previous two grades (7 and 8) and/or other starred items from the language conventions chart. <b>15% of items</b>, as noted in clarifications section, can assess grade-appropriate subject/verb agreement, pronoun/antecedent agreement, and sentence correctness independent of new-to-grade skills.</li> <li>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).</li> <li>Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not need a comma after the coordinating conjunction (such as "For dinner we had spaghetti" and "She washed and he dried the dishes"). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>longer</i> introductory clauses or independent clauses + coordinating conjunctions)</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will direct students to select a response that corrects errors or problems with grammar usage, punctuation, or spelling. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and correct solution to correct the error or errors in the stimulus. The <b>distractors</b> will be revisions to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, or 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 11 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill, except as noted.</p> <ul style="list-style-type: none"> <li>Choose the sentence(s) (or paragraph) that are/is [or are/is not] punctuated correctly [e.g., colon for list or quotation; semi-colon with conjunctive adverb (new-to-grade skill). Can also include dash or ellipsis for pause (from grade 8)].</li> <li>The following sentence (or paragraph) has [up to four] errors in punctuation.</li> </ul> |

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|  | <p>Read the sentences (or paragraph) and the directions that follow. [Sentences could include colon for list or quotation; semi-colon with conjunctive adverb, new-to-grade skill. Could also include dash or ellipsis for pause]. Choose the sentence/paragraph that correctly edits all [up to four] errors. <b>Note:</b> Although up to four errors may be embedded, avoid using more than two categories of errors.</p> <ul style="list-style-type: none"><li>• A student wrote a paragraph with [inconsistent or inappropriate] grammar usage. OR a student wrote a paragraph that needs to be edited for grammar usage errors [Insert sentences/paragraph containing problems with lack of parallel structure (new-to-grade error) [OR, item can assess other grammar usage errors **]. Choose the [sentence(s)] that correctly edit(s) the [sentences/paragraph] for [consistent/appropriate] use of parallel structure [OR other conventions problems/errors**].</li><li>• The following sentence has [up to four] errors in punctuation [and grammar usage]. [Insert sentence, which must include errors with colons, semi-colons, and/or hyphens (new-to-grade skill); can also include grammar usage errors from previous grade/language progression chart** such as subject/verb or pronoun/antecedent agreement; vague pronoun reference; inappropriate verb tense shifts]. Choose the sentence that correctly edits all the errors.<br/>Choose the sentence containing a (or two or three) spelling [grade appropriate frequently misspelled] error(s) [&amp;/or grammar usage errors with frequently confused words]. Or choose <b>the</b> sentences with <b>no</b> spelling errors [&amp;/or grammar usage errors if using frequently confused words].</li></ul> <p><b>*Note:</b> See clarification note on active/passive voice and parallel structure on page 2. Use of active/passive voice cannot be called an “error.” Likewise, refer to sentences lacking parallelism as needing to be edited to maintain consistent structure (or similar).</p> <p><b>** Note 2:</b> at this grade level, 15% of items can assess <b>grade-appropriate</b> subject/verb agreement, pronoun/antecedent agreement, and sentence correctness independent of a new-to-grade skill.</p> <p>The maximum number of errors to be included in any item at this grade is four. While up to four errors may be embedded in the sentence, be sure to limit to no more than two categories of errors.</p> <p><b>Scoring Rules:</b> Correct response = 1 point; other = 0 points.</p> |
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| Task Models  |  |
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| <p><b>Task Model 2</b></p> <p><b>Item Type: Multiple Choice, multiple correct response</b></p> <p><b>DOK: 1, 2</b></p> | <p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus.</li> <li>If a stimulus is used, text should be at grade level. Text will be brief—the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (punctuation for effect, parallelism, active/passive voice, etc.).</li> <li>The text may include one (or more) sentence(s) that includes no more than four grammar usage, punctuation, or spelling errors, depending on the stem used. 85% of items must assess at least one new-to-the-grade skill with or without the addition of skills from previous two grades (7 and 8) and/or other starred items from the language conventions chart. <b>15% of items</b>, as noted in clarifications section, can assess grade-appropriate subject/verb agreement, pronoun/antecedent agreement, and sentence correctness independent of new-to-grade skills.</li> <li>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).</li> <li>Errors – particularly with commas – must be clear. For example, <i>short</i> introductory phrases/clauses don't always need commas after them; likewise, very <i>short</i> independent clauses may not necessitate a comma after the coordinating conjunction (such as “For dinner we had spaghetti” and “She washed and he dried the dishes”). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions). Also avoid sentence fragments that could be construed as “for effect.”</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will direct students to select a response that corrects errors or problems with grammar usage, punctuation, or spelling. <b>Answer choices</b> for multiple correct response items should present more than four options (e.g., 5 to 7, so that fewer than half the choices are correct responses). The <b>correct two answers</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. The <b>distractors</b> will be possible edits to the text that may be plausible to students who 1) misunderstand the applicable grammar usage, capitalization, punctuation, or spelling rule, 2) apply the wrong rule for the specific error and/or context, 3) easily confused homonyms.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 11 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill. (See Model 1 for examples), except as noted.</p> <ul style="list-style-type: none"> <li>A student wrote a paragraph with inconsistent [or inappropriate or incorrect] grammar usage. [Insert sentences/short paragraph containing problems with lack of parallel structure (new-to-grade error**). Can also add inconsistent/inappropriate active/passive voice (grade 8 skill)]. Choose sentences that correctly edit the paragraph (or underlined section of the paragraph if stimulus is long) for [consistent] use of parallel structure [and, for example, verb voice, if multiple problems are used].</li> </ul> |



- The following sentence has [up to four] errors in punctuation [and grammar usage]. [Insert sentence, which must include errors with colons, semi-colons, and/or hyphens (new-to-grade skill); can also include grammar usage errors\*\* from previous grade/language progression chart such as subject/verb or pronoun/antecedent agreement; vague pronoun reference; inappropriate verb tense shifts]. Choose **two** sentences that correctly edit all of the errors.
- Choose **two** sentences containing [up to four] spelling [grade appropriate frequently misspelled] error(s) [&/or grammar usage errors with frequently confused words]. Or choose **two** sentences with **no** spelling errors [&/or grammar usage errors if using frequently confused words].

**\*Note:** See clarification note on active/passive voice and parallel structure on page 2. Use of active/passive voice cannot be called an “error.” Likewise, refer to sentences lacking parallelism as needing to be edited to maintain consistent structure (or similar).

**\*\* Note 2:** at this grade level, 15% of items can assess **grade-appropriate** subject/verb agreement, pronoun/antecedent agreement, and sentence correctness independent of a new-to-grade skill.

**The** maximum number of errors to be included in any item at this grade is four. While up to four errors may be embedded in the sentence, be sure to limit to no more than two categories of errors.

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

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| <b>Task Model 3</b><br><b>Item Type: Hot Text, select text</b><br><b>DOK: 1, 2</b> | <p><b>Stimulus:</b></p> <ul style="list-style-type: none"> <li>Do not include a stimulus if the answer choices repeat the exact text from the stimulus. However, for model 3, there frequently is a short stimulus. When a stimulus is used, text should be grade level. Text will be brief — the stimulus should be no longer (or shorter) than necessary to assess knowledge of the skill or skills being assessed. The stimulus needs an audience and purpose <i>only</i> when that information affects the correct answer (e.g., punctuation for effect).</li> <li>The text may include one (or more) sentence(s) that includes no more than four grammar usage, punctuation, or spelling errors, depending on the stem used. 85% of items must assess at least one new-to-the-grade skill with or without the addition of skills from previous two grades (7 and 8) and/or other starred items from the language conventions chart. <b>15% of items</b>, as noted in clarifications section, can assess grade-appropriate subject/verb agreement, pronoun/antecedent agreement, and sentence correctness independent of new-to-grade skills.</li> <li>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).</li> <li>Errors – particularly with commas – must be clear. For example, short introductory phrases/clauses don’t always need commas after them; likewise, very short independent clauses may not necessitate a comma (such as “For dinner we had spaghetti” and “She washed and he dried the dishes”). Therefore, because these types of distractors could be viewed as plausible, they should not be used as distractors unless they are clearly used [in]correctly (<i>long</i> introductory clauses or independent clauses + coordinating conjunctions). Also avoid using sentence fragments that could be construed as “for effect.”</li> </ul> <p><b>Task Description:</b> The <b>stem</b> will direct students to select a response that corrects errors or problems with grammar usage, punctuation, or spelling. <b>Answer choices</b> for select text items should present more than four options (e.g., 5 to 7, so that fewer than half the choices are correct responses). The <b>correct answer</b> will be a clearly discernible and correct solution to edit the error or errors in the stimulus. Stimulus should be a <b>short</b> (3-4 cohesive sentences) narrative, opinion, or informational piece with five or <b>six</b> underlined possible “errors” in grade-appropriate grammar usage, punctuation, sentence formation, or spelling. The <b>distractors</b> 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.</p> <p><b>Appropriate Stems:</b></p> <p>See <b>Evidence Required</b>, beginning on page 3, for grade 11 appropriate grammar usage, spelling, and punctuation errors. A variety of items should be written to address as many <b>evidence statements</b> as possible, but all items must include at least one new-to-grade skill (See Model 1 for examples) except as noted.</p> <ul style="list-style-type: none"> <li>Click on the <b>two (or three)</b> sentence(s) that are punctuated correctly (or <b>not</b> correctly punctuated) [e.g., semi-colons with conjunctive adverbs; colons for list or quotations; could also add grade 8 punctuation such as dash,</li> </ul> |

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|  | <p>parenthesis, ellipsis for pause &amp;/or grade 7 commas with coordinate adjectives ].</p> <ul style="list-style-type: none"> <li>• A student needs to edit the draft of a _____ for consistent/appropriate grammar usage. [Insert one or two paragraphs with one or two sentences reflecting problems with parallelism (or, see note** below); can also include inconsistent/ inappropriate use of voice (grade 8 skill)] Click to highlight <b>[one or two]</b> sentences that need to be edited to correct a lack of parallel structure [and inconsistent verb voice, if multiple problems are used].</li> <li>• A student wants to edit a(n) [informational article [or argumentative essay, etc.] for class to correct the [two to four] punctuation [and grammar usage, etc.] errors in the draft. Read the draft paragraph from the [informational article or argumentative essay] and answer the question that follows. [Insert paragraph, which must include errors with colons, semi-colons, and/or hyphens (new-to-grade skill, except as noted below**); can also include grammar usage errors from previous grade/language progression chart such as subject/verb or pronoun/antecedent agreement; vague pronoun reference; inappropriate verb tense shifts]. Click to highlight the <b>[one to four]</b> errors in punctuation [and grammar usage] that should be edited.</li> <li>• [Insert 3-4 sentences, with 5-6 underlined <u>word(s)</u>, each followed by an underlined <u>punctuation mark</u>, as possible answers]. A student wants to edit a paper for correct punctuation. Read the following sentences and the directions that follow. [Insert short text. Grade 11 example] <i>Every March, students look forward to their spring break. Annual spring break activities are as diverse as are our <u>students</u>; some students go on vacation with their <u>parents</u>; some students do volunteer work within the <u>community</u>; some students just take the opportunity to sleep <u>late</u>; binge-watching their favorite TV series. Regardless of their chosen activities, students welcome the opportunity to vary their <u>usual</u>, tedious school schedule.</i> Click to highlight the one <u>underlined</u> word [phrase, section, etc.] that is followed by incorrect punctuation.</li> <li>• A student is writing a(n)_____ [research report/argumentative essay/article, etc.] for class. Click to highlight <b>[one to four]</b> sentences that need to be edited for punctuation. [Errors could include errors with semi-colons, colons in lists/quotes; can also add punctuation skills from grades 7-8 and/or language progression chart]</li> <li>• Read the student's paragraph with some errors with punctuation. [Insert paragraph with at least five or six sentences, some with errors using hyphens.] Click on the <b>[#]</b> sentences that contain errors with hyphens.</li> <li>• For each pair of similar sentences, click on the sentence that uses correct spelling (or grammar usage** or punctuation). [Write three sentences twice—once correctly and once with errors—AA BB CC; can include spelling words, or frequently confused words (grammar usage), or hyphenated words (for punctuation)].</li> <li>• [Embed two to three pairs of words within sentence(s)] A student wants to edit a story (or essay, etc.) for spelling [and/or grammar usage/punctuation (i.e., hyphenated words)]. For each pair of words, click on the word that is spelled [and/or used] correctly. [For example, to assess frequently misspelled words: <i>I asked the maintenance/maintenance person to help me maneuver/maneuver the twenty-five foot video screen..</i> To add frequently</li> </ul> |
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|  | <p>confused words: <i>The principle/principal wanted everyone to have an unobstructed view.</i> Can include hyphenated words (for punctuation).</p> <p><b>*Note 1:</b> See clarification note on active/passive voice and parallel structure on page 2. Use of active/passive voice cannot be called an “error.” Likewise, refer to sentences lacking parallelism as needing to be edited to maintain consistent structure (or similar).</p> <p><b>** Note 2:</b> at this grade level, 15% of items can assess <b>grade-appropriate</b> subject/verb agreement, pronoun/antecedent agreement, and sentence correctness independent of a new-to-grade skill.</p> <p><b>The</b> maximum number of errors to be included in any item at this grade is four. While up to four errors may be embedded in the sentence, be sure to limit to no more than two categories of errors.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p> |
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