

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
<p>Target 1a: WRITE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).</p> <p>Target 1b: REVISE BRIEF TEXTS: Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introducing narrator's point of view, or using dialogue when describing an event or to advance action).</p>	
Clarifications	<p>Target 1a</p> <ul style="list-style-type: none"> Items for this target must have a setup that states audience, purpose, 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 about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition for a science website</u>." Elaboration 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 development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative. Organization items focus on the student's ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative. Students in high school often write narratives to support broader authentic high school writing purposes. For example, students might write narratives that are embedded within writing for informational or argumentative purposes to illustrate a point. Students might include narrative to support their purposes in college or job applications, award nominations, narrative sections to illustrate/complement yearbook entries, etc. While some high school students may take creative writing or write for the school literary magazine, such occasions are less frequent than other purposes. Archetypes for grade 11 target 1 items illustrate this point. <p>Target 1b</p> <ul style="list-style-type: none"> Note: This target asks students to revise, not edit, which is Target 9. Items for this target focus on revision at the sentence or paragraph level. Items asking for students to replace or add words/phrases are Target 8 Note: The stem will direct the student to select a revision to the stimulus that improves some underlined or otherwise specified aspect of the text's evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), 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 about nutrition</u>" has a different meaning than does "A student is writing an essay <u>about nutrition for a science website</u>." Elaboration items focus on the student's ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task. Organization items focus on the student's ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose and task).

English Language Arts Specification: High School Claim 2 Targets 1a and 1b

Standards	<p>Target 1a</p> <p>W-3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W-3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W-3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W-3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Target 1b</p> <p>W-3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>W-3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>W-3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>W-3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>W-3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
Depth of Knowledge	<p>Target 1a</p> <p>DOK 3</p> <p>Target 1b</p> <p>DOK 2</p>
Stimuli/Passages	<ul style="list-style-type: none"> • Stimuli for this target will be brief narrative texts (@250 to 300 words). • For high school, one purpose of narrative writing can frequently be to support broader writing purposes; while the purpose of a high school stand-alone narrative text can occasionally be to entertain or tell a story, narrative writing for the sake of narrative is less frequently assigned in high school.
Stimuli/Text Complexity	<ul style="list-style-type: none"> • 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,

English Language Arts Specification: High School Claim 2 Targets 1a and 1b

	<p>language/vocabulary, and sentence structure of each stimulus should be similar to what good 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.)</p> <ul style="list-style-type: none"> • 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). • The stimulus should be written as if it is part of a larger piece of writing. • For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.
Accessibility Concerns	<p>Students will be required to read brief narrative 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.</p>
Evidence Required	<p>Target 1a</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to organize narratives/narrative sections that engage and orient the reader by <ol style="list-style-type: none"> a. providing an opening that sets out a problem, situation, or observation and its significance b. establishing one or multiple point(s) of view c. introducing a narrator and character(s) d. using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome e. providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative 2. (Elaboration) The student will use information provided in a stimulus to develop narratives/narrative sections that apply narrative techniques such as <ol style="list-style-type: none"> a. including dialogue, pacing, and reflection to convey events, experiences, or characters b. including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters <p>Target 1b</p> <ol style="list-style-type: none"> 1. (Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by <ol style="list-style-type: none"> a. providing an opening that sets out a problem, situation, or observation and its significance b. establishing one or multiple point(s) of view c. introducing a narrator and character(s)

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	<ul style="list-style-type: none"> d. using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome* e. providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as</p> <ul style="list-style-type: none"> a. including dialogue, pacing, and reflection to convey events, experiences, or characters b. including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters c. identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p>
Allowable Item Types	<p>Target 1a: Written Response</p> <p>Target 1b: Multiple Choice, single correct response: Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

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 1a Write Brief Texts Item Type: Written Response DOK 3	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level as if written by a student. Text should be a model of good writing. 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 range between 250 and 300 words.</p> <p>Task Description: The stem will direct the student to use the information provided in the stimulus to complete a narrative task (narrative tasks can not always be described in traditional paragraph lengths). The stem will explain how the stimulus information is to be used (e.g., include dialogue, add descriptive details to show a scene, replace a section).</p> <p>Note: Students in high school generally write narratives to support broader authentic high school writing purposes. For example, narrative might be embedded within writing for informational or argumentative purposes to illustrate a point. Such occasions might include college or job applications, award nominations, narrative sections to illustrate/complement yearbook entries, etc. While some high school students may take creative writing or write for the school literary magazine, such occasions are less frequent than other purposes; especially for Task Model 1, items should reflect authentic contexts as much as possible.</p> <p>Target Evidence Statements:</p> <p>Target 1a</p> <ul style="list-style-type: none"> • (Organization) The student will use information provided in a stimulus to write organized narratives/narrative sections that engage and orient the reader by <ul style="list-style-type: none"> • providing an opening that sets out a problem, situation, or observation and its significance • establishing one or multiple point(s) of view • introducing a narrator and character(s) • using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome • providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative • (Elaboration) The student will use information provided in a stimulus to write well-developed narratives/narrative sections that apply narrative techniques such as <ul style="list-style-type: none"> • including dialogue, pacing, and reflection to convey events, experiences, or characters • including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters <p>APPROPRIATE STEMS:</p>

Note: All stimuli/stems should indicate that students are revising a **draft** for a specified reason.

ORGANIZATION ITEM STEMS

A student is writing a narrative section about _____ to support a(n) [(explanatory or argumentative) college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (autobiography/memoir, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @ 250-300 words]

- Write a beginning* to the narrative (or narrative section) that [sets up the action to come; shows what is going on at the start of the narrative; establishes the mood/tone; and/or introduces the characters, the narrator, the setting, etc.].
- Write an ending* to the narrative (or narrative section) that follows logically from the events or experiences in the narrative (or narrative section) [and/or provides reflection or closure]. **[Note:** Since this item type is tagged as “organization,” be sure that **ONLY** an ending (e.g., resolution to the “problem” that already has a turning point) is needed.]

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

ELABORATION ITEM STEMS

A student is writing a narrative section about _____ to support explanatory (or argumentative) [college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (memoir, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text @250-300 words]

Note: Elaboration items should ask for development **within** the existing text. The requested elaboration should come at key points in the story to further develop the conflict, the characters, the turning point, etc.

A student is writing a _____ for _____ about _____. The student wants to make the story more [exciting or interesting, etc.].

- Add [dialogue and/or description] to replace [the underlined part of the story] to show [what happens when _____ OR what happens between two characters or events, etc.].
- Add [dialogue and/or description] after the underlined part of the story, to show what happens [when _____ OR at the part when _____, etc.].

***Note:** Stem must always 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., or by asking students to complete a paragraph/section that has been started (and underlined) for them.

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).**

Rubric Templates

Organization—Opening

2 points

The response:

- provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose
- adequately connects to or sets up the body of the narrative

1 point

The response:

- provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters
- provides a limited and/or awkward connection to the body of the narrative

0 points

The response:

- provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters
- provides no connection to the body of the narrative

Organization—Ending**2 points**

The response:

- provides an adequate ending to the narrative that provides a sense of closure
- provides an adequate connection that follows from the events or experiences in the narrative

1 point

The response:

- provides an awkward or partial ending to the narrative that may provide a limited sense of closure
- provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative

0 points

The response:

- provides an unclear or incomplete ending to the narrative that provides little or no closure
- provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details

Elaboration**2 points**

The response:

- provides appropriate and mainly specific descriptive details and/or dialogue
- provides adequate development of experiences, characters, setting, action, and/or events
- uses adequate sensory, concrete, and/or figurative language
- is mostly “shown”

1 point

	<p>The response:</p> <ul style="list-style-type: none"> • provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related • provides limited development of experiences, characters, setting, action, and/or events • uses limited sensory, concrete, and/or figurative language • is somewhat “told” <p>0 points</p> <p>The response:</p> <ul style="list-style-type: none"> • includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative • provides minimal, if any, development of experiences, characters, setting, action, and/or events • uses little or no sensory, concrete, and/or figurative language • is mostly “told”
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Task Models	
Task Model 2 Target 1b Revise Brief Texts Item Type: Multiple Choice, single correct response DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>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 not exceed 250 words (can be shorter for single answer revision items).</p> <p>Task Description: The stem will pose a question about a revision to the stimulus that improves some specified aspect of the text's development (elaboration) or organization. Answer choices will present four options of similar structure. The correct answer will be a clearly discernible and best 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.)</p> <p>Target Evidence Statements:</p> <p>1. (Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by</p> <ul style="list-style-type: none"> • providing an opening that sets out a problem, situation, or observation and its significance • establishing one or multiple point(s) of view • introducing a narrator and character(s) • using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome* • providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative <p>2. (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as</p> <ul style="list-style-type: none"> • including dialogue, pacing, and reflection to convey events, experiences, or characters • including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters • identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS:</p> <p>Note: All stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ORGANIZATION ITEM STEMS</p> <p>A student is writing [a narrative section] section about _____ to support a(n)</p>

	<p>[explanatory or argumentative _____ [college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (autobiography/ memoir, mystery, realistic fiction, etc.) for [a teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the organization. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> • [Embed narrative with a missing, inappropriate, or ineffective beginning] Choose the sentences that would best show what is going on at the beginning of the narrative and/or introduce the characters [narrator/ setting/ situation, conflict, etc. OR establish the tone/mood, etc.] [OR to replace the first <u>underlined</u> sentence(s). Note: Options can be single sentences but are more often multi-sentence. • [Embed short narrative with a missing , inappropriate, or ineffective beginning] Choose the sentence(s) that would provide the most effective beginning for the narrative [memoir, etc.] [to set up the action to come, establish the point of view, etc.] [OR to replace the first <u>underlined</u> sentence(s)] • [Embed short narrative with a missing, inappropriate, or ineffective ending] Choose the sentence(s) that would be the most effective ending for the narrative [OR the best sentence to replace the last <u>underlined</u> sentence(s) in the _____] [by providing appropriate reflection, resolution, etc.]. • Choose the transition words [or phrases or clauses] that best connect the <u>underlined</u> text by showing time shifts, such as flashback, changing points of view, etc. Note: The text to be connected should be <u>underlined</u> and may consist of two events, situations, settings, etc., that need to be logically connected (e.g., “in retrospect....”; “on the other side of town...”; “by the end of that year....”). • Which of the following [sentences] should be added to show how the two the two <u>underlined</u> sections [sentences, etc.] are connected? Connections will typically be sentences, rather than words/phrases (e.g., “Eventually, we came to understand....” OR “Then....But the next day.....” <p style="text-align: center;">ELABORATION ITEM STEMS</p> <p>A student is writing a narrative section about _____ to support explanatory (or argumentative) [college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (autobiography/memoir, mystery, realistic fiction, etc.) for [a teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <p style="text-align: center;">[Insert stimulus text.]</p> <ul style="list-style-type: none"> • Read the <u>underlined</u> sentence [or section] about [the setting, the character, the time period, the conflict, the resolution/reflection, etc.]. Choose the best sentence(s) to add descriptive detail [before/after] the <u>underlined</u> sentence. Note: Options can be single sentence or multi-sentence choices. • Choose the best revision of [or replacement for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, develop the relationship/ tension/conflict, etc.]. • Choose the best descriptive sentence(s) [or lines of dialogue] to replace [or to be added after] [<u>underlined</u> text] to show [or explain] who the main character is [or what is going on, OR show the relationship/tension/conflict, etc.]. • The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Revise the <u>underlined</u> sentence by choosing the sentence that best uses sensory language to help readers [visualize _____the character/conflict/turning point/setting, etc.] [or
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	<p>understand the writer's reflection/resolution].</p> <ul style="list-style-type: none"> The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Revise the <u>underlined</u> sentence by choosing the best sentence(s) to show(s) _____ [OR choose the best sentence to replace the <u>underlined</u> sentence(s)] [the character's point of view, the setting, reflection, mood, etc.]. Note: Revision must be at least a full sentence; descriptive phrases, etc. are Target 8 items. Note: Options can be single sentence or multi-sentence choices. Revise the <u>underlined</u> sentence by choosing the sentence that best uses sensory language to help readers visualize _____ [the character/ conflict/setting, etc.]. <p>Note: All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target 8 items.</p> <p>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 <u>underlined</u> part] between paragraphs 1 and 2 (or between the part when ___ and ___)," or "after [the <u>underlined</u> part] at the end of paragraph 3," etc.</p> <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
<p>Task Model 3</p> <p>Target 1b Revise Brief Texts</p> <p>Item Type: Multiple Choice, multiple correct responses</p> <p>DOK 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 250 words.</p> <p>Task Description: The stem will pose a question about a revision to the stimulus that improves some specified aspect of the text's development or organization. Answer choices will present more than four options of similar structure. The correct answers will be clearly discernible and best solutions that revise the stimulus to make the indicated improvements. (For revision items, stems should not ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) No more than half the choices should be correct responses.</p> <p>Target Evidence Statements:</p> <p>[Note: There are no Organization items for this task model.]</p> <p>(Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as</p> <ul style="list-style-type: none"> including dialogue, pacing, and reflection to convey events, experiences, or characters including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT</p>

details that 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.

ELABORATION ITEM STEMS

A student is writing a narrative section about _____ to support explanatory (or argumentative) [college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (autobiography/memoir, mystery, realistic fiction, etc.) for [a teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the development. Read the draft of the _____ and [answer the question/ complete the task] that follows.

[Insert stimulus text.]

- Revise the underlined sentences by choosing **two** sentences that show more precise language (more appropriate sensory language, etc.) to replace the underlined section [OR that could be added before/after the underlined sentence] to help readers visualize the character (or setting, action, etc.).
Note: Revision must be at least a full sentence; descriptive phrases, etc. are Target 8 items.
- Read the underlined sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the **two best** sentences to add descriptive detail [before/after] the underlined sentence [to show (or explain) who the character is, or what is going on, or what the conflict is, what the mood/ tone is, or where the story is set, or how the character feels about _____, etc.].
- Choose **two** sentences that would be the **best** revisions of [or replacements for] the underlined dialogue between character X and character Y [to better show _____, show the relationship/ tension/ conflict, etc.].
- Revise the underlined sentence by choosing two sentences that **more** precisely show _____ [the character's personality, the narrator's feeling the setting, etc.].
- The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Choose **two** of the following sentences that would **best** replace _____ and _____ underlined sentences or sections] [or Choose **two** of the following sentences that could be added after the (one or two) underlined sentences/sections].

Note for all stems in this task model: At this grade level, items can ask students to choose **two** answer choices that could be used to revise or that could be added to further develop **one** underlined idea/topic, etc. OR students may be asked to choose sentences/details, etc. to develop/support two different underlined ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.

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 between the part when _____ and _____)," or "after [the underlined part] at the end of paragraph 3," etc.

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

Task Models	
Task Model 4 Target 1b Revise Brief Texts Item Type: Hot Text, select text DOK 2	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 250 words.</p> <p>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 5 to 7 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).</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> (Organization) The student will use information provided in a stimulus to revise organized narratives/narrative sections that engage and orient the reader by <ol style="list-style-type: none"> providing an opening that sets out a problem, situation, or observation and its significance establishing one or multiple point(s) of view introducing a narrator and character(s) using a variety of techniques (e.g., a sense of mystery, suspense, growth, or resolution) to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome* providing a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative (Elaboration) The student will use information provided in a stimulus to revise well-developed narratives/narrative sections that apply narrative techniques such as <ol style="list-style-type: none"> including dialogue, pacing, and reflection to convey events, experiences, or characters including precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters identifying details that should be deleted because they are inconsistent with the rest of a narrative* <p>*Note: Items aligned to organization present details that are out of order NOT details that do not belong. Elaboration items address details that do not belong.</p> <p>APPROPRIATE STEMS: Note: all stimuli/stems should indicate that students are revising a draft for a specified reason.</p> <p style="text-align: center;">ORGANIZATION ITEM STEMS</p>

A student is writing a narrative section about _____ to support explanatory (or argumentative) [college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (mystery, realistic fiction, memoir, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows.

[Insert stimulus text.]

- Click on the [one or **two**] sentence(s) that [do] not belong in the narrative because [they do] not follow the order of events in the rest of the [narrative/story]. **Note:** This stem can *only* focus on time order, not inconsistent/contradictory details, which are elaboration.
- For each underlined pair of words [transition word pairs embedded in text such as specifically/moreover; and consequently; finally/therefore – correct word must be clearly better/more logical than wrong answer], click on the **best** word to signal an appropriate transition [to connect the events or show how time changes, shift in narrator's perspective, etc.]. **Note:** For grade 11, embed no more than three pairs. Note also that underlined pair can consist of a single word (e.g., "finally") but would more typically be a phrase (e.g., "at long last") or clauses.

ELABORATION ITEM STEMS

A student is writing a narrative section about _____ to support explanatory (or argumentative) [college/job application, award nomination, yearbook entry, etc.] OR A student is writing a narrative (autobiography/memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the development. Read the draft of the _____ and complete the task that follows.

- [Embed within stimulus 5 to 7 underlined lines of dialogue] Click on the [one or **two** underlined section(s)] of dialogue that do not belong [or are inconsistent with the character] based on the rest of the narrative.
- [Embed within stimulus 5-7 underlined lines/sentences of descriptive detail] The writer wants to revise this draft to eliminate description unnecessary [or irrelevant details]. Click on [one or **two** section(s)] that should be eliminated. **Note:** This item focuses *only* on irrelevant/inconsistent/ contradictory details, not chronology, which is organization.
- [Embed within stimulus 5-7 underlined lines/sentences with descriptive details] Click on [one or **two**] places within the [underlined] section or paragraph #] where more elaboration [or description] is needed to better [develop the characters/explain the plot/describe the scene, etc.]. **Note:** There should be a clear need for clarifying descriptive information; incorrect responses (distractors) must be clearly appropriate and needed.
- [Embed within stimulus 5-7 underlined lines of dialogue] Click on [one or **two** places within the [underlined section or paragraph #] where dialogue should be added to help readers understand _____ [the conflict/the situation, etc.]. **Note:** There should be a clear need for clarifying dialogue.

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 between the part when ____ and ____)," or "after [the underlined part] at the end of paragraph 3," etc.

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