

Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 9. CENTRAL IDEAS: Determine a central idea and the key details that support it, or provide an objective summary of the text.	
Clarifications	<p>Items may assess a central idea and the details that support it in the text.</p> <p>Items will not ask students to summarize the entire text.</p> <p>All items should require students to cite specific textual evidence to support ideas drawn from the text(s).</p>
Standards	<p><b>RI-1</b> <u>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</u>, including determining where the text leaves matters uncertain.</p> <p><b>RI-2</b> <u>Determine two or more central ideas of a text and analyze their development over the course of the text</u>, including how they interact and build on one another to provide a complex analysis; <u>provide an objective summary of the text</u>.</p> <p><b>RH-2</b> <u>Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas</u>.</p> <p><b>RST-2</b> <u>Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</u>.</p> <p>NOTE: <u>Underlined content</u> (from related CC standards) shows what each assessment target could assess.</p>
Depth of Knowledge (DOK)	<p>DOK 2, 3</p> <p>Short Text (Constructed Response) will always be DOK 3.</p>
Stimuli/Passages	<p>Texts will develop one or more central idea(s), key events, and/or procedure(s).</p> <p>Refer to Smarter Balanced Assessment Consortium: English Language Arts &amp; 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 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> <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.</p>

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"> <li>1. The student will determine a central idea in a text using supporting evidence.</li> <li>2. The student will summarize key events or details in a text using supporting evidence.</li> </ol>
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); Short Text, constructed response (WR)

Task Models	
<p><b>Task Model 1</b>  Item Type: Multiple Choice, single correct response (MC)  DOK: 2</p>	<p><b>Task Description:</b>  The item stem will pose a question that requires the student to 1) determine a central idea, 2) identify a detail that supports a central idea, 3) identify a statement summarizing the key event(s) in a portion of the text, or 4) identify a key detail that is missing from a text summary.  The answer choices will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills.  Distractors will reflect common student errors.  Rationales should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a central idea in a text using supporting evidence.</li> <li>2. The student will summarize key events or details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence/statement] best [identifies/expresses/reveals] the central idea of the text?</li> <li>• Which [sentence/statement] best [identifies/expresses/reveals] the author's [message/point/central idea] in [the text/section of the text]?</li> <li>• Read the [sentences/paragraph(s)]. [provide excerpt from text] What is the central idea of the [sentences/paragraph(s)]?</li> <li>• Which [sentence/detail] from the text best [identifies/expresses/reveals] the central idea?</li> <li>• Which sentence best summarizes the text?</li> <li>• Which sentence best summarizes the [first paragraph/introduction]?</li> <li>• Read the [sentences/paragraph(s)]. [provide excerpt from text] Which sentence best summarizes the sentences/paragraph(s)?</li> <li>• Which sentence best summarizes the key events [after/during] [provide text event]?</li> <li>• Which sentence best summarizes the process of [text procedure]?</li> <li>• Read this summary. [provide summary of a section of the text; one key detail/event is missing] Which [key detail/event/idea] is missing from the summary?</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p>

	<ul style="list-style-type: none"> <li>What central idea can be found in both [title text #1] and [title text#2]? NOTE: This stem can only be used with two informational passages.</li> <li>What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2]?</li> </ul> <p>Scoring Rules: Correct response: 1 point; Incorrect response: 0 points</p>
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Task Models	
<p>Task Model 2</p> <p>Item Type: Multiple Choice, multiple correct response (MS)</p> <p>DOK: 2</p>	<p><b>Task Description:</b></p> <p>The item stem will prompt the student to 1) determine main ideas or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will indicate two or three options.</p> <p>The answer choices will present five to eight options of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be relatively short statements that identify the central ideas presented in the text or they will be statements that should be included in the text summary. The distractors will be relatively short statements that are not central ideas or do not belong in the summary because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key text details. The distractors will not contain details of such insignificance that the options are implausible. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>The student will determine a central idea in a text using supporting evidence.</li> <li>The student will summarize key events or details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>Select [two/three] sentences that best reflect the central ideas presented in the text.</li> <li>Select [two/three] sentences that should be included in a summary of the [text/section of the text].</li> </ul> <p>Scoring Rules: All correct selections: 1 point; All other responses: 0 points</p>

Task Models	
<p><b>Task Model 3</b>  Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)  DOK: 2</p>	<p><b>Task Description:</b>  This item has two parts. The item stem of PART A will pose a question that requires the student to determine a central idea of the text.  The answer choices of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.  The item stem of PART B will prompt the selection of detail(s) from the text that provide evidence for the identification the student made in PART A.  The answer choices of PART B will present four options. The correct answer will be a text detail that supports the central idea identified in PART A. The distractors will be text details that provide plausible support for the distractors in PART A.</p> <p>Distractors will reflect common student errors.  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.  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><b>Target Evidence Statement:</b>  1. The student will determine a central idea in a text using supporting evidence.</p> <p><b>Lead-In:</b> The following question has two parts. First, answer part A. Then, answer part B.</p> <p><b>Appropriate Stems for PART A:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence/statement] best [identifies/expresses/reveals] the [central idea(s)/topic(s)] of the text?</li> <li>• Which [sentence/statement] best [identifies/expresses/reveals] the author's [message/point/central idea]?</li> <li>• Read the paragraphs.  [provide excerpt from text]  Which central idea is [identified/expressed/revealed] in the paragraphs?</li> </ul> <p><b>Appropriate Stems for PART B:</b></p> <ul style="list-style-type: none"> <li>• Which [sentence/detail] from the text best [expresses/reveals/represents/supports] your answer in part A?</li> </ul>

	<p>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</p> <p>PART A:</p> <ul style="list-style-type: none"><li>• What central idea can be found in both [title text #1] and [title text#2]? NOTE: This stem can only be used with two informational passages.</li><li>• What central idea from [title text #1] is made clear by the description of [provide idea/event] in [title text #2 OR literary text name]?</li></ul> <p>PART B:</p> <ul style="list-style-type: none"><li>• Which [sentence/detail] from [title text #1] [best supports/is an example of] your answer in part A?</li><li>• Which [sentences/details] from [title text #1] and [title text #2] [best support/are examples of] your answer in part A?</li></ul> <p>NOTE: This stem can only be used with two informational passages.</p> <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	
<p>Task Model 4</p> <p>Item Type: Hot Text, select text (ST)</p> <p>DOK: 2</p>	<p><b>Task Description:</b></p> <p>The item stem will pose a question that requires the student to 1) select detail(s) that reveal a central idea or 2) identify a section of the text that contains a key event, central idea, or key detail that is missing from a summary of the text. The item stem will prompt the student to choose one or two options.</p> <p>The answer choices will be selectable sentences, paragraphs, sections 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 or two correct answers. The correct answer(s) will be the selectable sections of text that reveal a main idea of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.</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><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a central idea in a text using supporting evidence.</li> <li>2. The student will summarize key events or details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Click on [one/two] [sentence(s)/paragraph(s)/section(s) of the text] that best [show(s)/represent(s)] the central idea of [the text/section of the text]. Select [one/two] options.</li> <li>• Read this summary of [the text/section of the text]. [provide text summary of key events/ideas or a procedure; one key event/idea/detail is missing] A [key event/idea/detail] is missing from the summary. Click on the [sentence/paragraph/section of text] that includes the missing [event/idea/detail].</li> <li>• Click the [one/two] [key details/events] that should be included in a summary of the central idea of the text. NOTE: The correct answer(s) should be a pivotal key idea or event.</li> </ul> <p><b>Scoring Rules:</b> Correct response: 1 point; Incorrect response: 0 points</p>

	<p>Format Example:</p> <p>The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding <u>formatting purposes only</u>.</p> <p>NOTE: Selectable text is a whole, continuous section of text.</p>
	<p>Click on two sentences that best represent the central idea of the text. Select two options.</p> <p>Collapse</p> <p>[Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without <i>Pong</i>, though.] [A simple game of electronic tennis started a revolution in entertainment.]</p>



Task Models	
<p>Task Model 5</p> <p>Item Type: Short Text, constructed response (WR)</p> <p>DOK: 3</p>	<p><b>Task Description:</b></p> <p>The item stem will prompt the student to 1) determine a central idea of the text and support their response with evidence from the text or 2) summarize key ideas or events from a section of the text.</p> <p>Short Text (constructed response) items are only written to long stimuli and will not ask students to summarize the entire text.</p> <p>Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s).</p> <p>Examples will reflect common student responses.</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. The student will determine a central idea in a text using supporting evidence.</li> <li>2. The student will summarize key events or details in a text using supporting evidence.</li> </ol> <p><b>Appropriate Stems:</b></p> <ul style="list-style-type: none"> <li>• Determine the central idea of the text. Explain using key evidence from the text to support your answer.</li> <li>• What is the central idea of the text? Explain using key evidence from the text to support your answer.</li> <li>• Read the [paragraph/section of the text]. [provide excerpt from text] What is the author's central idea in this [paragraph/section]? Explain using key evidence from the text to support your answer.</li> <li>• In the [text/section of the text], the author states [provide text excerpt]. Explain how this statement supports the central idea of the text using key details.</li> <li>• Summarize the [first paragraph/introduction]. Use [key details/events] from the text in your summary.</li> <li>• Summarize what happens [after/during] [provide text event]. Use [key details/events] from the text in your summary.</li> </ul> <p><b>Appropriate Stems for Dual-Text Stimuli <u>Only</u>:</b></p> <ul style="list-style-type: none"> <li>• What central idea can be found in both [title text #1] and [title text#2 name]? Explain using key evidence from both texts to support your answer. NOTE: This stem can only be used with two informational passages.</li> <li>• What central idea from [title text #2] is made clear by the description of [provide idea/event] in [title text #1 name]? Explain using key evidence from [title text #1] to support your answer.</li> </ul> <p><b>Scoring Rules:</b> Items are worth a possible two points (0, 1, 2) and responses are hand-scored. Rubrics will be item-specific.</p>

Rubric Template:

Score	Rationale
2	<u>A response:</u> <ul style="list-style-type: none"> <li>• Gives sufficient evidence of the ability to determine a central idea OR to summarize what happens during or after a key event</li> <li>• Includes specific examples/details that make clear reference to the text</li> <li>• Adequately explains the central idea OR summarizes with relevant information based on the text</li> </ul>
1	<u>A response:</u> <ul style="list-style-type: none"> <li>• Gives limited evidence of the ability to determine a central idea OR to summarize what happens during or after a key event</li> <li>• Includes vague/limited examples/details that make reference to the text</li> <li>• Provides a limited explanation of the central idea OR summarizes with vague/limited information based on the text</li> </ul>
0	<u>A response:</u> <ul style="list-style-type: none"> <li>• Gives no evidence of the ability to determine a central idea, or to summarize what happens during or after a key event</li> </ul> OR <ul style="list-style-type: none"> <li>• Gives the central idea OR summarizes, but includes no examples/details that make reference to the text</li> </ul> OR <ul style="list-style-type: none"> <li>• Gives the central idea or summary, but includes no explanation</li> </ul> OR no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized, item-specific rubric.

Score	Rationale	Example
2	<p>A response:</p> <ul style="list-style-type: none"> <li>-Gives sufficient evidence of the ability to determine the central idea or to explain the support for a central idea</li> <li>-Includes specific examples that make clear reference to the text. Examples can include, but are not limited to:               <ul style="list-style-type: none"> <li>—prevalence of games on smartphones and other modern technology</li> <li>—the way games have changed over the years</li> <li>—how different <i>Pong</i> is from modern technology</li> <li>—how popular modern technology is now</li> </ul> </li> <li>-Adequately explains the central idea or explanation with relevant information based on the text</li> </ul>	<p>The central idea of the article is that mentioning smartphones and the popularity of modern technology reminds people how far games have come and how much they have changed over the years. This comparison between today's games and the simple game of <i>Pong</i> makes it seem even more special.</p>
1	<p>A response:</p> <ul style="list-style-type: none"> <li>-Gives limited evidence of the ability to determine the central idea or to explain the support for a central idea</li> <li>-Includes vague/limited examples/details that make reference to the text</li> <li>-Examples can include those identified in two-point rationale.</li> <li>-Explains the central idea or explanation with vague/limited information based on the text</li> </ul>	<p>The central idea of the article is to show how people today are surrounded by games but people in the past were not.</p>
0	<p>A response:</p> <ul style="list-style-type: none"> <li>-Gives no evidence of the ability to determine the central idea, or to explain the support for a central idea</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>-Gives the central idea or explanation, but includes no examples/details that make reference to the text</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>-Gives the central idea or explanation, but includes no explanation or no relevant information from the text</li> </ul>	<p>The central idea is that <i>Pong</i> wasn't as good as games now.</p>