ELA Item Specifications

GRADE 4

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Introduction

The Arizona Statewide Achievement Assessment for English Language Arts and Mathematics (AzMERIT) is Arizona's statewide achievement test. AzMERIT assesses the Arizona English Language Arts Standards and Arizona Mathematics Standards adopted by the Arizona State Board of Education in December 2016. AzMERIT will inform students, teachers, and parents about preparedness for college and careers upon graduating from high school. AzMERIT tests are computer-based, meaning that they can better assess students' critical thinking skills and provide them with opportunities to demonstrate a deeper understanding of the materials. Computer-based testing also allows for the use of a variety of innovative items types.
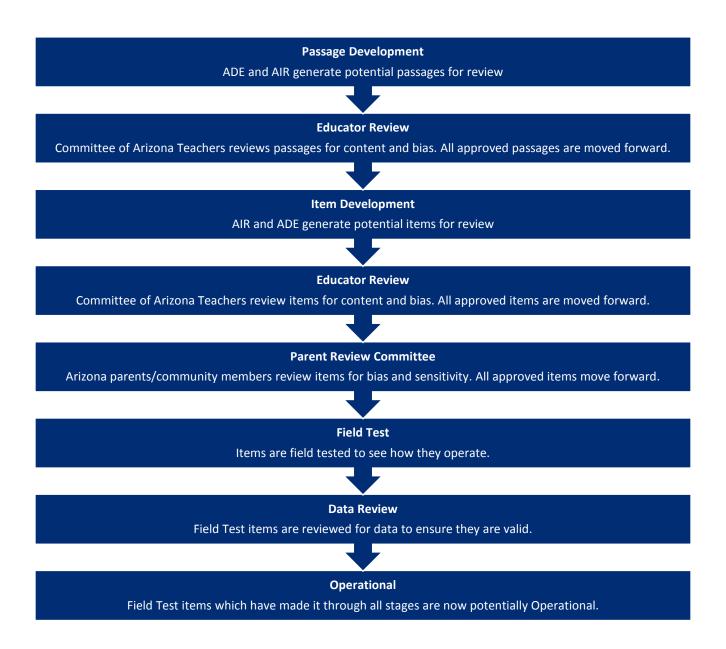
During the item-development process, all AzMERIT items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzMERIT items are generally representative of Arizona's geographic regions and culturally diverse population. Items are reviewed for the following kinds of bias: gender, racial, ethnic, linguistic, religious, geographic, and socioeconomic. Item reviews also include consideration of issues related to individuals with disabilities. Arizona community members also have an opportunity to review items for issues of potential concern to members of the community at large. Reviewers are asked to consider the variety of cultural, regional, philosophical, political, and religious backgrounds throughout Arizona, and then to determine whether the subject matter will be acceptable to Arizona students, families, and other members of Arizona communities.

This *AzMERIT Item Specifications* is a resource document that defines the content and format of the test and test items for item writers and reviewers. Each *Item Specifications* document indicates the alignment of items with the Arizona English Language Arts Standards and Arizona Mathematics Standards. It also serves to provide all stakeholders with information about the scope and function of assessment items. This document can also serve to assist educators to understand how assessment items are developed in alignment with the standards for English language arts and math. These item specifications for AzMERIT are intended to provide information regarding standards, item formats and response types. The descriptions of math practices, blueprints, and depth of knowledge in this document are meant to provide an overview of the test. Item specifications are meant for the purposes of assessment, not instruction. They are not intended to be tools for instruction or the basis for curricula. AzMERIT has a test blueprint that was developed by Arizona and is different from any other state or consortium test blueprint.

The AzMERIT ELA test will have a Writing part and a Reading Part 1 and Part 2 for all grade levels. Each writing test will have one or more passages that relate to a prompt. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. The ELA standard-level item specifications provide information about the development of items aligned to the Reading Standards. AzMERIT is designed to reflect the importance of using evidence and reading complex texts outlined in the Arizona English Language Arts Standards. Any item specifications that are absent for standards listed in this document may be under development. This document does not endorse the exclusion of the instruction of any grade-level content standards.

Item Development Process

AzMERIT items go through a rigorous review before they are operational. When an item is "operational" it means it is used to determine a student's score on the assessment. This is a description of the process every item must go through before it is operational on AzMERIT.

Passage Development
ADE and AIR generate potential passages for review

Educator Review
Committee of Arizona Teachers reviews passages for content and bias. All approved passages are moved forward.

Item Development
AIR and ADE generate potential items for review

Educator Review
Committee of Arizona Teachers review items for content and bias. All approved items are moved forward.

Parent Review Committee
Arizona parents/community members review items for bias and sensitivity. All approved items move forward.

Field Test
Items are field tested to see how they operate.

Data Review
Field Test items are reviewed for data to ensure they are valid.

Operational
Field Test items which have made it through all stages are now potentially Operational.

Sample tests are available online for the ELA portion of AzMERIT. For more information view the Guide to the Sample Tests at www.azmeritportal.org.

Test Construction Guidelines

The construction of the AzMERIT assessment is guided by the depth and rigor of the Arizona English Language Arts Standards. Items are created to address key components of the standards and assess a range of important skills. The AzMERIT Blueprint provides an overview of the distribution of items on the AzMERIT according to the standards. Further, the AzMERIT blueprint outlines the Depth of Knowledge distribution of items.

Blueprint

The AzMERIT blueprints detail specific information in regard to the strands tested at each grade level. The blueprint outlines the percentage of points aligned to each strand.

Grades 3 – 5 Reporting Category	Min.	Max.
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Reading for Informational Text	26%	22%
Listening Comprehension	0%	13%
Writing and Language	26%	38%
Writing	13%	19%
Language	13%	19%

> In Grades 3-5 some items in the Reading and Language strands will also be aligned to the standards for Reading: Foundational Skills.
>
> Listening Standards will only be assessed on the computer-based assessment.

Depth of Knowledge (DOK)

DOK refers to the level of rigor or sophistication of the task in a given item, designed to reflect the complexity of the Arizona English Language Arts Standards. Items at DOK level 1 focus on basic tasks like, correcting grammatical and spelling errors, defining terms, and locating details or facts in texts. Items at DOK level 2 require a greater degree of engagement and cognitive processing than items at DOK 1. They may require students to show relationships or identify examples, use context to identify meaning, identify structures or features of texts, or distinguish between facts and opinions. Items at DOK level 3 feature higher-order cognitive tasks that assess students' capacities to read complex texts and think abstractly. They focus on critical thinking, developing and assessing logical arguments, making inferences, and citing evidence to support claims or conclusions. Finally, items at DOK level 4 require creativity, extensive planning, and/or sophisticated reasoning in the composition and organization of written essays. This information is not intended to provide an in-depth description of DOK, but rather a guide to the application of DOK for AzMERIT.

Percentage of Points by Depth of Knowledge (DOK) Level				
Grade 4	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	13%–19%

For more information on DOK, please visit www.azed.gov/AzMERIT.

Item Formats

The AzMERIT Assessments are composed of item formats that include traditional multiple-choice response items and technology-enhanced response items (TEI). TEIs are computer-delivered response items that require students to interact with test content to select, construct, and/or support their responses. TEIs are better able to assess a deeper level of understanding.

Currently, there are seven types of TEIs that may appear on the ELA Grade 4 computer based assessment for AzMERIT:

- Editing Task Choice (ETC)
- Evidence-Based Selected Response (EBSR)
- Graphic Response Item Display (GRID)
- Hot Text (HT)
- Matching Item (MI)
- Multi-Select (MS)
- Open Response

For paper based assessments (including those for students with an IEP or 504 plan that specifies a paper based accommodation), TEIs will be modified so that they can be scanned and scored electronically or hand-scored.

See the table below for a description of each TEI. Examples of each response item format described may be found in the AzMERIT Sample Tests at www.azmeritportal.org.

TEI Type	Description
Editing Task Choice (ETC)	The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
Evidence-Based Selected Response (EBSR)	**Multiple Choice/Multiple Select Format** – The student is directed to answer a "Part A" multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing another "Part B" Multiple Choice item *or* a "Part B" Multi-Select item (see below). **Multiple Choice/Hot Text Format** – The student is directed to answer a "Part A" multiple-choice item based on a passage, and is then asked to provide evidence in support of that answer by completing a "Part B" Selectable Hot Text item (see below).
Graphic Response Item Display (GRID)	The student selects numbers, words, phrases, or images and uses the drag-and-drop feature to place them into a graphic. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

Hot Text (HT)	**Selectable Hot Text -** Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. For paper-based assessments, a "selectable" hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.
	Drag-and-Drop Hot Text - Certain numbers, words, phrases, or sentences may be designated "draggable" in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Matching Item (MI)	The student checks a box to indicate if information from a column header matches information from a row. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Multi-Select (MS)	The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
Open Response	The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
Writing Prompt Items	Writing prompt items may require the student to use features of an online word processor. The student can perform various tasks within the online word processor such as bold text, use bullet points, underline, etc.

Stimulus Guidelines

Stimuli comprise a broad category of materials which can be used to measure student knowledge. A stimulus is usually a reading passage or set of reading passages, but can also be accompanied by other sources. Every question is associated with one or more stimuli. Currently, there are three types of stimuli for AzMERIT: stimuli for reading passages, stimuli for editing tasks, and stimuli for listening.

Every stimulus associated with AzMERIT has been approved by a committee of Arizona Educators. Each stimulus has an associated Measurement of Complexity which analyzes its complexity according to the Arizona English Language Arts Standards.

Reading Passage stimuli will consist of one or more text passages. The passages may be informational or literary, and will cover a variety of topics. Passages may be accompanied by multimedia features, including audio presentations, slideshows, or graphical elements. The word count listed below is only a guideline for passage length. Passages can be longer or shorter than the range depending on other measures of text complexity. The complexity of the passages should be appropriate for the grade level of the test-taker.

Acceptable Word Count Ranges by Grade Level	
3	100–700
4	100–900
5	200–1000
6	200–1100
7	300–1100
8	350–1200
9	350–1300
10	350–1350
11	350–1400

Editing Task stimuli will consist of a two- to four-paragraph passage with three to five grammar, spelling, and punctuation errors. The first sentence in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage. The correction of each error will be worth 1 point.

Acceptable Word Count Ranges by Grade Band	
Grade Band	Word Count Range
3–5	100–200
6–8	200–250
9–11	250–300

Listening Stimuli will contain two or more components on the same topic: a reading passage or passage set followed by an audio presentation. Stimulus topics range from everyday life to current events, literature, poetry, art, music, physical education, health, mathematics, science, technical subjects, or social studies. The reading component of the stimulus can include informational graphics, tables, charts, or graphs.

Listening Timing		Passage Word Counts	
Grade Level	**Minutes**	**Grade Level**	**Words**
3	0.75–2.0	3	200–250
4	0.75–2.0	4	200–250
5	0.75–2.0	5	250–300
6	0.75–2.0	6	250–300
7	0.75–2.0	7	300–350
8	0.75–2.0	8	300–350
9	0.75–2.0	9	300–350
10	0.75–2.0	10	300–350
11	0.75–2.0	11	300–350

Writing stimuli will include a prompt that has is related to one or more passages. Students will create a written response to the prompt. Students will not answer comprehension questions about the prompt. Scratch paper is permitted on both the CBT and PBT writing tests in order for students to compose a rough draft prior to formulating a "final" copy in the paper booklet or in the word processing area on the computer.

CBT— On the CBT students will have access to one or more passages that relate to a prompt, an electronic version of the Writing Guide and a word processing area to type their "final" response. On the CBT, students will have access to and be able to reference the appropriate Writing Guide.

PBT— On the PBT the students will have access to one or more passages that relate to a prompt, a print copy of the Writing Guide and a "final" copy area to write their response. On paper, the Writing Guide will also appear after the writing prompt and before the final copy area on the PBT. On the PBT, there will be three final copy pages with a line spacing of .375" for grades 3 and 4 (wide ruled) and .3" for grades 5–11 (college ruled).

Arizona English Language Arts Standards

Reading Standards for Literature

Key Ideas and Details

4.RL.1– Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RL.2– Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4. RL.3– Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

4.RL.4– Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.

4.RL.5– Explain the overall structure and major differences between poetry, drama, and prose.

4.RL.6– Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.

Integration of Knowledge and Ideas

4.RL.7– Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

4.RL.8– (Not applicable to literature)

4.RL.9– Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

4.RL.10– By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

Reading Standards for Informational Text

Key Ideas and Details

4.RI.1– Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.2– Determine the main idea of a text and explain how it is supported by key details; summarize the text.

4.RI.3– Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

4.RI.4– Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

4.RI.5– Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.

4.RI.6– Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.

Integration of Knowledge and Ideas

4.RI.7– Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

4.RI.8– Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9– Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

4.RI.10– By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

Standards for Speaking and Listening

Comprehension and Collaboration

4.SL.2– Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

4.SL.3– Identify the reasons and evidence a speaker provides to support particular points.

Standards for Language

Conventions of Standard English

4.L.1– Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
   b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
   c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
   d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
   e. Form and use prepositional phrases.
   f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
   g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
   h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

4.L.2– Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use correct capitalization.
   b. Use commas and quotation marks to mark direct speech and quotations from a text.
   c. Use a comma before a coordinating conjunction in a compound sentence.
   d. Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

4.L.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
   a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).
   b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

4.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
   c. Demonstrate understanding of words by relating them to their synonyms and antonyms

Standards for Writing

Text Types and Purposes

4.W.1– Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
  b. Provide reasons that are supported by facts and details.
  c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
  d. Provide a concluding statement or section related to the opinion presented.

4.W.2– Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  e. Provide a concluding statement or section related to the information or explanation presented.

Grade 4 ELA Item Specifications

Reading Literature

AZ.ELA.4.RL.1

Content Standard	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.

Task Demand	Common Item Formats
Identify details that support a statement in the text, where both the statement and the details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the student with the inference.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies details and examples from the text and draws simple inferences.	Explains what the text says explicitly and draws simple inferences; identifies key details and examples in the text.

Proficient	Highly Proficient
Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.

AZ.ELA.4.RL.2

Content Standard	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask students use details from a text to determine a theme. The theme may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the theme.

Task Demand	Common Item Formats
Determine a theme explicitly or implicitly stated in the text. Provide details that support the theme or central idea of the text. The item writer may or may not provide the student with the theme. Summarize the text.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies an explicitly stated theme in a story, drama, or poem; identifies some details from the text.	Recognizes a stated theme of a story, drama, or poem; determines the key details in the text.

Proficient	Highly Proficient
Determines a theme of a story, drama, or poem; summarizes the text.	Determines an implicitly stated theme, or multiple themes, of a story, drama, or poem; comprehensively summarizes the text.

AZ.ELA.4.RL.3

Content Standard	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Stimuli Type	Reading Passage
Content Limits	Items may ask students to use explicit and implicit details from the text to describe in depth a character, setting, or event. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details (RL.4.1). Rather, the items should focus on how the details describe a character, setting, or event in depth.

Task Demand	Common Item Formats
Interpret details from the text to make an inference about a character, setting, or event. The details from the text can be explicitly or implicitly stated. Synthesize details implicitly stated in the text to draw a conclusion about character, setting, or event.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies aspects of a character, setting, or event in a story or drama, drawing on explicitly stated details in the text.	Describes a character, setting, or event in a story or drama, using explicit details in the text.

Proficient	Highly Proficient
Describes in depth a character, setting, or event in a story or drama, drawing on specific details in the text.	Describes in depth and analyzes a complex character, setting, or event in a story or drama, drawing on implicit, specific details in the text.

AZ.ELA.4.RL.4

Content Standard	Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of the text.

Task Demand	Common Item Formats
Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words. Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the meaning of familiar words, phrases, and figurative language as they are used in a text.	Uses details from the text to understand the general meaning of words, phrases, and figurative language as they are used in a text, recognizing those that allude to significant characters.

Proficient	Highly Proficient
Determines the meaning of words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.	Analyzes the meaning of unfamiliar words, phrases, and figurative language as they are used in a text, including those that allude to significant characters.

AZ.ELA.4.RL.5

Content Standard	Explain the overall structure and major differences between poetry, drama, and prose.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to refer to structural elements when contrasting different types of literary texts. Items should be used with text sets, and should not ask about only one type of literary text.

Task Demand	Common Item Formats
Contrast two or more literary texts to analyze how overall structure affects their meaning.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Multiple Choice

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies basic differences between poems, drama, and prose, and identifies common structural elements.	Describes differences between poems, drama, and prose, and recognizes the structural elements.

Proficient	Highly Proficient
Explains major differences between poems, drama, and prose, and refers to the structural elements.	Analyzes how major differences between poems, drama, and prose affect meaning, and refers to complex structural elements.

AZ.ELA.4.RL.6

Content Standard	Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to compare and contrast the points of view in two or more texts. Items may ask students to identify the points of view and describe how the author illustrates them with details from the text. Items may ask students to explain differences between first- and third-person points of view. Items should not ask about one literary text and should be used with text sets.

Task Demand	Common Item Formats
Determine similarities and differences in the points of view or the narration of two or more texts. Provide details to illustrate similarities and differences in the points of view or the narration used in two or more texts. The item writer may or may not provide the student with the points of view or style of narration used.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the narrator's point of view in a story; identifies first- and third-person narrations.	Determines the point of view from which different stories are narrated, including distinguishing between first- and third-person narrations.

Proficient	Highly Proficient
Compares and contrasts the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Compares and contrasts, then analyzes, the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

AZ.ELA.4.RL.7

Content Standard	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask students make connections between two versions of a story. Items may ask students to identify details to discuss similarities and differences in the two versions. Items should not ask about one literary text and should be used with a pairing of a text and an oral/visual presentation of that text. The oral/visual presentation should represent the text in its entirety.

Task Demand	Common Item Formats
Make connections between the text of a story and a visual/oral presentation of the same story, using details to describe the connection.	• Grid Response • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies obvious similarities between the text of a story or drama and the visual or oral presentation of the text.	Makes simple connections between the text of a story or drama and the visual or oral presentation of the text.

Proficient	Highly Proficient
Makes connections between the text of a story or drama and the visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Analyzes complex connections between the text of a story or drama and the visual or oral presentation of the text, determining where each version reflects specific descriptions and directions in the text.

AZ.ELA.4.RL.9

Content Standard	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to compare and contrast similar themes and patterns of events from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about one literary text and should be used with text sets.

Task Demand	Common Item Formats
Compare and contrast how similar themes and patterns of events are developed in two or more texts. The item writer may or may not provide the student with the theme.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Describes the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Proficient	Highly Proficient
Compares and contrasts the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	Analyzes the different treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Reading Informational Texts

AZ.ELA.4.RI.1

Content Standard	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The item may require students to draw inferences from the text.

Task Demand	Common Item Formats
Identify details that support a statement in the text, where both the statement and the details are explicit. Provide support for an inference with details that are explicitly or implicitly stated in the text. The item writer may or may not provide the student with the inference.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies details and examples from the text and draws simple inferences.	Identifies key details and examples in the text; explains what the text says explicitly and draws simple inferences.

Proficient	Highly Proficient
Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Quotes accurately from a text and refers to key details and examples when explaining what the text says explicitly and when drawing complex inferences from the text.

AZ.ELA.4.RI.2

Content Standard	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to use details from a text to determine the main idea. The main idea may be explicitly or implicitly stated. Items may ask students to identify key details needed to understand the main idea.

Task Demand	Common Item Formats
Determine a main idea explicitly or implicitly stated in the text. Provide details that support the main idea of the text. The item writer may or may not provide the student with the main idea. Summarize the text.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies an explicitly stated main idea and key details of a text.	Recognizes a stated main idea of a text and determines key details; provides a simple summary of the text.

Proficient	Highly Proficient
Determines the main idea of a text and explains how it is supported by key details; summarizes the text.	Determines an implicitly stated main idea of a text and explains, using textual evidence, how it is supported by key details; comprehensively summarizes the text.

AZ.ELA.4.RI.3

Content Standard	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to use explicit and implicit details from the text to explain in depth events, procedures, ideas or concepts. The item may require students to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas or concepts.

Task Demand	Common Item Formats
Interpret details from the text to make an inference about events, procedures, ideas, or concepts. The details from the text can be explicitly or implicitly stated. Synthesize details that are implicit in the text to draw a conclusion about events, procedures, ideas, or concepts.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies events, procedures, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Describes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Proficient	**Highly Proficient**
Explains events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	Analyzes events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, using evidence from the text to justify the explanation.

AZ.ELA.4.RI.4

Content Standard	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to use the text to determine the meanings of words and phrases. Items should ask students to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.

Task Demand	Common Item Formats
Determine the meaning of words or phrases where the meaning is explicitly stated in the text. Items should focus on literal meanings of words. Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the basic meaning of frequently used academic and domain-specific words and phrases in a text.	Determines the approximate meaning of academic and domain-specific words or phrases in a text.

Proficient	Highly Proficient
Determines the meaning of general academic and domain-specific words or phrases in a text.	Determines and analyzes the meaning of academic and domain-specific words or phrases in a text.

AZ.ELA.4.RI.5

Content Standard	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to refer to structural elements when discussing events, ideas, concepts, or information in a text. Items may ask students to discuss the impact that a particular structure (chronology, comparison, cause/effect, problem/solution) has on a text.

Task Demand	Common Item Formats
Describe or identify the structure of a text or of events, ideas, concepts or information within a text. Identify examples of particular structures used within a text and select examples of this structure.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in part of a text.	Determines the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Proficient	**Highly Proficient**
Describes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Analyzes the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text, including how it contributes to the meaning of the text.

AZ.ELA.4.RI.6

Content Standard	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus, and the information provided.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to compare and contrast firsthand and secondhand accounts within the same text. Items may ask students to compare and contrast firsthand and secondhand accounts in multiple texts. Items may ask students to identify the difference between firsthand and secondhand accounts and describe how the author illustrates them, using details from the text. Items may ask students what firsthand or secondhand accounts contribute to the text.

Task Demand	Common Item Formats
Determine similarities and differences between firsthand and secondhand accounts of the same topic in a text. Provide details to illustrate similarities and differences in firsthand and secondhand accounts of the same topic and support or describe how these similarities or differences impact the text.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies whether texts written on the same event or topic are a firsthand or secondhand account; determines the focus of the account.	Determines the differences between a firsthand and secondhand account of the same event or topic; recognizes the difference in focus and the information provided.

Proficient	Highly Proficient
Compares and contrasts a firsthand and secondhand account of the same event or topic; describes the difference in focus and the information provided.	Compares and contrasts, then analyzes, a firsthand and secondhand account of the same event or topic, including the difference in focus and the information provided.

Content Standard	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to describe information presented visually, orally or quantitatively. Items may ask that students make connections or identify similarities and differences between information presented in different formats (textually, visually, etc.). Items may ask students to identify details to discuss similarities and differences in the two versions. An oral or visual presentation may comprise all or part of the text.

Task Demand	Common Item Formats
Make connections between the text and information presented visually, orally, or quantitatively, using details to describe the connection.	• Grid Response • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages).	Identifies or describes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and recognizes how the information contributes to an understanding of the text in which it appears.
Proficient	**Highly Proficient**
Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	Analyzes information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to the overall understanding of the text in which it appears.

AZ.ELA.4.RI.8

Content Standard	Explain how an author uses reasons and evidence to support particular points in a text.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to identify the ways an author uses evidence or details to support key points in the text. Items may ask students to describe how or why an author uses evidence or details to support key points in the text.

Task Demand	Common Item Formats
Using a given inference, select words or phrases from the passage to demonstrate how the author supports particular points in the text. Using a given inference, select an explanation for the ways an author uses reasons or evidence to support key points in the text. Based on evidence from the passage, select (from four or more options) an explanation for the reason an author uses evidence to support key points in the text and select words or phrases from the passage that demonstrate this support. Based on evidence from the passage, draw an inference about why an author uses reasons or evidence to support key points in the text.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies reasons and evidence an author includes in a text.	Describes how an author uses reasons and evidence to support the overall point in a text.

Proficient	Highly Proficient
Explains how an author uses reasons and evidence to support particular points in a text.	Analyzes how an author uses reasons and evidence to support particular points in a text.

AZ.ELA.4.RI.9

Content Standard	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to compare and contrast similar themes and information from two or more texts. Items may require students to use key details from the texts to illustrate these similarities and differences. The information may be explicitly or implicitly stated. Items should be used with text sets, and should not ask about only one literary text.

Task Demand	Common Item Formats
Compare and contrast how information is developed in two or more texts to create an inference about the text. The item writer may or may not provide the student with the theme.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies information from two texts on the same topic in order to answer questions, orally or in writing, about the subject.	Utilizes information from two texts on the same topic to write or speak about the subject knowledgeably.

Proficient	Highly Proficient
Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	Synthesizes complex information and textual evidence from two texts on the same topic in order to write or speak about the subject knowledgeably.

Listening

AZ.ELA.4.SL.2

Content Standard	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Stimuli Type	Listening Stimuli
Content Limits	Items may ask the student to paraphrase elements of an audio or visual stimulus.

Task Demand	Common Item Formats
Answer questions about explicit information in an audio or visual stimulus. Paraphrase information provided in an audio or visual stimulus.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies key details from a text read aloud or information presented in a single media format, including visually, quantitatively, and orally.	Describes key details from a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Proficient	Highly Proficient
Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Clearly, coherently, and efficiently paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

AZ.ELA.4.SL.3

Content Standard	Identify the reasons and evidence a speaker provides to support particular points.
Stimuli Type	Listening Stimuli
Content Limits	Items may ask students to identify the reasons a speaker uses in support of a point or claim. Items may ask students to identify the evidence a speaker uses in support of a point or claim.

Task Demand	Common Item Formats
Using a given point or claim, identify how the speaker supports that point or claim. Determine a point or claim, then identify how the speaker supports that point or claim.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Identifies the points a speaker makes.	Identifies the points a speaker makes and key details about the topic.

Proficient	Highly Proficient
Identifies the reasons and evidence a speaker provides to support particular points.	Evaluates the reasons and evidence a speaker provides to support particular points.

Language

AZ.ELA.4.L.1

Content Standard	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	
	    a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
	    b. Form and use the progressive verb tenses (e.g., *I was walking; I am walking; I will be walking*).
	    c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
	    d. Order adjectives within sentences according to conventional patterns (e.g., a *small red* bag rather than a *red small* bag).
	    e. Form and use prepositional phrases.
	    f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
	    g. Correctly use frequently confused words (e.g., *to, too, two; there, their*).
	    h. Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

Stimuli Type	Editing Task
Content Limits	Items may ask the student to evaluate and correct errors which focus on grammar and usage. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Task Demand	Common Item Formats
Apply rules of standard English grammar and usage.	• Editing Task Choice

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Demonstrates a basic understanding of the conventions of standard English grammar and usage when writing or speaking: a. inconsistently uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. inconsistently forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. inconsistently uses modal auxiliaries (e.g., can, may, must) to convey various conditions. d. inconsistently orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. inconsistently forms and uses simple prepositional phrases. f. inconsistently produces complete sentences, recognizing inappropriate fragments and run-ons. g. inconsistently uses frequently confused words correctly (e.g., to, too, two; there, their). h. inconsistently writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	Demonstrates an understanding of the conventions of standard English grammar and usage when writing or speaking: a. occasionally uses straightforward relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. occasionally forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. occasionally uses modal auxiliaries (e.g., can, may, must) to convey various conditions. d. generally orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. generally forms and uses simple prepositional phrases. f. generally produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. generally uses frequently confused words correctly (e.g., to, too, two; there, their). h. generally writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.
Proficient	**Highly Proficient**
Demonstrates command of the conventions of Standard English grammar and usage when writing or speaking: a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions. d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. forms and uses prepositional phrases. f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. correctly uses frequently confused words (e.g., to, too, two; there, their). h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.	Demonstrates strong command of the conventions of standard English grammar and usage when writing or speaking: a. uses relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). b. forms and uses the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). c. uses modal auxiliaries (e.g., can, may, must) to convey various conditions. d. orders adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). e. forms and uses prepositional phrases. f. produces complete sentences, recognizing and correcting inappropriate fragments and run-ons. g. correctly uses frequently confused words (e.g., to, too, two; there, their). h. writes and organizes one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task.

Content Standard	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
	     a. Use correct capitalization.
	     b. Use commas and quotation marks to mark direct speech and quotations from a text.
	     c. Use a comma before a coordinating conjunction in a compound sentence.
	     d. Spell grade-appropriate words correctly, consulting references as needed.

Stimuli Type	Editing Task
Content Limits	Items may ask the student to evaluate and correct errors which focus on capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Task Demand	Common Item Formats
Apply rules of standard English capitalization, punctuation, and spelling.	• Editing Task Choice

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Demonstrates a basic understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:
     a.   inconsistently uses correct capitalization.
     b.   inconsistently uses commas and quotation marks to mark direct speech and quotations from a text.
     c.   inconsistently uses a comma before a coordinating conjunction in a compound sentence.
     d.   inconsistently spells grade-appropriate words correctly, consulting references as needed.
	Demonstrates understanding of the conventions of standard English capitalization, punctuation, and spelling when writing:
	     a. generally uses correct capitalization.
	     b. occasionally uses commas and quotation marks to mark direct speech and quotations from a text.
	     c. occasionally uses a comma before a coordinating conjunction in a compound sentence.
	     d. generally spells grade-appropriate words correctly, consulting references as needed.

Proficient	**Highly Proficient**

Demonstrates command of the conventions of Standard English capitalization, punctuation, and spelling when writing:
     a.   uses correct capitalization.
     b.   uses commas and quotation marks to mark direct speech and quotations from a text.
     c.   uses a comma before a coordinating conjunction in a compound sentence.
     d.   spells grade-appropriate words correctly, consulting references as needed.
	Demonstrates strong command of the conventions of standard English capitalization, punctuation, and spelling when writing:
	     a. uses correct capitalization.
	     b. uses commas and quotation marks to mark direct speech and quotations from a text.
	     c. uses a comma before a coordinating conjunction in a compound sentence.
	     d. spells grade-appropriate words correctly, consulting references as needed.

AZ.ELA.4.L.4

Content Standard	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
	
	    a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
	    b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	    c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Stimuli Type	Reading Passage
Content Limits	Items may ask students to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.

Task Demand	Common Item Formats
Determine the meaning of a word or phrase as it is used in a text, using grade-appropriate Greek and Latin affixes and roots. Determine the meaning of a word or phrase as it is used in a text, using context clues.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Clarifies the meaning of unknown words and phrases, choosing from at least one strategy:
 	
   a. uses common, below-grade level Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   b. uses explicit context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a straightforward word or phrase.
   c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing from one or more strategies:
	
	   a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	   b. uses immediate context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	   c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Proficient	**Highly Proficient**

Determines or clarifies the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies:
 	
   a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
   b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
   c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
	Determines or clarifies and applies the meaning of unknown and multiple-meaning words and phrases, choosing strategically from a range of strategies:
	
	   a. uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
	   b. uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
	   c. consults reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

AZ.ELA.4.L.5

Content Standard	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	   a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
	   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	   c. Demonstrate understanding of words by relating them to their synonyms and antonyms.

Stimuli Type	Reading Passage
Content Limits	Items may ask students to explain the meaning of a simile or metaphor in the context of the text. Items may ask students to explain the meaning of common idioms, adages, and proverbs. Items may ask students to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.

Task Demand	Common Item Formats
Determine the figurative meaning of a word or phrase as it is used in a text, using context clues. Determine the meaning of common idioms, adages, and proverbs as they are used in a text. Determine the meaning of words and phrases by comparing them to their antonyms or synonyms.	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Recognizes simple figurative language, simple word relationships, and nuances in word meanings:
   a. inconsistently recognizes simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. inconsistently recognizes simple idioms, adages, and proverbs.
   c. inconsistently demonstrates understanding of words by relating them to their synonyms and antonyms.
	Demonstrates understanding of simple figurative language, simple word relationships, and nuances in word meanings:
	   a. generally explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	   b. generally recognizes and explains the meaning of simple idioms, adages, and proverbs.
	   c. generally demonstrates understanding of words by relating them to their synonyms and antonyms.

Proficient	**Highly Proficient**

Demonstrates understanding of figurative language, word relationships, and nuances in word meanings:
   a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
   b. recognizes and explains the meaning of common idioms, adages, and proverbs.
   c. demonstrates understanding of words by relating them to their synonyms and antonyms.
	Demonstrates understanding of complex figurative language, complex word relationships, and subtle nuances in word meanings:
	   a. explains the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
	   b. recognizes and explains the meaning of common idioms, adages, and proverbs.
	   c. demonstrates understanding of words by relating them to their synonyms and antonyms.

Writing

AZ.ELA.4.W.1

Content Standard	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	    a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
	    b. Provide reasons that are supported by facts and details.
	    c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
	    d. Provide a concluding statement or section related to the opinion presented.

Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support an opinion essay.

Task Demand	Common Item Formats

Directions Templates
Write an essay in which you give your opinion about . . . . . Use information from the passages in your essay.
 	
Manage your time carefully so that you can
    • read the passages;
    • plan your response;
    • write your response; and
    • revise and edit your response.
Be sure to include
    • an introduction;
    • support for your opinion using information from the passages; and
    • a conclusion that is related to your opinion
Your response should be in the form of a multiparagraph essay. Write your response in the space provided.
	• Writing Prompts

Performance Level Descriptors

Minimally Proficient	Partially Proficient

Writes opinion pieces that lack organization and a clear point of view:
 	
   a. states an opinion but uses an ineffective or inappropriate organizational structure to present ideas.
   b. provides facts and details that are not relevant to the topic.
   c. opinion and reasons are not linked with transitions.
   d. includes an ineffective concluding statement.
	Writes moderately organized opinion pieces on topics or texts:
	
	   a. introduces a topic or text by stating an opinion, and generally groups ideas together in a way that supports the writer's purpose.
	   b. provides both relevant and irrelevant facts and details.
	   c. links opinion and reasons using basic transitional words.
	   d. provides a concluding statement.

Proficient	**Highly Proficient**

Writes opinion pieces on topics or texts, supporting a point of view with reasons and information:
 	
   a. introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are grouped to support the writer's purpose.
   b. provides reasons that are supported by facts and details.
   c. links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
   d. provides a concluding statement or section related to the opinion presented.
	Writes well-organized opinion pieces on topics or texts, fully supporting a point of view with reasons and information:
	
	   a. effectively introduces a topic or text clearly, states an opinion, and creates an organizational structure in which related ideas are logically grouped to support the writer's purpose.
	   b. provides logically ordered reasons that are supported by facts and details.
	   c. smoothly links opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
	   d. provides a relevant and effective concluding statement or section related to the opinion presented.

AZ.ELA.4.W.2

Content Standard	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
	    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
	    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
	    c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
	    d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Stimuli Type	Reading Passages (may be informational, argumentative, or literary)
Content Limits	Items may ask the student to read multiple passages associated with a single topic and respond to a writing prompt in which they will use evidence from the sources to support their informative essay.

Task Demand	Common Item Formats

Write an informative essay about . . . . Use information from the passages in your essay.
 	
Manage your time carefully so that you can
    • read the passages;
    • plan your response;
    • write your response; and
    • revise and edit your response.
Be sure to include
    • an introduction;
    • information from the passages as support; and
    • a conclusion that is related to the information presented
Your response should be in the form of a multiparagraph essay. Write your response in the space provided.
	• Writing Prompt

Performance Level Descriptors

Minimally Proficient	Partially Proficient
Writes informative/explanatory texts to discuss a topic: a. states the topic and groups information in an illogical or unrelated manner; includes irrelevant or distracting formatting, illustrations, and multimedia. b. provides irrelevant or unreliable facts, definitions, details, quotations, or other information and examples. c. ideas are not clearly or effectively linked. d. uses simple vocabulary when explaining the topic. e. provides an incomplete concluding statement.	Writes moderately organized informative/explanatory texts to discuss a topic and convey ideas and information: a. introduces the topic and groups related information logically; includes formatting (e.g., headings), illustrations, and multimedia. b. supports the topic with facts, definitions, concrete details, quotations, or other information and examples. c. links ideas within categories of information using simple transitional words or phrases. d. uses domain-specific vocabulary in an attempt to explain the topic. e. provides a concluding statement.
Proficient	**Highly Proficient**
Writes informative/explanatory texts to examine a topic and convey ideas and information clearly: a. introduces a topic clearly and groups related information in paragraphs and sections; includes formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. b. develops the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. links ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. uses precise language and domain-specific vocabulary to inform about or explain the topic. e. provides a concluding statement or section related to the information or explanation presented.	Writes informative/explanatory texts to thoroughly examine a topic and convey ideas and information clearly and completely: a. clearly and effectively introduces the topic and groups related information logically in paragraphs and sections; includes effective formatting (e.g., headings), illustrations, and multimedia that enhance comprehension. b. fully develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. smoothly links ideas within categories of information using purposeful transitional words and phrases. d. uses precise language and domain-specific vocabulary efficiently and effectively to inform or explain about the topic. e. provides a relevant and effective concluding statement related to the information or explanation presented.