

Benchmark LA.A.2.2.7

Strand	Reading
Standard	The student constructs meaning from a wide range of texts.
Benchmark	LA.A.2.2.7 The student recognizes the use of comparison and contrast in a text.
Content Limits	Elements that can be identified as alike or different may include, but should not be limited to, characters/subjects, authors' purposes, settings, main ideas, and topics.
Passage Attributes	See the specifications for individual grade levels.

Grade 3

Benchmark Clarification The student identifies no more than two similar or dissimilar elements within a text or identifies how elements are alike or different within a single text.

Item Type At grade 3, this benchmark is assessed using multiple-choice (MC) items.

Passage Attributes Passages may be literary text or informational text.

The passages must include clear elements that can be compared and/or contrasted.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect comparisons
- incorrect contrasts
- incorrect identifications of compared or contrasted elements
- plausible but incorrect responses based on the text

Sample Items

[This item is based on Passage A, Grade 3. See Appendix C.]

How are Bloocher and Chilly Bones ALIKE?

- A. They both like to chew on shoes.
- *B. They both are eager to make friends.
- C. They both want to find a new hobby.
- D. They both have moved to a new home.

[This item is based on Passage C, Grade 3. See Appendix C.]

What is ALIKE about the first three steps in building the ladybug?

- A. Something is painted.
- *B. Something has to dry.
- C. Something is glued on.
- D. Something has to bend.

Grade 4

Benchmark Clarification The student identifies similar or dissimilar elements within or across texts and/or explains in writing how elements are alike or different within or across texts.

Item Types At grade 4, this benchmark is assessed using multiple-choice (MC) and short-response (SR) items.

Passage Attributes Passages may be literary text or informational text.

The passages must include elements that can be compared and/or contrasted.

To assess this benchmark across texts, items should be based on one of the following:

- two passages related in theme or topic
- one passage consisting of sections that contain elements that can be compared or contrasted

Response Attributes

MC

Distractors may include, but are not limited to, the following:

- incorrect comparisons
- incorrect contrasts
- incorrect identifications of compared or contrasted elements
- plausible but incorrect responses based on the text

SR

SR items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

Sample MC Items

[This item is based on Passage D, Grade 4. See Appendix C.]

In what way did Tommy change his mind about being weightless in the spaceship?

- *A. At first he thought he was falling, but later he learned to enjoy himself.
- B. At first he thought he was in danger, but later he learned to trust the commander.
- C. At first he thought the straps were too tight, but later he appreciated being held firmly.
- D. At first he thought the safety harness was unnecessary, but later he learned he needed it.

[This item is based on Passage E, Grade 4. See Appendix C.]

Why is the Mount Mazama caldera compared to a bowl?

- A. because both can hold rocks and fish
- B. because both can be made by humans
- C. because both are important in human history
- *D. because both are containers with a rounded shape

Sample SR Item

[This item is based on Passage D, Grade 4. See Appendix C.]

Compare how Tommy feels BEFORE the engines are shut off to how he feels AFTER the engines are shut off. Use details and information from the story to help explain your answer.

Top-Score Response

A top-score response provides a complete and accurate comparison of how Tommy feels before AND after the engines cut off, using information stated or implied in the text.

Example of a Top-Score Response

Before the engines cut off Tommy feels miserable. He feels very heavy and has trouble breathing and seeing clearly. His ears hurt too. After the engines cut off, Tommy’s body stops aching, his eyes clear up, and he feels like he is falling (weightless).

Scoring Rubric

2 Points

The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Grade 5

Benchmark Clarification The student identifies similar or dissimilar elements within or across texts or identifies how elements are alike or different within or across texts.

Item Type At grade 5, this benchmark is assessed using multiple-choice (MC) items.

Passage Attributes Passages may be literary text or informational text.

The passages must include elements that can be compared and/or contrasted.

To assess this benchmark across texts, items should be based on one of the following:

- two passages related in theme or topic
- one passage consisting of sections that contain elements that can be compared or contrasted

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect comparisons
- incorrect contrasts
- incorrect identifications of compared or contrasted elements
- plausible but incorrect responses based on the text

Sample Items

[This item is based on Passage F, Grade 5. See Appendix C.]

Why does Kari compare people on the ground to ants?

- A. Like ants, people live together in groups.
- B. Like ants, people work hard during the day.
- C. The people on the ground look as busy as ants.
- *D. The people on the ground seem as small as ants.

[This item is based on Passage G, Grade 5. See Appendix C.]

How was the performance of engines improved after Elijah McCoy's invention?

- A. The newer engines needed fewer repairs.
- B. The newer engines could run at higher speeds.
- C. The newer engines needed less oil to run efficiently.
- *D. The newer engines could run longer without stopping.

Benchmark LA.A.2.2.8

Strand	Reading
Standard	The student constructs meaning from a wide range of texts.
Benchmark	LA.A.2.2.8 The student selects and uses a variety of appropriate reference materials, including multiple presentations of information such as maps, charts, and photos, to gather information for research projects. (Includes LA.A.2.2.5 Reads and organizes information for a variety of purposes, including making a report, conducting interviews, taking a test, and performing an authentic task.)
Content Limits	<p>Items should require students to locate, interpret, and use information appropriately.</p> <p>Items should NOT ask the student for literal references such as the following:</p> <ul style="list-style-type: none"> • On what page would you find . . . ? • In which chapter would you find . . . ? • In what kind of reference book would you find information about . . . ?
Passage Attributes	<p>Passages must focus on one or more topics and include a variety of grade-appropriate information sources. The stimulus may be text, maps, charts, photos, or excerpts from one or more reference materials, such as a dictionary or encyclopedia.</p> <p>Reference materials on which items are based must look like those found in textbooks or library reference materials at the appropriate grade.</p>

Grade 3

Benchmark Clarification The student identifies meanings through the process of selecting and/or organizing information from a single text that contains multiple representations of information. The complexity of the presentation will be appropriate to third grade. This process may involve application, analysis, synthesis, and/or evaluation appropriate to third grade.

Item Type At grade 3, this benchmark is assessed using multiple-choice (MC) items.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect use of reference materials
- incorrect or irrelevant information from the resource material
- incorrect conclusions or generalizations based on the stimulus

Sample Items

[These items are based on Passage C, Grade 3. See Appendix C.]

What part of the ladybug is attracted to the magnet?

- A. the glue
- B. the shell
- C. the red paint
- *D. the twister ties

* * * * *

Which object will move when it is put next to a magnet?

- A. a paper cup
- *B. a paper clip
- C. a walnut shell
- D. a wooden ruler

Look at the picture next to Step 5. Why is the box held up in the air?

- A. to make the ladybug fly
- B. to make the ladybug move quickly
- C. so that other people can see the ladybug
- *D. so that the magnet can be held underneath

Grade 4

Benchmark Clarification The student identifies or expresses in writing meanings obtained through the process of selecting and/or organizing information from a single text or across texts. This process may involve application, analysis, synthesis, and/or evaluation appropriate to fourth grade.

Item Types At grade 4, this benchmark is assessed using multiple-choice (MC), short-response (SR), and extended-response (ER) items.

Response Attributes **MC**

Distractors may include, but are not limited to, the following:

- incorrect use of reference materials
- incorrect or irrelevant information from the resource material
- incorrect conclusions or generalizations based on the stimulus

SR/ER

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

Sample MC Items

[These items are based on Passage E, Grade 4. See Appendix C.]

Based on the map on page 13-C, in what mountain range is Crater Lake located?

- *A. Cascade
- B. Coast
- C. Hood
- D. Salem

* * * * *

Based on the map on page 13-C, a person who visits Crater Lake while traveling from Klamath Falls to Portland would MOST LIKELY

- A. see the Pacific Ocean.
- B. follow the Columbia River.
- C. go through the Coast Range.
- *D. cross the Cascade Mountains.

* * * * *

Based on the map on page 13-C, which state is directly south of the state where Crater Lake is located?

- *A. California
- B. Idaho
- C. Oregon
- D. Washington

Sample SR Item

[This item is based on Passage E, Grade 4. See Appendix C.]

Explain what the map tells you about the state of Oregon. Include details about where Oregon is located. Also include details about mountains, rivers, and other land forms in Oregon.

Top-Score Response

Using details from the map, a top-score response gives an accurate and complete description of the location and land forms of Oregon.

Example of a Top-Score Response

Oregon is located next to the Pacific Ocean. The state of Washington is on the north, and the state of Idaho is on the east. On the south, Oregon is next to both California and Nevada. Oregon has at least one big river, called the Columbia River. It makes part of the border between Oregon and Washington. Oregon has two lines of mountains that go from the top to the bottom of the state.

Scoring Rubric

2 Points

The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Sample ER Item

[This item is based on Passage E, Grade 4. See Appendix C.]

Based on the article and the picture, describe what you would expect to see if you visited Crater Lake. Be sure to include details and information from the article about the lake’s size, color, surroundings, and location.

Top-Score Response

A top-score response is a complete and accurate description of the features of the lake, addressing each of the four areas noted in the question (size, color, surroundings, and location), using information stated or implied in the article and picture.

Example of a Top-Score Response

I would expect to see a very large, deep lake of bright blue water. The lake would be very deep because it sits in a wide, rocky bowl that is six miles across. The steep mountains around the edge of the lake would hide it from view until I was right on the edge of the big caldera. It would probably be the brightest blue I’ve ever seen. There would probably be the snowy peaks of the Cascade Mountains all around the lake.

Scoring Rubric

4 Points

The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

3 Points

The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or are not clearly text-based.

2 Points

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.

1 Point

The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Grade 5

Benchmark Clarification The student identifies meanings obtained through the process of selecting and/or organizing information from a single text or across texts. This process may involve application, analysis, synthesis, and/or evaluation appropriate to fifth grade.

Item Type At grade 5, this benchmark is assessed using multiple-choice (MC) items.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect use of reference materials
- incorrect or irrelevant information from the resource material
- incorrect conclusions or generalizations based on the stimulus

Sample Items

[These items are based on Passage F, Grade 5. See Appendix C.]

What is the purpose of the fan shown in the first photograph?

- A. to make the balloon rise
- B. to make the balloon float
- *C. to put air inside the balloon
- D. to heat air inside the balloon

* * * * *

What is the MOST likely purpose of the ground lines on a hot-air balloon?

- A. to attach the balloon to the gondola
- B. to help the balloon hold its round shape
- C. to wrap around the balloon before it is folded and put away
- *D. to keep the balloon from rising before the passengers are ready

Benchmark LA.E.1.2.2

Strand	Literature
Standard	The student understands the common features of a variety of literary forms.
Benchmark	LA.E.1.2.2 The student understands the development of plot and how conflicts are resolved in a story.
Content Limits	No content limits are specified for this benchmark.
Passage Attributes	Passages must be literary text and have a well-defined plot, conflict, or resolution, and/or must contain sufficient context for the student to make an inference or draw a conclusion.

Grade 3

Benchmark Clarification The student identifies plot development or conflict resolution in a story and/or identifies how story events contribute to the plot development or conflict resolution. The student also makes simple inferences or draws conclusions regarding story elements.

Item Type At grade 3, this benchmark is assessed using multiple-choice (MC) items.

Response Attributes Distractors may include, but are not limited to, the following:

- specific facts or events in the passage that are not related to plot development or conflict resolution
- inferences or conclusions not appropriate to the text
- plausible but incorrect responses based on the text

Sample Items

[These items are based on Passage A, Grade 3. See Appendix C.]

What is Jordy’s BIGGEST problem in the story?

- A. His dog begs for table scraps.
- B. His dog needs to be scratched.
- *C. He might have to give his dog away.
- D. He must teach his dog to fetch a ball.

* * * * *

How does Mrs. Whipple help Jordy solve his problem?

- A. She smiles at Jordy and his parents.
- *B. She brings a new friend for Bloochee.
- C. She has a son who is moving to the city.
- D. She tells Jordy that Bloochee chews slippers.

[This item is based on Passage B, Grade 3. See Appendix C.]

How was Laurie's problem solved?

- *A. The hiccups just went away.
- B. Her father startled the hiccups away.
- C. She stood on her head for a long time.
- D. Her mother tucked her in bed at night.

Grade 4

Benchmark Clarification The student identifies or explains in writing plot development or conflict resolution in a story and/or identifies or explains in writing how story events contribute to the plot development or conflict resolution. The student also makes inferences or draws conclusions regarding story elements.

Item Types At grade 4, this benchmark is assessed using multiple-choice (MC) and short-response (SR) items.

Response Attributes **MC**

Distractors may include, but are not limited to, the following:

- specific facts or events in the passage that are not related to plot development or conflict resolution
- inferences or conclusions not appropriate to the text
- plausible but incorrect responses based on the text

SR

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

Sample MC Item

[This item is based on Passage D, Grade 4. See Appendix C.]

What is the FIRST event in the story that tells the reader Tommy is a cat?

- *A. Tommy purrs at a crew member.
- B. Tommy smells the catnip mouse.
- C. Tommy jumps across the ship's cabin.
- D. Tommy fights against the safety straps.

Sample SR Item

[This item is based on Passage D, Grade 4. See Appendix C.]

When does the author start letting you know that Tommy is an animal? Also, at what place in the story can you be sure that Tommy is a cat? Give details from the story to support your answers.

Top-Score Response

A top-score response gives details from the story that show when the author suggests that Tommy is an animal and reveals that Tommy is a cat.

Example of a Top-Score Response

The author first lets me know that Tommy is an animal when Mike starts talking about using pets to make space travel less boring. Then the author shows me that Tommy is a cat when Alice scratches him behind the ears and he purrs.

Scoring Rubric

2 Points

The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Grade 5

Benchmark Clarification The student identifies plot development or conflict resolution in a story and/or identifies how story events contribute to the plot development or conflict resolution. The student also makes inferences or draws conclusions regarding story elements.

Item Type At grade 5, this benchmark is assessed using multiple-choice (MC) items.

Response Attributes Distractors may include, but are not limited to, the following:

- specific facts or events in the passage that are not related to plot development or conflict resolution
- inferences or conclusions not appropriate to the text
- plausible but incorrect responses based on the text

Sample Items

[These items are based on Passage H, Grade 5. See Appendix C.]

Which problem did Josie expect to have when she played hockey in her new town?

- *A. The coach would not let her play.
- B. She would be too small and short.
- C. The team would be jealous of her.
- D. She would not be able to play well.

* * * * *

Josie calls herself “Jo” at the hockey tryout because she wants

- A. to be team captain.
- B. to play tricks on adults.
- *C. to hide the fact that she is a girl.
- D. to use a new name in her new town.

Josie decides to tell the coach her full name because

- *A. she wants to make a fresh start on the team.
- B. she thinks the team members will like her better.
- C. she wants the team members to call her “Turner.”
- D. she notices that the wrong name is on the board.

Benchmark LA.E.1.2.3

Strand	Literature
Standard	The student understands the common features of a variety of literary forms.
Benchmark	LA.E.1.2.3 The student knows the similarities and differences among the characters, settings, and events presented in various texts.
Content Limits	No content limits are specified for this benchmark.
Passage Attributes	See the specifications for individual grade levels.

Grade 3

Benchmark Clarification The student identifies an explanation or a simple analysis of similarities or differences between no more than two characters, within one character over time, between settings, or between events in a single text.

Item Type At grade 3, this benchmark is assessed using multiple-choice (MC) items.

Passage Attributes Passages may be literary text or informational text that permits comparison and/or contrast of characters, settings, and/or events.

Response Attributes Distractors may include, but are not limited to, the following:

- facts or inferences based on the text but not related to the question
- incorrect comparisons
- incorrect contrasts
- plausible but incorrect responses based on the text

Sample Items

[This item is based on Passage A, Grade 3. See Appendix C.]

At the end of the story, Jordy’s mom has changed her mind about keeping Bloocher. What does she do that BEST shows she has changed her mind?

- A. She asks, “Chilly Bones?”
- B. She raises her left eyebrow.
- *C. She smiles and says, “Maybe so, Jordy.”
- D. She looks at Chilly Bones and then at Jordy.

[This item is based on Passage B, Grade 3. See Appendix C.]

Which word describes BOTH Laurie's father and Danny?

- A. curious
- *B. helpful
- C. silly
- D. tricky

Grade 4

Benchmark Clarification The student identifies or expresses in writing an explanation or analysis of similarities or differences among characters, within one character over time, between settings, or between events in one or more texts.

Item Types At grade 4, this benchmark will be assessed using multiple-choice (MC), short-response (SR), and extended-response (ER) items.

Passage Attributes Passages may be literary text or informational text that permits comparison and/or contrast of characters, settings, and/or events.

To assess this benchmark across texts, items should be based on one of the following:

- two passages related in theme or topic
- one passage consisting of sections that contain characters, settings, and/or events that can be compared or contrasted

Response Attributes **MC**

Distractors may include, but are not limited to, the following:

- facts or inferences based on the text but not related to the question
- incorrect comparisons
- incorrect contrasts
- plausible but incorrect responses based on the text

SR/ER

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

Sample MC Item

[This item is based on Passage D, Grade 4. See Appendix C.]

How does Tommy change in the story?

- A. At first he is active; then he is trapped.
- B. At first he is quiet; then he is unhappy.
- C. At first he is weightless; then he is miserable.
- *D. At first he is uncomfortable; then he is playful.

Sample SR Item

[This item is based on Passage D, Grade 4. See Appendix C.]

How are Tommy and Commander Mayberry ALIKE and how are they DIFFERENT? Use information and details from the story to explain your answer.

Top-Score Response

A top-score response compares AND contrasts the two characters accurately and completely, using information stated or implied in the story.

Example of a Top-Score Response

Both Tommy and Mayberry are on a spacecraft in space. They both have pain during the takeoff. Later, they are both weightless and both learn to move in weightlessness. They are different because Tommy is a (male) cat and Mayberry is a (female) human. Tommy is a pet and a traveler on the spacecraft, while Mayberry is the commander of the spacecraft. Tommy moves more smoothly and learns how to adapt more quickly to weightlessness than Mayberry does.

Scoring Rubric

2 Points

The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Sample ER Item

[This item is based on Passage D, Grade 4. See Appendix C.]

How were Tommy’s problems right after the engines stopped DIFFERENT from his problems before the engines stopped? Use details from the story to support your answer.

Top-Score Response

A top-score response gives a complete and accurate description of Tommy’s problems during liftoff and after engine cutoff. The response is supported by relevant details from the story.

Example of a Top-Score Response

During the liftoff of the spaceship, Tommy had several problems. He was not comfortable in the straps that were holding him. He did not like being trapped. Also, he did not like the loud noise of the engines. It hurt his ears. Most of all, he felt the heavy pressing of the three Gs. He couldn’t even lift his head, and he couldn’t breathe very well. After the engines stopped, Tommy still had the problem of feeling trapped in the straps. But the noise and the heaviness were gone. His new problem was that he was now weightless, and he had never been weightless before. He felt like he was falling.

Scoring Rubric

4 Points

The response indicates that the student has a thorough understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

3 Points

The response indicates that the student has an understanding of the reading concept embodied in the task. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or are not clearly text-based.

2 Points

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.

1 Point

The response indicates that the student has very limited understanding of the reading concept embodied in the task. The response is incomplete, may exhibit many flaws, and may not address all requirements of the task.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Grade 5

Benchmark Clarification The student identifies an explanation or analysis of similarities or differences among characters, within one character over time, between settings, or between events in one or more texts.

Item Type At grade 5, this benchmark is assessed using multiple-choice (MC) items.

Passage Attributes Passages may be literary text or informational text that permits comparison and/or contrast of characters, settings, and/or events.

To assess this benchmark across texts, items should be based on one of the following:

- two passages related in theme or topic
- one passage consisting of sections that contain characters, settings, and/or events that can be compared or contrasted

Response Attributes Distractors may include, but are not limited to, the following:

- facts or inferences based on the text but not related to the question
- incorrect comparisons
- incorrect contrasts
- plausible but incorrect responses based on the text

Sample Items

[This item is based on Passage H, Grade 5. See Appendix C.]

Which words BEST describe the reaction of Josie’s parents when Josie tells them she is joining the team?

- A. surprised but pleased
- B. disappointed but patient
- C. unhappy but determined
- *D. concerned but supportive

Benchmark LA.E.2.2.1

Strand	Literature
Standard	The student responds critically to fiction, nonfiction, poetry, and drama.
Benchmark	LA.E.2.2.1 The student recognizes cause-and-effect relationships in literary texts. [Applies to fiction, nonfiction, poetry, and drama.]
Content Limits	No content limits are specified for this benchmark.
Passage Attributes	Passages may be literary text or informational text. The passage must include a cause-and-effect relationship. The relationship may be stated or implied.

Grade 3

Benchmark Clarification The student identifies cause-and-effect relationships, stated or strongly implied, in literary text or informational text.

Item Type At grade 3, this benchmark is assessed using multiple-choice (MC) items.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect causes or effects
- plausible but incorrect responses based on the text

Sample Items

[This item is based on Passage A, Grade 3. See Appendix C.]

Why do Chilly Bones and Bloocher start jumping, rolling, and wrestling with each other?

- A. They want people to notice them.
- B. They want to get rid of each other.
- *C. They are happy to meet each other.
- D. They have known each other before.

[This item is based on Passage B, Grade 3. See Appendix C.]

Why does Laurie smile as she falls asleep?

- A. She is eager to get to sleep.
- B. She is enjoying the night noises.
- *C. She is happy that her hiccups are gone.
- D. She is thinking about her funny evening.

[This item is based on Passage C, Grade 3. See Appendix C.]

Why does the ladybug move when the magnet moves?

- A. The top of the box is slippery.
- B. The legs make the shell bounce.
- C. The magnet attracts the shell of the walnut.
- *D. The metal in the twister ties is pulled by the magnet.

Grade 4

Benchmark Clarification The student identifies or explains in writing cause-and-effect relationships, stated or implied, in literary text or informational text.

Item Types At grade 4, this benchmark is assessed using multiple-choice (MC) and short-response (SR) items.

Response Attributes **MC**

Distractors may include, but are not limited to, the following:

- incorrect causes or effects
- plausible but incorrect responses based on the text

SR

These items will be scored with a holistic rubric that defines the performance criteria for each score point.

An example of a top-score response for the specific item will be included.

Sample MC Items

[These items are based on Passage D, Grade 4. See Appendix C.]

What happened to make Tommy feel weightless?

- A. Tommy had trouble breathing.
- B. The spacecraft made a roaring sound.
- *C. The spacecraft went into a steady orbit.
- D. Tommy squirmed against the seat straps.

Why does Tommy leap across the cabin?

- *A. to catch the toy
- B. to escape from Alice
- C. to show he enjoys weightlessness
- D. to prove he can handle space flights

[These items are based on Passage E, Grade 4. See Appendix C.]

Why did the native people keep the secret of Crater Lake?

- A. The lake did not have a name.
- B. The lake was not filled with water.
- C. The lake was too dangerous for others.
- *D. The lake was important to the Klamath.

* * * * *

Why was the bowl in Mount Mazama empty for hundreds of years?

- *A. It had holes in it.
- B. It was too big to fill.
- C. It did not have rivers near it.
- D. It did not collect enough rain.

Sample SR Items

[This item is based on Passage E, Grade 4. See Appendix C.]

What result of the first Mount Mazama explosion was most important to the formation of Crater Lake? Use details and information from the article to support your answer.

Top-Score Response

A top-score response cites BOTH the most important result of the Mount Mazama explosion AND a correct explanation of its importance, using information stated or implied in the text.

Example of a Top-Score Response

The mountain falling in on itself and creating a huge hole/caldera/bowl was the most important result of the explosion. It was that bowl that later collected the rain and snow that formed Crater Lake.

[This item is based on Passage E, Grade 4. See Appendix C.]

How were all the explosions of Mount Mazama important to the formation of Crater Lake? Use details and information from the article to support your answer.

Top-Score Response

A top-score response cites the importance of the volcanoes in the formation of Crater Lake, using information stated or implied in the text.

Example of a Top-Score Response

Explosions were important because they caused the formation of Mount Mazama. A giant explosion created the huge hole/caldera/bowl on the top of the mountain. Then smaller explosions were important because when volcanoes exploded, their lava sealed the holes at the bottom of the caldera, allowing the rain and snow to collect in the bowl. That bowl later held the water of Crater Lake.

Scoring Rubric

2 Points

The response indicates that the student has a complete understanding of the reading concept embodied in the task. The student has provided a response that is accurate and complete and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information given is clearly text-based.

1 Point

The response indicates that the student has a partial understanding of the reading concept embodied in the task. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples may be incomplete or omitted.

0 Points

The response is inaccurate, confused, and/or irrelevant, or the student has failed to respond to the task.

Grade 5

Benchmark Clarification The student identifies cause-and-effect relationships, stated or implied, in literary text or informational text.

Item Type At grade 5, this benchmark is assessed using multiple-choice (MC) items.

Response Attributes Distractors may include, but are not limited to, the following:

- incorrect causes or effects
- plausible but incorrect responses based on the text

Sample Items

[This item is based on Passage F, Grade 5. See Appendix C.]

What is the MAIN purpose of the jobs Kari and Kal do when they are in the hot-air balloon?

- *A. to avoid possible dangers
- B. to help control the balloon
- C. to be ready for a rip landing
- D. to help decide where to land

[This item is based on Passage H, Grade 5. See Appendix C.]

Why do the two boys from the team think that Josie is a “showoff”?

- A. She is a faster skater than most of the other players.
- *B. She does not pass the puck to other players on her team.
- C. Even though she is new, the coach makes her right wing.
- D. Even though she scores goals, she does not talk to anyone.