ELA Item Specifications

GRADE 5

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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 College and Career Ready Standards (AzCCRS) adopted by the Arizona State Board of Education in 2010. 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.
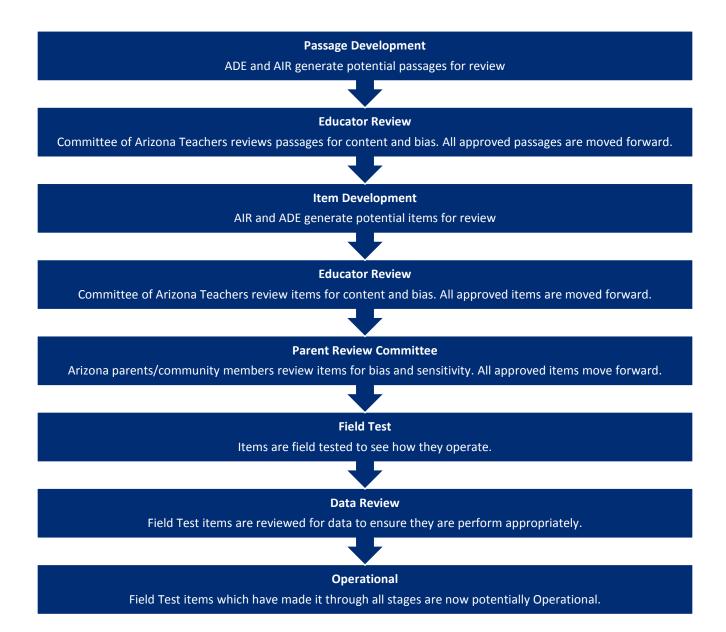
During the item-development process, all AzMERIT items are written in accordance with the Item Specifications and are reviewed and approved by a committee of Arizona educators to confirm alignment and appropriateness for inclusion in the test. AzMERIT items are generally representative of Arizona's geographic 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 AzCCRS. 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 AzCCRS. 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 perform appropriately.

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 http://azmeritportal.org/.

Test Construction Guidelines

The construction of the AzMERIT assessment is guided by the depth and rigor of the Arizona College and Career Ready 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.

Grade 5		
Strand	Minimum	Maximum
Reading Standards for Literature	26%	35%
Reading Standards for Informational Text	26%	35%
Listening Comprehension (Informational)	0%	13%
Language	13%	19%
Writing	17%	19%

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 AzCCRS. 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 5	DOK Level 1	DOK Level 2	DOK Level 3	DOK Level 4
	10%–20%	50%–60%	15%–25%	16%–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 5 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 http://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 College and Career Ready 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's College and Career Ready Standards (AzCCRS)

Reading Standards for Literature

Key Ideas and Details

5.RL.1– Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RL.2– Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

5.RL.3– Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

5.RL.4– Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

5.RL.5– Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.

5.RL.6– Describe how a narrator's or speaker's point of view influences how events are described.

Integration of Knowledge and Ideas

5.RL.7– Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).

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

5.RL.9– Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

5.RL.10– By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

Reading Standards for Informational Text

Key Ideas and Details

5.RI.1– Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

5.RI.2– Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

5.RI.3– Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

5.RI.4– Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area.*

5.RI.5– Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.

5.RI.6– Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

5.RI.7– Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

5.RI8.– Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

Range of Reading and Level of Text Complexity

5.RI.10– By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Standards for Speaking and Listening

Comprehension and Collaboration

5.SL.2– Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

5. SL.3– Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Standards for Language

Conventions of Standard English

5.L.1– Demonstrate command of the conventions of Standard English grammar and usage when

writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
a. Use verb tense to convey various times, sequences, states, and conditions.
b. Recognize and correct inappropriate shifts in verb tense.*
c. Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
d. Ensure subject-verb and pronoun-antecedent agreement.
e. Construct one or more paragraphs that contain:

- a topic sentence,
- supporting details,
- relevant information, and
- concluding sentences.

5.L.2– Demonstrate command of the conventions of Standard English capitalization,

punctuation, and spelling when writing.

    a.   Use punctuation to separate items in a series.*

b.   Use a comma to separate an introductory element from the rest of the sentence.

c.   Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag

Question from the rest of the sentence (.e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

d.   Use underlining, quotation marks, or italics to indicate titles of works.

e.   Spell grade-appropriate words correctly, consulting references as needed.

Vocabulary Acquisition and Use

5.L.4– Determine or clarify the meaning of unknown and multiple-meaning words and phrases

based on *grade 5 reading and content,* choosing flexibly from a range of strategies.

a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the

meaning of a word or phrase.

b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the

meaning of a word (e.g., *photograph, photosynthesis*).

5.L.5– Demonstrate understanding of figurative language, word relationships, and nuances in

word meanings.

a. Interpret figurative language, including similes and metaphors, in context.

b. Recognize and explain the meaning of common idioms, adages, and proverbs.

c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs)

to better understand each of the words.

Standards for Writing

Text Types and Purposes

5. 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 ideas are logically grouped to support the writer's purpose.

    b. Provide logically ordered reasons that are supported by facts and details.

    c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).

    d. Provide a concluding statement or section related to the opinion presented.

5. W.2– Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).

    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 5 ELA Item Specifications

Reading Literature

Content Standard	**AzCCRS.ELA.Literature.5.RL.1** Quote accurately from 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 phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice

Task Demand	Common Response Types
Identify details that support a statement in the text where both the statement and the details are explicit. Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.	Hot Text or EBSR • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support • Requires the student to select an inference from four choices AND then to select words or phrases from the text to support the inference Multiple Choice • Requires the student to select from four choices to answer questions using direct quotes from the text as support

Content Standard	**AzCCRS.ELA.Literature.5.RL.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text to determine a theme. Themes may be explicitly or implicitly stated. Items should focus on themes or central ideas that can be determined through a series of events.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Task Demand	Common Response Types
Determine a theme that is explicitly or implicitly stated. Provide details that support the theme of a text. The item writer may or may not provide the student with the theme. Summarize the text.	Hot Text or EBSR • Requires the student to select words or phrases from the text that explicitly state the theme of the passage • Requires the student to select words or phrases from the text that provide explicit support for a given theme • Requires the student to select the theme from four choices AND then to select words or phrases from the text to support the theme selected Multiple Choice • Requires the student to select from four choices a theme of the passage • Requires the student to select from four choices explicit or implicit details from the text to support the theme • Requires the student to select the correct summary of the text Open Response • Requires the student to state in words the theme or central idea of the passage • Requires the student to state in words details from the text that can be used to support the theme or central idea of the passage • Requires the student to state in words the theme or central idea of the passage AND a detail from the text that can be used to support the theme or central idea of the passage

Content Standard	**AzCCRS.ELA.Literature.5.RL.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text in order to compare and contrast two or more characters, settings, or events. Items may ask for support that is directly stated in the text or ask students to draw inferences.
Common Item Formats	• Grid Item • Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Task Demand	Common Response Types
Identify or use details from the text to support an inference drawn about similarities and/or differences between characters, settings, or events. Compare and/or contrast two or more characters, settings, or events using explicit or implicit details.	Grid Item • Requires the student to compare and contrast two or more characters, settings, or events by placing descriptions, details, or analyses into a graphic organizer Hot Text or EBSR • Requires the student to select words or phrases from the text that support an inference about similarities and/or differences between characters, settings, or events • Requires the student to select from four choices an inference about the similarities and/or differences between characters, settings, or events AND to select words or phrases from the text that provide support for that comparison. Multiple Choice or Multi-Select • Requires the student to select from four choices an inference about similarities and/or differences between characters, settings, or events • Requires the student to select from four choices details that support an inference about similarities and/or differences between characters, settings, or events • Requires the student to select from four or more choices multiple details that support an inference about similarities and/or differences between characters, settings, or events

Content Standard	AzCCRS.ELA.Literature.5.RL.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use the text to determine the meaning of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items should focus on words and phrases that are central to the meaning of text.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Task Demand	Common Response Types
Determine the literal or figurative meaning of words or phrases. Items should focus on words or phrases important to the meaning of the text as a whole. Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	Hot Text or EBSR • Requires the student to select words or phrases from the text that show the meaning of words used in the text • Requires the student to select from four choices the meaning of a word or phrase AND to select words or phrases from the text that show the meaning • Requires the student to select examples of figurative language in the text AND to select from four choices the meaning of that figurative language Multiple Choice • Requires the student to select from four choices the meaning of words or phrases used in the text Open Response • Requires the student to explain in words the meaning of words and phrases as used in a text

Content Standard	AzCCRS.ELA.Literature.5.RL.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to explain the purpose of specific sentences, scenes, or stanzas and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall story.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice

Task Demand	Common Response Types
Determine parts of a text that work together to provide structure and meaning. Explain how parts of a text work together to provide structure and meaning.	Hot Text or EBSR • Requires the student to select sentences or phrases in the text that contribute to the overall meaning or structure • Requires the student to select how each of two scenes or stanzas contributes to structure or meaning • Requires the student to choose from four choices an explanation of how scenes or stanzas work together to provide meaning AND to select sentences or phrases from the text which demonstrate the explanation Multiple Choice • Requires the student to choose from four choices how scenes or stanzas work together to provide meaning

Content Standard	**AzCCRS.ELA.Literature.5.RL.6** Describe how a narrator's or speaker's point of view influences how events are described.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text to explain the impact that a narrator's or speaker's point of view has on the description of events. Items should not exclusively ask the student to identify the narrator's or speaker's point of view.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Task Demand	Common Response Types
Determine explicit or implicit details from the text that demonstrate the influence of point of view. Explain how the narrator's point of view impacts how events are described using details from the text. The item writer may or may not provide the point of view. Explain how the narrator's point of view impacts how events are described AND determine which details from the text demonstrate this impact.	Hot Text or EBSR • Requires the student to select phrases or sentences from the text that demonstrate the influence of point of view • Requires the student to select the narrator's point of view from four choices AND to select words or phrases in the text that show the influence of point of view of the description of events • Requires the student to select the narrator's point of view from four choices AND to select from four choices a correct explanation of how point of view influences the description of events • Requires the student to select from four choices a correct explanation of how point of view influences the description of events AND to select words or phrases in the text that show the influence of point of view Multiple Choice • Requires the student to select from four options a correct explanation of how point of view influences the description of events Open Response • Requires the student to describe in words how a narrator's or speaker's point of view influences how events are described

Content Standard	**AzCCRS.ELA.Literature.5.RL.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Stimuli Type	Reading Passage
Content Limits	Items may ask students to explain how visual or multimedia elements impact meaning, tone, or beauty. Items should be developed to passages that make meaningful use of visual and multimedia elements.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Task Demand	Common Response Types
Explain how complex visual or multimedia elements essential to comprehension contribute to meaning, tone, or beauty. Analyze and explain how complex visual or multimedia elements essential to comprehension contribute to meaning, tone, or beauty.	Hot Text or EBSR • Requires the student to select details from the text which demonstrate the contribution of visual and multimedia elements • Requires the student to determine the tone or overall meaning of the text AND to select a correct explanation of how the visual element contributes to the tone Multiple Choice • Requires the student to select from four options a correct explanation of how visual and multimedia elements contribute to meaning, tone, or beauty Open Response • Requires students to explain in words how visual and multimedia elements contribute to meaning, tone, or beauty

Content Standard	**AzCCRS.ELA.Literature.5.RL.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require students to use key details to explain how texts are similar or different in their approach. Items should not simply ask students to identify common themes or topics. Items refer to multiple texts from the same genre.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Task Demand	Common Response Types
Find or explain evidence that shows how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes/topics. Analyze the similarities and differences in how two stories present, treat, or develop similar themes or topics. The item writer may or may not provide the student with the themes/topics.	Hot Text or EBSR • Requires the student to select sentences or phrases from each text that show similarities or differences in how two texts present, treat, and/or develop themes or topics • Requires the student to select from four options a correct explanation of how two or more texts treat a theme/topic AND to select sentences or phrases from each text that show similarities or differences Multiple Choice or Multi-Select • Requires the student to select from four options a correct explanation of how two or more texts treat a theme/topic • Requires the student to select from four or more options multiple correct explanations of how two or more texts treat a theme/topic

Reading Informational Texts

Content Standard	**AzCCRS.ELA.Informational.5.RI.1** Quote accurately from 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 phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice

Task Demand	Common Response Types
Identify details that support a statement in the text where both the statement and the details are explicit. Provide text-based support for an inference drawn from the text. The item writer may or may not provide the inference for the student.	Hot Text or EBSR • Requires the student to select words or phrases from the text to answer questions using explicit information in the text as support • Requires the student to select an inference from four choices AND then to select words or phrases from the text to support the inference Multiple Choice • Requires the student to select from four choices to answer questions using direct quotes from the text as support

Content Standard	**AzCCRS.ELA.Informational.5.RI.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to identify main ideas or to use details from the text to determine main ideas. Main ideas may be explicitly or implicitly stated. Items should focus on more than one main idea.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-select • Open Response

Task Demand	Common Response Types
Determine main ideas that are explicitly or implicitly stated. Provide details that support the main ideas of the text. The item writer may or may not provide the student with the main ideas. Summarize the text.	Hot Text or EBSR • Requires the student to select words or phrases from the text that explicitly state the main ideas of the passage • Requires the student to select words or phrases from the text that provide explicit support for the main ideas • Requires the student to select the main ideas from four choices AND then to select words or phrases from the text to support the main ideas selected Multiple Choice or Multi-Select • Requires the student to select from four choices the main ideas of the passage • Requires the student to select from four choices explicit or implicit details from the text to support the main ideas • Requires the student to select multiple main ideas in the text • Requires the student to select multiple explicit or implicit details from the text to support the main ideas • Requires the student to select the correct summary of the text Open Response • Requires the student to describe in words the main ideas of the passage

Content Standard	**AzCCRS.ELA.Informational.5.RI.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in historical, scientific, or technical text based on specific information in the text.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to explain how details (e.g., individuals, events, ideas) from a text interact. Items may ask for support that is directly stated in the text or ask the student to draw inferences.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-select • Open Response

Task Demand	Common Response Types
Determine which details from the text support an inference drawn about the relationship or interaction between two or more individuals, events, ideas, or concepts. Explain the relationship or interaction between two or more individuals, events, ideas, or concepts using explicit or implicit details.	Hot Text or EBSR • Requires the student to select words or phrases from the text that demonstrate an interaction or relationship between elements of the text • Requires the student to select from four choices an explanation of how elements interact/relate AND to select words or phrases from the text to demonstrate this interaction/relationship Multiple Choice or Multi-select • Requires the student to select from four choices an explanation of how elements interact/relate • Requires the student to select from four choices explicit or implicit details from the text demonstrate the interaction or relationship between individuals, events, ideas, or concepts • Requires the student to select multiple details from the text demonstrate the interaction or relationship between individuals, events, ideas, or concepts Open Response • Requires the student to explain in words the relationship between details

Content Standard	**AzCCRS.ELA.Informational.5.RI.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on words and phrases that are central to the meaning of text.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Open Response

Task Demand	Common Response Types
Determine the meaning of domain-specific words or phrases that are central to the text. Determine the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	Hot Text or EBSR • Requires the student to select words or phrases from the text that show the meaning of words or phrases used in the text • Requires the student to select from four choices the meaning of a word or phrase AND to select words or phrases from the text that show the meaning Multiple Choice • Requires the student to select from four choices the meaning of words or phrases used in the text Open Response • Requires the student to explain in words the meaning of words and phrases as used in a text

Content Standard	**AzCCRS.ELA.Informational.5.RI.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Stimuli Type	Reading Passage
Content Limits	Items may ask students to analyze the similarities and differences in the structure of two or more texts. Items may provide the comparison for the student and may ask the student to provide details to support their analysis of the similarities and differences. Items should not ask about only one passage and should be used with multiple informational texts.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Task Demand	Common Response Types
Identify or use details from the text to support an inference drawn about similarities and/or differences in the overall structure of two or more texts. Compare and/or contrast the overall structure of two or more texts using explicit or implicit details.	Hot Text or EBSR • Requires the student to select similarities or differences in the structures of two or more informational texts • Requires the student to select from four options a similarity or difference between the structures of two or more informational texts AND to select words or phrases that show this difference Multiple Choice or Multi-Select • Requires the student to select from four options a similarity or difference between the structure of two or more informational texts • Requires the student to select from four options details that evidence similarities and differences in the structure of two or more informational texts • Requires the student to select from four or more options multiple similarities or differences between the structure of two or more informational texts • Requires the student to select from four or more options multiple details that evidence similarities and differences in the structure of two or more informational texts

Content Standard	**AzCCRS.ELA.Informational.5.RI.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to use details from the text to explain similarities and differences in accounts given of the same event/topic. Items also may ask the student to consider how varying points of view affect the account. Items should not exclusively ask the student to identify the authors' accounts of the events/topics or the points of view, themselves.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice

Task Demand	Common Response Types
Determine similarities and/or differences in multiple accounts of the same event or topic. Analyze similarities and differences in the point of view represented by multiple accounts of the same event or topic and how point of view affects the account.	Hot Text or EBSR • Requires the student to select sentences or phrases from the text that show similarities or differences in how multiple accounts present or develop an event or topic • Requires the student to select sentences or phrases from the text that show similarities or differences in the point of view represented in two or more accounts of an event or topic • Requires the student to select from four options a correct analysis of the point of view represented in multiple accounts of the same event or topic AND to select sentences or phrases from each account that show similarities or differences in point of view • Requires the student to select from four options a correct analysis of how point of view affects the account of a an event or topic AND to select sentences or phrases that illustrate this impact Multiple Choice • Requires the student to select from four options a correct analysis of the points of view represented in multiple accounts of the same event or topic • Requires the student to select from four options a correct analysis of how point of view affects multiple accounts of an event or topic

Content Standard	**AzCCRS.ELA.Informational.5.RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Stimuli Type	Reading Passage
Content Limits	Items may ask the student to explain the reasons and evidence the author uses to support particular points in a text. Items should not exclusively ask the student to identify the points made by the author.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-select • Open Response

Task Demand	Common Response Types
Determine which explicit and implicit details support a particular point in the text. Explain how the author uses evidence to support a point in the text.	Hot Text or EBSR • Requires the student to select words or phrases from the text that are used to support a particular point • Requires the student to select from four choices a correct explanation of how the author uses evidence to support a particular point in the text AND to select words or phrases from the text that are used to support that point Multiple Choice or Multi-select • Requires the student to select from four choices a correct explanation of how the author uses evidence to support particular points in a text • Requires the student to select multiple explicit or implicit details that support a particular point in the text Open Response • Requires the student to explain in words which reasons or evidence support a particular point in the text

Content Standard	**AzCCRS.ELA.Informational.5.RI.9** Integrate information from several 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 integrate information in order to develop or support inferences drawn from the text. Items should require students to use details from two or more passages and should be developed to multiple texts on the same topic.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Multiple Choice • Open Response

Task Demand	Common Response Types
Integrate information from two or more texts to make or support an inference drawn from the texts.	EBSR • Requires the student to select an inference about multiple texts from four choices AND to select words or phrases from each text to support that inference Multiple Choice • Requires the student to select an inference from four choices using explicit or implicit information from two or more texts Open Response • Requires the student to answer a question using explicit or implicit information from two or more texts

Listening

Content Standard	**AzCCRS.ELA.Speaking and Listening.5.SL.2** Summarize a written 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 summarize elements of an audio or visual stimulus.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Task Demand	Common Response Types
Answer questions about explicit information in an audio or visual stimulus. Summarize information provided in an audio or visual stimulus.	Hot Text or EBSR • Requires the student to select words or phrases from the stimulus that answers a question about the stimulus. • Requires the student to select from four choices a correct summary of information from the stimulus, and then select words or phrases from the stimulus that support the summary. Multiple Choice or Multi-Select • Requires the student to select a correct summary of the stimulus. • Requires the student to select explicit or implicit details that answer a question about the stimulus. Open Response • Requires the student to state in words a correct summary of the stimulus.

Content Standard	**AzCCRS.ELA.Speaking and Listening.5.SL.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Stimuli Type	Listening Stimuli
Content Limits	Items may ask students to summarize the claims a speaker makes. Items may ask students to explain how claims are supported by evidence.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Task Demand	Common Response Types
Using a given point or claim, explain how the speaker supports that point or claim. Determine and summarize a point or claim, then explain how the speaker supports that point or claim.	Hot Text or EBSR • Requires the student to select words and phrases that support a given point or claim made by the speaker. • Requires the student to select a point or claim made by the speaker and then to select evidence from the stimulus that supports that point or claim. • Requires the student to select a summary of points or claims made by the speaker and then to select evidence from the stimulus that supports those points or claims. • Requires the student to select a claim made by the speaker and then to select an explanation of how the speaker supports that claim. • Requires the student to select a summary of points or claims made by the speaker and then to select an explanation of how the speaker supports those points or claims. Multiple Choice or Multiple Select • Requires the student to select from four or more options a summary of the points or claims a speaker makes in a stimulus. • Requires the student to select from four or more options the evidence a speaker uses to support a given point or claim in the stimulus. • Requires the student to select from four or more options an explanation of how the speaker supports a given point or claim from the stimulus. Open Response • Requires the student to summarize in words a point or claim the speaker makes in a stimulus. • Requires the student to explain in words the evidence used to support a given point or claim the speaker makes in a stimulus. • Requires the student to explain in words how the evidence supports a given point or claim the speaker makes in a stimulus.

Language

Content Standard	**AzCCRS.ELA.Language.5.L.1** Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
	a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
	b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
	c. Use verb tense to convey various times, sequences, states, and conditions.
	d. Recognize and correct inappropriate shifts in verb tense.*
	e. Use correlative conjunctions (e.g., *either/or, neither/nor*).
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.
Common Item Formats	• Editing Task Choice

Task Demand	Common Response Types
Apply rules of standard English grammar and usage.	Editing Task Choice • Requires the student to select words or phrases that correct errors in standard English grammar and usage. • Requires the student to recognize when standard English grammar and usage are employed correctly.

Content Standard	**AzCCRS.ELA.Language.5.L.2** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.* b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of works. e. 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 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.
Common Item Formats	• Editing Task Choice

Task Demand	Common Response Types
Apply rules of standard English punctuation and spelling.	Editing Task Choice • Requires the student to select words or phrases that correct errors in standard English punctuation and spelling. • Requires the student to recognize when standard English punctuation and spelling are employed correctly.

Content Standard	**AzCCRS.ELA.Language.5.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
	    a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
	    b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).

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.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select

Task Demand	Common Response Types
Determine the meaning of a word or phrase as it is used in a text, using context clues. Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek affixes. Determine the meaning of a word or phrase as it is used in a text, using grade appropriate Greek root words.	Evidence-based Selected Response or Hot Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select the definition of a word from four choices AND to select words or phrases from the text that provide context clues. Multiple Choice or Multi-Select • Requires the student to select from four or more choices the meaning of words or phrases used in the text, using context clues. • Requires the student to select from four or more choices the meaning of a word from the text, using knowledge of grade appropriate Greek affixes. • Requires the student to select from four or more choices the meaning of a word from the text, using knowledge of grade appropriate Greek root words. • Requires the student to select from four or more choices words or phrases from the text that show the meaning of words used in the text.

Content Standard	**AzCCRS.ELA.Language.5.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	   a. Interpret figurative language, including similes and metaphors, in context.
	   b. Recognize and explain the meaning of common idioms, adages, and proverbs.
	   c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Stimuli Type	Reading Passage
Content Limits	Items may ask students to interpret figurative language 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.
Common Item Formats	• Evidence-based Selected Response (Multiple Choice/Multiple Select Format & Multiple Choice/Hot Text Format) • Hot Text • Multiple Choice • Multi-Select • Open Response

Task Demand	Common Response Types
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 recognizing the relationship between the given word and another word.	Hot Text or EBSR • Requires the student to select words or phrases from the text that show the meaning of words or phrases used figuratively in the text (including idioms, adages, or proverbs). • Requires the student to select the meaning of figurative language, idioms, adages, or proverbs AND to select words or phrases from the text that show that meaning. • Requires the student to select the meaning of a word or phrase AND to select the relationship between that word and a given word from the text. Multiple Choice and Multi-Select • Requires the student to select from four or more choices the meaning of words or phrases used figuratively in the text (including idioms, adages, or proverbs). • Requires the student to select from four or more choices the relationship between a given word and a word from the text. • Requires the student to select from four or more choices words or phrases from the text that provide context for the meaning of figurative language, idioms, adages, or proverbs used in the text. Open Response • Requires the student to give the definition of a common idiom, adage, or proverb from the text in his or her own words.

Writing

Content Standard	**AzCCRS.ELA.Writing.5.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 ideas are logically grouped to support the writer's purpose.
	    b. Provide logically ordered reasons that are supported by facts and details.
	    c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).
	    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.
Common Item Formats	• Writing Prompt

Task Demands and Response Type
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.

Content Standard	**AzCCRS.ELA.Writing.5.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*). 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.
Common Item Formats	• Writing Prompt
Task Demands and Response Type	
Directions Templates	

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.