Minnesota Test of Academic Skills (MTAS)

An Alternate Assessment for Students with the Most Significant Cognitive Disabilities

Test Specifications for Reading, Grades 3–8 and 10

Based on the Minnesota K–12 Academic Standards in Language Arts (2010 revision)

Minnesota Department of



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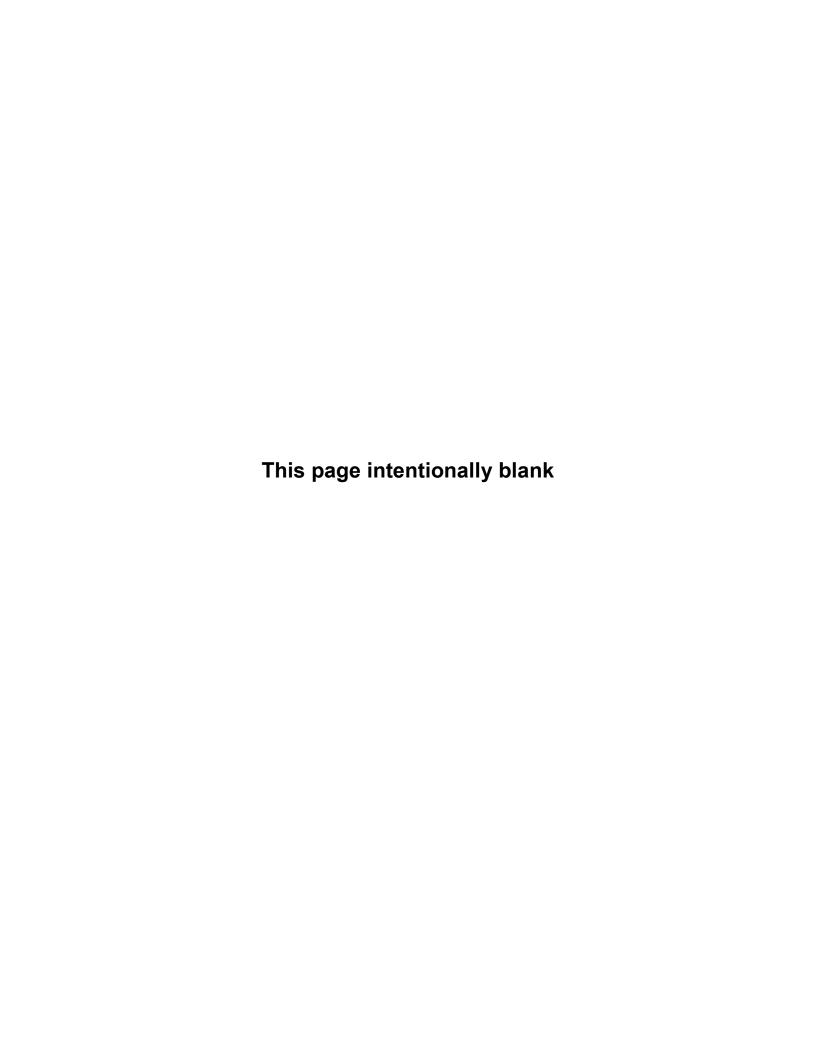
Reading Test Specifications for the Minnesota Test of Academic Skills (MTAS) Grades 3–8 and 10

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THE MINNESOTA TEST OF ACADEMIC SKILLS (MTAS)

Introduction

Reading test specifications for grades 3–8 and 10 of the Minnesota Test of Academic Skills (MTAS) are presented in this document. The reader is encouraged to read the introductory information carefully because many important concepts are presented, including the purpose of the MTAS and information about the format of the test specifications.

Purpose of the Minnesota Test of Academic Skills

The Minnesota Test of Academic Skills (MTAS) is Minnesota's alternate assessment for students with the most significant cognitive disabilities. It is designed exclusively for use with students who receive special education services and whose participation has been determined on an individual basis by an Individualized Education Program (IEP) team. The Reading MTAS is aligned to the Minnesota Academic Standards and the Minnesota Comprehensive Assessments—Series III (MCA–III) in language arts. A document titled Alternate Assessment Eligibility Requirements provides guidance to assist IEP teams in identifying students with the most significant cognitive disabilities who would be appropriately assessed with the MTAS. This document can be found on the Minnesota Department of Education Website: (http://education.state.mn.us) MDE > School Support > Test Administration > Minnesota Tests

Participation information for the MTAS is included in Chapter 5 of the *Procedures Manual for Minnesota Assessments*, also available on the website.

The MTAS is aligned with grade-level content standards in language arts as required by the Elementary and Secondary Education Act (ESEA), ESEA requires that all students—including those with the most significant cognitive disabilities—be measured by an assessment aligned to grade-level academic standards, although the breadth, depth and complexity of the grade-level standards may be reduced for alternate assessments or modified to include prerequisite skills. Students in grades 3–8 and 10 take the MTAS for the grade in which they are enrolled.

The MTAS serves a number of purposes:

It meets the requirements of ESEA by providing Minnesota students who
meet the eligibility guidelines for the MTAS with an alternate assessment
based on alternate achievement standards that are aligned with gradelevel academic standards.

- It promotes access to the general education curriculum for students with significant cognitive disabilities, as required by both ESEA and the Individuals with Disabilities Education Act (IDEA).
- It provides educators with a tool for measuring the progress students are making toward proficiency on academic standards in reading.
- It provides results that can be used to inform instruction at the classroom level.

Test Specifications

The primary purpose of test specifications is to help test developers build a test that is consistent over time. The *Reading Test Specifications for the Minnesota Test of Academic Skills (MTAS) Grades 3–8 and 10* are also meant to serve as a source of information about the test design for teachers and the general public.

Test specifications do not indicate what should be taught; the Minnesota academic standards do. Test specifications do not indicate how students should be taught; the classroom teacher does. Test specifications indicate the content to be assessed on the test and in what proportions. In addition, test specifications describe types of tasks to be included, the number of tasks and the distribution of tasks across the strands of the Minnesota academic standards. Test specifications also clarify, define and/or limit how test tasks will be written.

Test specifications for the MTAS indicate which strands, standards and benchmarks have been selected as priorities for students with the most significant cognitive disabilities. For each benchmark, task specifications clarify, define and limit how performance tasks should address the extended benchmarks; they are intended to represent essential understandings and are not intended to describe all instruction.

The MTAS test specifications help achieve the goal of a technically sound instrument that respects teachers' concern for the time students spend taking tests. They have taken into account the impact of the students' cognitive disabilities, their needs for extensive supports, their varying modes of communication, their age and their right to access grade-level curriculum.

As with any test, the MTAS is a sampling of student knowledge and does not test every standard or benchmark. There are standards and benchmarks that cannot be assessed with a standardized test as well as standards and benchmarks that have not been identified as the top priorities for students with the most significant cognitive disabilities. This does not mean that these skills should not be taught or assessed. Students with the most significant cognitive disabilities should receive instruction on the full range of grade-level academic standards to the extent appropriate. The IEP team is responsible for developing an individualized program for each student that addresses identified

needs, including, but not limited to, how students will access the general education curriculum as outlined by the Minnesota academic standards.

Prioritizing the Grade-Level Academic Standards

When Minnesota educators helped design the original MTAS, the first step was to prioritize the grade-level academic standards for students with the most significant cognitive disabilities. Panel members, including special educators and content specialists in reading, identified benchmarks that, in their view, represented the most critical learning outcomes for this population. The following criteria were established for prioritizing the benchmarks:

- The benchmark is assessed on the MCA.
- The benchmark reflects the pattern of emphasis on the test blueprint for the MCA.
- Proficiency on the benchmark will help the student in the next ageappropriate environment (i.e., the next grade in school or a post-school setting).
- Proficiency on the benchmark will aid future learning in the content area.
- The benchmark can be written as a performance task without creating bias against a particular student population.

In developing the Reading MTAS based on the 2010 academic standards, the standards and benchmarks at each grade that are identical or close to those selected for inclusion under the previous academic standards and test specifications were carried forward. There are standards and benchmarks that did not appear in the previous academic standards, and MDE evaluated these benchmarks using the criteria described above.

Extended Standards and Extended Benchmarks

Extensions of standards and benchmarks represent a reduction in depth and complexity while maintaining a clear link to the grade-level content standard. For the Reading MTAS based on the 2010 academic standards, both extended standards and extended benchmarks were written when appropriate. Counts of tasks per test form were determined at the standard level rather than at the benchmark level, as was done in the previous version of the MTAS.

Performance Tasks

The MTAS is designed to allow for appropriate flexibility within a standardized assessment environment. Each student will be given a number of tasks to complete in a one-on-one test administration. The test administrator, who will most likely be the child's classroom teacher, will present each task in a way that allows the student to understand

what is being asked (i.e., an appropriate presentation mode). It is imperative that each student be given an opportunity to access the content in a way that is appropriate for the individual. For example, students may need manipulatives or illustrations to aid their understanding of the science tasks. Tactile, visual and auditory presentation modes are allowable on the MTAS.

Student Response Modes

It is critical that students with the most significant cognitive disabilities have a way to show what they know and can do. Clearly, students who meet the guidelines for this alternate assessment would not be appropriately assessed with a multiple-choice test that is designed for general education students. Students with the most significant cognitive disabilities often communicate their academic knowledge and skills using different response modes from those of the general education population. Students may communicate through a variety of modes which include, but are not limited to, speaking, using gestures such as eye blinks or using assistive technology such as a language-based augmentative communication device. The critical feature of a meaningful response is that the student clearly communicates a message.

Evaluating Student Performance on Tasks

The teacher uses a scoring rubric to evaluate the student's performance. Test administrators are trained on the use of the scoring rubric in the spring of each year.

Table 1. MTAS Scoring Rubric

3	2	1	0
Correct Response	Correct Response with Additional Support	Incorrect Response	Unrelated or No Response
The student responds correctly without assistance.	The student responds correctly to the task after the teacher provides additional support as indicated in the task script.	The student responds incorrectly to the task after the teacher provides additional support as indicated in the task script.	The student does not respond to the task, or the student's response is unrelated to the task.

Overall Considerations in Reading MTAS Development

Overall considerations are broad development issues that should be addressed during the development of performance tasks. Each of these issues is considered for all of the tasks developed for the Reading MTAS.

- 1. Each task for reading is written to primarily measure one benchmark; however, other benchmarks may also be reflected in the content of the performance task. When benchmarks are combined for assessment, the item code indicates which benchmarks are combined.
- 2. Tasks are appropriate for students in terms of grade-level content, age and typical life experiences for the majority of this population.
- 3. Tasks are developed to allow students with varying modes of communication to demonstrate proficiency, given sufficient instruction and opportunity to learn.
- 4. Tasks do not disadvantage or offend any segment of the population in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability or geographic region.
- 5. Each task is written in order to clearly and unambiguously elicit the desired response.
- 6. Tasks may assess benchmarks using fiction or nonfiction unless specifically restricted within the content limit.
- 7. Performance tasks that assess vocabulary must be passage-based using sufficient context for students in this population to derive meaning. Performance tasks must assess decodable, grade-level appropriate words in passages. Students will not be required to define the meaning of a word on the basis of prefix, suffix or root word.
- 8. Students may use all necessary supports during testing as identified in the IEP. Supports include, but are not limited to, illustrations, visual cues such as symbols, manipulatives and assistive technology.
- 9. Tasks are reviewed for content characteristics, potential bias and any issues that may be of concern. Minnesota educators with experience and expertise in special education instruction, reading instruction and serving the needs of students with the most significant cognitive disabilities review the performance tasks for each passage in terms of content, bias (gender, racial/ethnic, linguistic, religious, geographic, socioeconomic and issues related to individuals with disabilities) and psychometric data collected from field-testing.
- 10. Advisory panels will review all performance tasks prior to their presentation to students.

Passage Development

Reading passages for the MTAS are different than those appearing on the MCA. The passages are shorter (approximately 150–300 words), and the overall difficulty level is reduced. The content of the passages is less complex. Passages are written to include simple sentence structures, high frequency words, decodable words and repeated words and phrases. MTAS passages feature clear, concise language. In general, passages mirror high interest/low level materials that are accessible for instruction for this population.

The MTAS in reading includes both fiction and nonfiction passages. Passage topics are age-appropriate and generally familiar to the population assessed. Concepts presented in the passages are not abstract.

There will be greater flexibility in terms of the presentation of the passages. Students may have passages read to them. The formatting of the passages may be adapted to meet an individual student's needs. Passages may also be supported by illustrations, visual cues such as symbols and/or manipulatives.

Readability of MTAS Passages

The following are features considered for passages that will appear on the MTAS:

- Passage length
- Sentence length
- Grade level of vocabulary
- Complexity of sentence structure
- Familiarity of topic
- Level of concreteness/abstraction of content
- Coherence/organization of content

Reading Test Design by Grade Level

Each operational administration of the MTAS consists of three passages and nine tasks distributed across Standards 1–4 of the Reading strand of the academic standards for Language Arts. Additional tasks are field tested during each administration in order to construct assessments in future years. Table 2 indicates the range of passages by substrand (literature and informational passages) and the range of tasks per standard that appear on an operational form.

Table 2. Distribution of Passages by Substrand and Tasks for Grades 3-8 and 10

Substrands	Range of Passages per Substrand
Literature	1–2
Informational text	1–2
Standards	Range of Tasks per Standard
Standard 1	2–4
Standard 2	1–3
Standard 3	1–3
Standard 4	1–3

Reading the Test Specifications

Task Range: The number of tasks that test the standard on an operational form

Skill Domain: The general category of content organization

Key Ideas and Details

Grade 3

Grade 3 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly.

Extended Standard:

Describes the skill students must demonstrate on the **MTAS**

Extended Standard Specifications

Tasks are based on information obtained solely from the text given.

Extended Benchmarks

3.1.1.1 Literature

Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

3.2.1.1 Informational Text

Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

Extended

Benchmark: The specific knowledge or skills that students should acquire by the end of the grade level

Grade 3 Extended Standard 3

(1-2 tasks)

Recognize that individuals, events, and ideas develop over the course of a passage.

Standard/Task

Extended

Specifications: The clarification, definition or restriction of tasks assessing this benchmark

Extended Standard Specifications

- · Tasks will assess the student's ability to identify the elements of character and/or plot.
- Tasks do not require definition of literary terms.

Extended Benchmarks

3.1.3.3 Literature

Describe the actions, traits, motivations, or feelings of characters in a passage; describe the sequence of events in a passage.

Extended Task Specifications

- Tasks address characterization in a story.
- Tasks require students to understand characterization that is explicitly stated in the text.
- Tasks may require students to identify or describe the following:
 - Character traits, emotions, and motivations
 - Characters' behavior and actions
 - Characters' influence on sequence of events/plot
 - Comparison/contrast of characters

3.2.3.3 Informational Text

Describe events, ideas, or steps to complete a project in text using language that pertains to time, sequence, and cause/effect.

Extended Task Specifications

Droject may refer to a how to text or a list of directions

Task Code: Interpret by digit position in code:

1st Grade

2nd Substrand

3rd Extended

Standard

4th Extended

Benchmark

An Explanation of Terms Related to the Grade-Level Tables

Skill domain: This is the most general categorization of content in the Minnesota Academic Standards. For the MTAS, all standards assessed are in two skill domains:

- Key Ideas and Details
- Craft and Structure

Substrand: The reading strand has two substrands which are represented within each extended standard:

- Literature
- Informational text

Note that in the Item Code, the literature substrand is identified by a code of 1 in grades 3–5 and a code of 4 in grades 6–8 and 10. The informational text substrand is identified by a code of 2 in grades 3–5 and a code of 5 in grades 6–8 and 10.

Extended Standard: The extended standards describe the expectations in reading for students who take the MTAS. The extended standards align to the Minnesota Academic Standards in Reading, but they represent a reduction in the depth, breadth and complexity students must demonstrate to meet the standard.

Extended Benchmark: The extended benchmarks provide details about the skills students must demonstrate in order to meet the standard. Each extended standard has two extended benchmarks—one in the literature substrand and one in the informational text substrand.

Standard/Item Specifications: These statements provide more specific clarifications, definitions or restrictions for the extended standard and/or benchmark assessed on the MTAS.

Item Code: Test developers use this code to identify the grade, substrand, standard and benchmark to which a test item is aligned. For example, For example, 3.1.3.3 refers to Grade 3, Literature substrand (1), Extended Standard 3, Benchmark 3 (The benchmark number is always the same as the standard number)

Task Range: This range is the possible number of tasks that will be on the operational form for each extended standard.

Grade-Level Tables

Grade 3

Key Ideas and Details

Grade 3 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly.

Extended Standard Specifications

Tasks are based on information obtained solely from the text given.

Extended Benchmarks

3.1.1.1 Literature

Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

3.2.1.1 Informational Text

Ask and answer questions to demonstrate an understanding of text using information provided explicitly in the text.

Grade 3 Extended Standard 2

(1-3 tasks)

Determine central ideas in a text; summarize the key supporting details and ideas.

Extended Standard Specifications

- Tasks may encompass a paragraph, a section, or the entire passage.
- Tasks are based on information obtained solely from the passage.

Extended Benchmarks

3.1.2.2 Literature

Determine the central message in stories; retell or summarize stories on topics familiar to students at this grade level.

3.2.2.2 Informational Text

Determine the main idea of a text; recount key details from the text.

Grade 3 Extended Standard 3

(1-3 tasks)

Recognize that individuals, events, and ideas develop over the course of a passage.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character and/or plot.
- Tasks do not require definition of literary terms.

Extended Benchmarks

3.1.3.3 Literature

Describe the actions, traits, motivations, or feelings of characters in a passage; describe the sequence of events in a passage.

Extended Task Specifications

- Tasks address characterization in a story.
- Tasks require students to understand characterization that is explicitly stated in the text.
- Tasks may require students to identify or describe the following:
 - Character traits, emotions, and motivations
 - Characters' behavior and actions
 - Characters' influence on sequence of events/plot
 - Comparison/contrast of characters

3.2.3.3 Informational Text

Describe events, ideas, or steps to complete a project in text using language that pertains to time, sequence, and cause/effect.

- Project may refer to a how-to text or a list of directions.
- Tasks may require students to identify cause and effect or the motivation of individuals

Grade 3 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text.

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

3.1.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

3.2.4.4 Informational Text

Determine the meaning of words and phrases in a text relevant to a grade 3 topic or subject area.

Grade 4

Key Ideas and Details

Grade 4 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly and make simple inferences.

Extended Standard Specifications

- Tasks may require students to use information from the text or to make inferences based on the text.
- Tasks include making inferences, drawing conclusions, recognizing cause/effect relationships, or identifying relevant details.

Extended Benchmarks

4.1.1.1 Literature

Use details and examples in a text to determine what the text says explicitly and make inferences from the text.

4.2.1.1 Informational Text

Use details and examples in a text to determine what the text says explicitly and make inferences from the text.

Grade 4 Extended Standard 2

(1-3 tasks)

Determine central ideas in a text; summarize the key supporting details and ideas.

Extended Standard Specifications

- Tasks may encompass a paragraph, a section, or the entire passage.
- Tasks may require students to identify the central idea, key supporting details or key ideas based solely on the text.

Extended Benchmarks

4.1.2.2 Literature

Determine the central message in a passage; retell or summarize stories on topics familiar to students at this grade level.

4.2.2.2 Informational Text

Determine the main idea of a text; recount key details from the text.

Grade 4 Extended Standard 3

(1-3 tasks)

Identify how individuals, events, and ideas develop over the course of a text.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character, setting, and/or plot.
- Tasks do not require definition of literary terms.
- For the purpose of assessment, the term individuals may include inanimate or nonhuman subjects.

Extended Benchmarks

4.1.3.3 Literature

Describe a character, setting or sequence of events in a passage.

Extended Task Specifications

- Tasks address characterization in a passage.
- Tasks may require students to identify or describe :
 - o Characters' emotions, and motivations
 - Characters' behavior and actions
 - Comparison/contrast of characters
 - Impact of setting on characters

4.2.3.3 Informational Text

Describe people, events, ideas, or procedures in text, including what happened and why.

- Procedures may refer to a description of a process or a list of directions.
- Tasks may require students to identify sequence of events, cause and effect, setting, or the motivation of individuals.

Grade 4 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text.

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

4.1.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

4.2.4.4 Informational Text

Determine the meaning of words and phrases in a text relevant to a grade 4 topic or subject area.

Grade 5

Key Ideas and Details

Grade 5 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly and make inferences.

Extended Standard Specifications

- Tasks may require students to use information from the text or to make inferences based on the text.
- Tasks include making inferences and generalizations; drawing conclusions; recognizing cause/effect relationships; comparing and contrasting; or identifying relevant details.

Extended Benchmarks

5.1.1.1 Literature

Use textual evidence to determine what the text says explicitly and make inferences.

5.2.1.1 Informational Text

Use textual evidence to determine what the text says explicitly and make inferences.

Grade 5 Extended Standard 2

(1-3 tasks)

Determine the main idea in a text; summarize key supporting details and ideas.

Extended Standard Specifications

Tasks may encompass a paragraph, a section, or the entire passage.

Extended Benchmarks

5.1.2.2 Literature

Determine the main idea in a passage or poem, including how characters respond to challenges; summarize the text.

5.2.2.2 Informational Text

Determine the main idea in a passage; summarize the passage.

Grade 5 Extended Standard 3

(1-3 tasks)

Describe how individuals, events, and ideas develop over the course of a text.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character, setting, and/or plot.
- Tasks do not require definition of literary terms.
- For the purpose of assessment, the term individuals may include inanimate or nonhuman subjects.
- Tasks will not require students to analyze how one literary element impacts another.

Extended Benchmarks

5.1.3.3 Literature

Describe a character, setting or sequence of events in a passage/story or poem, drawing on specific details in the text.

Extended Task Specifications

- Tasks address characterization in a poem as well as a passage/story.
- Tasks will not assess students' understanding of the names of literary elements.
- Tasks may require students to identify or describe :
 - o Characters' emotions, and motivations
 - Characters' behavior and actions
 - Comparison/contrast of characters
 - Conflict between characters
 - Impact of setting on characters

5.2.3.3 Informational Text

Describe people, events, ideas, or procedures in text, including what happened and why.

- Procedures may refer to a description of a process or a list of directions.
- Tasks may require students to identify sequence of events, cause and effect, setting, or the motivation of individuals.

Grade 5 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text, including multiple-meaning words

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

5.1.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

5.2.4.4 Informational Text

Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.

Grade 6

Key Ideas and Details

Grade 6 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly and make inferences.

Extended Standard Specifications

- Tasks may require students to use information from the text or to make inferences based on the text.
- Tasks include making inferences and generalizations; drawing conclusions; recognizing cause/effect relationships; comparing and contrasting; or identifying relevant details.

Extended Benchmarks

6.4.1.1 Literature

Use textual evidence to determine what the text says explicitly and make inferences.

6.5.1.1 Informational Text

Use textual evidence to determine what the text says explicitly and make inferences.

Grade 6 Extended Standard 2

(1-3 tasks)

Determine the main idea in a text; summarize key supporting details and ideas.

Extended Standard Specifications

- Tasks may encompass a paragraph, a section, or the entire passage.
- Tasks may use the phrases "What is important...", "What is the central idea...", and "What is the main idea..." when referencing global ideas in a text.

Extended Benchmarks

6.4.2.2 Literature

Determine the central idea in a passage or poem, including how characters respond to challenges; summarize the text.

6.5.2.2 Informational Text

Determine the main idea in a passage; summarize the passage.

Grade 6 Extended Standard 3

(1-3 tasks)

Describe how individuals, events, and ideas develop over the course of a text.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character, setting, and/or plot.
- Tasks do not require definition of literary terms.
- For the purpose of assessment, the term individuals may include inanimate or nonhuman subjects.
- Tasks will not require students to analyze how one literary element impacts another.

Extended Benchmarks

6.4.3.3 Literature

Describe a character, setting or sequence of events in a passage/story or poem, drawing on specific details in the text.

Extended Task Specifications

- Tasks address characterization in a poem as well as a passage/story.
- Tasks will not assess students' understanding of the names of literary elements.
- Tasks may require students to identify or describe:
 - o Characters' emotions, and motivations
 - Characters' behavior and actions
 - Characters' influence on sequence of events/plot
 - Comparison/contrast of characters
 - Conflict between characters
 - Impact of setting on characters

6.5.3.3 Informational Text

Describe how people, events, or ideas are presented in text.

- Tasks may require students to describe sequence of events, cause and effect, and the impact of setting in individuals.
- Tasks may require students to identify the motivation of individuals.

Grade 6 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text, including multiple-meaning words

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

6.4.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

6.5.4.4 Informational Text

Determine the meaning of general academic words and phrases in a text relevant to a grade 6 topic or subject area.

Grade 7

Key Ideas and Details

Grade 7 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly and make inferences.

Extended Standard Specifications

- Tasks may require students to use information from the text or to make inferences based on the text.
- Tasks include making inferences, generalizations, and predictions; drawing conclusions; recognizing cause/effect relationships; comparing and contrasting; or identifying relevant details.

Extended Benchmarks

7.4.1.1 Literature

Use textual evidence to determine what the text says explicitly and make inferences.

7.5.1.1 Informational Text

Use textual evidence to determine what the text says explicitly and make inferences.

Grade 7 Extended Standard 2

(1–3 tasks)

Determine the main idea in a text; summarize key supporting details and ideas.

Extended Standard Specifications

- Tasks may encompass a paragraph, a section, or the entire passage.
- Tasks may also assess identification of topic and/or subject.
- Tasks may assess central idea, theme, central message, or main idea.
 Any of these terms may be used when referencing global ideas in a text.

Extended Benchmarks

7.4.2.2 Literature

Determine a theme or central idea of a text, summarize the text.

7.5.2.2 Informational Text

Determine the main idea in a passage; provide a summary of the text.

Grade 7 Extended Standard 3

(1-3 tasks)

Describe how individuals, events, and ideas develop over the course of a text.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character, setting, and/or plot.
- Tasks do not require definition of literary terms.
- For the purpose of assessment, the term individuals may include inanimate or nonhuman subjects.
- Tasks will not require students to analyze how one literary element impacts another.

Extended Benchmarks

7.4.3.3 Literature

Describe a character, setting or sequence of events in a passage/story or poem, drawing on specific details in the text.

Extended Task Specifications

- Tasks address characterization in a poem as well as a passage/story.
- Tasks will not assess students' understanding of the names of literary elements.
- Tasks may require students to identify or describe:
 - o Characters' emotions, motivations, and attitudes
 - o Characters' behavior and actions
 - Characters' influence on sequence of events/plot
 - Comparison/contrast of characters
 - Conflict between characters
 - Impact of setting on characters
 - o Prediction of characters' likely action in the future

7.5.3.3 Informational Text

Describe the interactions between people, events, or ideas are presented in text.

- Tasks may require students to understand the sequence of events and their effect on individuals; cause and effect; and prediction.
- Tasks may require students to identify the motivation of individuals.

Grade 7 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text, including multiple-meaning words

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

7.4.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

7.5.4.4 Informational Text

Determine the meaning of general academic words and phrases in a text relevant to a grade 7 topic or subject area.

Grade 8

Key Ideas and Details

Grade 8 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly and make inferences.

Extended Standard Specifications

- Tasks may require students to use information from the text or to make inferences based on the text.
- Tasks include making inferences, generalizations, and predictions; drawing conclusions; recognizing cause/effect relationships; comparing and contrasting; or identifying relevant details.

Extended Benchmarks

8.4.1.1 Literature

Use textual evidence to determine what the text says explicitly and make inferences.

8.5.1.1 Informational Text

Use textual evidence to determine what the text says explicitly and make inferences.

Grade 8 Extended Standard 2

(1–3 tasks)

Determine the main idea in a text; summarize key supporting details and ideas.

Extended Standard Specifications

- Tasks may encompass a paragraph, a section, or the entire passage.
- Tasks may also assess identification of topic and/or subject.
- Tasks may assess central idea, theme, central message, or main idea.
 Any of these terms may be used when referencing global ideas in a text.

Extended Benchmarks

8.4.2.2 Literature

Determine a theme or central idea of a text, summarize the text.

8.5.2.2 Informational Text

Determine the main idea or a central idea in a text; provide a summary of the text.

Grade 8 Extended Standard 3

(1-3 tasks)

Describe how individuals, events, and ideas develop over the course of a text.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character, setting, and/or plot.
- Tasks do not require definition of literary terms.
- For the purpose of assessment, the term individuals may include inanimate or nonhuman subjects.
- Tasks will not require students to analyze how one literary element impacts another.

Extended Benchmarks

8.4.3.3 Literature

Describe a character, setting or sequence of events in a passage/story or poem, drawing on specific details in the text.

Extended Task Specifications

- Tasks address characterization in a poem as well as a passage/story.
- Tasks will not assess students' understanding of the names of literary elements.
- Tasks may require students to identify or describe:
 - o Characters' emotions, motivations, and attitudes
 - o Characters' behavior and actions
 - Characters' influence on sequence of events/plot
 - Comparison/contrast of characters
 - Conflict between characters
 - Impact of setting on characters
 - o Prediction of characters' likely action in the future

8.5.3.3 Informational Text

Describe the interactions between people, events, or ideas are presented in text.

- Tasks may require students to understand the sequence of events and their effect on individuals; cause and effect; and prediction.
- Tasks may require students to identify the motivation of individuals or interpretation of their actions.

Grade 8 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text, including multiple-meaning words.

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

7.4.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

7.5.4.4 Informational Text

Determine the meaning of general academic words and phrases in a text relevant to a grade 8 topic or subject area.

Grade 10

Key Ideas and Details

Grade 10 Extended Standard 1

(2-4 tasks)

Read closely to determine what the text says explicitly and make inferences.

Extended Standard Specifications

- Tasks may require students to use information from the text or to make inferences based on the text.
- Tasks include making inferences, generalizations, and predictions; drawing conclusions; recognizing cause/effect relationships; comparing and contrasting; or identifying relevant details.

Extended Benchmarks

9.4.1.1 Literature

Use textual evidence to determine what the text says explicitly and make inferences.

9.5.1.1 Informational Text

Use textual evidence to determine what the text says explicitly and make inferences.

Grade 10 Extended Standard 2

(1-3 tasks)

Determine the main idea in a text; summarize key supporting details and ideas.

Extended Standard Specifications

- Tasks may encompass a paragraph, a section, or the entire passage.
- Tasks may also assess identification of topic and/or subject.
- Tasks may assess central idea, theme, central message, or main idea.
 Any of these terms may be used when referencing global ideas in a text.

Extended Benchmarks

9.4.2.2 Literature

Determine a theme or central idea of a text, summarize the text.

9.5.2.2 Informational Text

Determine the main idea or a central idea in a text; provide a summary of the text.

Grade 10 Extended Standard 3

(1-3 tasks)

Describe how individuals, events, and ideas develop and/or interact over the course of a text.

Extended Standard Specifications

- Tasks will assess the student's ability to identify the elements of character, setting, and/or plot.
- Tasks do not require definition of literary terms.
- For the purpose of assessment, the term individuals may include inanimate or nonhuman subjects.
- Tasks will not require students to analyze how one literary element impacts another.

Extended Benchmarks

9.4.3.3 Literature

Describe a character, setting or sequence of events in a passage/story or poem, drawing on specific details in the text.

Extended Task Specifications

- Tasks address characterization in a poem as well as a passage/story.
- Tasks will not assess students' understanding of the names of literary elements.
- Tasks may require students to identify or describe:
 - o Characters' emotions, motivations, and attitudes
 - o Characters' behavior, actions, thoughts, and speech
 - Characters' influence on sequence of events/plot
 - Comparison/contrast of characters
 - Conflict between characters
 - Impact of setting on characters
 - o Prediction of characters' likely action in the future

9.5.3.3 Informational Text

Describe the interactions between people, events, or ideas are presented in text.

- Tasks may require students to understand the sequence of events and their effect on individuals; cause and effect; and prediction.
- Tasks may require students to identify the motivation of individuals or interpretation of their actions.

Grade 10 Extended Standard 4

(1-3 tasks)

Interpret words and phrases as they are used in text, including multiple-meaning words

Extended Standard Specifications

- Use context as a clue to the meaning of a word or phrase. Context must appear in the same sentence or paragraph as the word or phrase in question.
- Words and phrases tested are on or within one year of grade level.

Extended Benchmarks

9.4.4.4 Literature

Determine the meaning of words and phrases as they are used in a text.

9.5.4.4 Informational Text

Determine the meaning of general academic words and phrases in a text relevant to a grade 10 topic or subject area.