

Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.	
Target 8. LANGUAGE and VOCABULARY USE: Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	
Clarifications	<ul style="list-style-type: none"> The more precise, descriptive, effective and/or domain-specific word choices assessed in this target should not be above the assessed grade level. Items for this target DO require an audience/purpose/context setup statement. This is a word/language choice target. This target focuses on word choice and calls for replacing a grade-appropriate word or phrase. It does not test revising/replacing a complete sentence. When the entire sentence or more is revised, the item is aligned to Target 1b, 3b, or 6b. If the revision adds new information (e.g., adds evidence or conclusion or dialogue), it is not aligned to Target 8; it is aligned to Target 1b, 3b, or 6b.
Standards	<p>L-3a Choose words and phrases for effect.</p> <p>L-6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>
Depth of Knowledge	DOK 1, 2
Stimuli/Passages	Stimuli for this target may be brief (three sentences to one or two paragraphs) narrative, informational, or opinion texts in order for students to determine language that is specific to audience and purpose.
Stimuli/Text Complexity	<ul style="list-style-type: none"> The stimulus must be appropriately complex for the skill being assessed. The stimulus must be consistent with the purpose and intent of the target and standard being measured. The stimulus should provide words/phrases to get at evidence statements 1, 2, and 4 as well as evidence statement 3 (vague, imprecise words). However, for evidence statement 3, words/phrases to be replaced should be <i>varied</i> and <i>grade-appropriate</i>. At least one of the words/phrases needing replacement should avoid recycling the typical and obvious vague words/phrases used in early grades: <ul style="list-style-type: none"> Words such as good/bad, things/stuff, said/tell, nice, a lot, very, etc., are most appropriate at lower grades; regardless, stimulus should include less typical and obvious words/phrases whenever possible and avoid over-testing the obvious words. As students move toward the secondary level (from grades 6+), in addition to replacing vague, general, and/or overused words (<i>interesting, important, exciting, amazing, etc.</i>), items could ask students to

	<p>replace weak (linking) verbs with more precise active verbs (“the cheese smelled bad” with “the cheese reeked”) or adjective/adverb strings with more precise single adjectives/adverbs (“exciting, amazing show” with “remarkable show;” “lovely little café” with “quaint café;” “ate quickly” with “devoured;” etc.).</p> <ul style="list-style-type: none"> ○ For domain-specific vocabulary (standard L6), the vocabulary must be grade-appropriate. However, note that the use of certain content-specific vocabulary can be appropriate at earlier grade levels than indicated by readability indices if that vocabulary is tied to curricula used at those earlier grade levels. In other words, for vocabulary that has different meanings in different contexts, attention must be paid to the grade level use of that particular word. An example of such a word would be “preserve.” In general the verb “preserve” (a grade 4 word) means to save or to keep. However, in social studies or science, it can refer to a place where a natural habitat is protected, or saved. But “preserves” are also jellies and jams that are “saved”—cooked and stored. Other foods can also be “preserved” for future use. ● Target 8 assesses Tier 2 words (e.g., not Tier 3 vocabulary exclusive to science, social studies, or a specific content area). See Appendix A (pp. 32–34) of the Common Core State Standards document for additional clarification of Tier 2 vocabulary. ● The stimulus will read as would authentic student writing for the targeted grade. That is, the content, language/vocabulary, and sentence structure of each stimulus should be similar to what students would write at the tested grade level. (Note: Do not lower the readability of a stimulus simply by converting complex or compound sentences into simple sentences. This usually results in choppy, less cohesive writing.) ● The stimulus should be a model of good writing. It should NOT promote formulaic writing (e.g., topic sentence, three development sentences, and a concluding sentence that restates the topic sentence). A one-to-two paragraph stimulus, for example, should be written as if it is part of a larger piece of writing.
<p>Accessibility Concerns</p>	<p>Students will be required to read brief narrative, informational, or opinion texts (three sentences to one to two short paragraphs). Students with physical impairments may need to use an adapted mouse or a computer with eye-scanning capabilities. Students who are visually impaired or blind may need to have visual media described to them. Other formats or supports may be necessary for students with other disabilities. Speech-to-text may be an appropriate accommodation for students who have difficulty writing. The accommodations listed here are suggestions and could be altered depending on what accommodations will be allowable.</p>
<p>Evidence Required</p>	<ul style="list-style-type: none"> a. The student will identify and use the best word(s) or phrases for audience or purpose. b. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. c. The student will identify and use effective sensory details to convey experiences and events.
<p>Allowable Item Types</p>	<p>Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text</p>

<p>Note: Text included in brackets [] in the following task model item stems indicates possible alternative wording. When constructing questions, be sure to select only one wording option; do not include the additional options in brackets.</p>	
<p>Task Models</p>	
<p>Task Model 1 Item Type: Multiple Choice, single correct response DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices will present four options of similar structure. The best answer will be a clearly discernible and correct solution to improve the writing in the stimulus. The distractors will be improvements in word choice/phrasing to the text that may be plausible to students who are not considering or aware of the needs of the audience and purpose.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> a. The student will identify and use the best word(s) or phrases for audience or purpose. b. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. c. The student will identify and use effective sensory details to convey experiences and events. <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion paper or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newspaper article, letter, informational/opinion paper, etc.] for the [teacher, principal, school, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> • The student wants to replace the [<u>underlined</u> word(s)] to make the meaning clearer [or more specific]. Which word or words would best improve the word choice? • The student wants to explain the idea(s) in the _____ better [or more clearly]. Which more specific word [use “words” for short phrase] best replace(s) [the <u>underlined</u> word(s)/phrase]? • The student has decided that [the <u>underlined</u> word(s)] is (are) too simple for the audience. Choose the word(s) that best replace(s) [the <u>underlined</u> word(s)]. • The student wants to choose words that would be more convincing (or informative) for the audience. Choose the word that would be the best replacement(s) for [the <u>underlined</u> word(s)]. <p>Scoring Rules: Correct answer =1 point; other = 0 points.</p>

Task Models	
<p>Task Model 2 Item Type: Multiple Choice, multiple correct response DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text should be grade level. Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about two ways to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices will present four to five options of similar structure. The best two answers will be clearly discernible and accurate solutions to improve the writing in the stimulus. The distractors will be possible improvements in word choice/phrasing to the text that may be plausible to students who are not tuned in to the needs of the audience and purpose. No more than half the choices should be correct responses.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> a. The student will identify and use the best word(s) or phrases for audience or purpose. b. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. c. The student will identify and use effective sensory details to convey experiences and events. <p>Appropriate Stems:</p> <p>Note: Text included in brackets [] indicates possible alternative wording. Question stems should never include wording in brackets.</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion paper or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newspaper article, letter, informational/opinion paper, etc.] for the [teacher, principal, school, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <p>Note for all stems in this task model: For this grade level, items should ask for <u>two</u> choices to replace <u>one</u> underlined word or a short phrase (use “words” if the target language is actually a short phrase, e.g., “not friendly”).</p> <ul style="list-style-type: none"> • The student wants to replace [the <u>underlined</u> word (or short phrase)]* to make the meaning clearer [or more specific]. Which two words would improve the word choice? • Choose the best two words that could replace [the <u>underlined</u> word (words for short phrase)] to make the student’s meaning clearer. • The student has decided that [the <u>underlined</u> word (words if the target is a short phrase)] is too simple for the audience. Choose the two words that best replace [the <u>underlined</u> word(s)]. • The student wants to choose more descriptive words to replace [the <u>underlined</u> word (or “words” for short phrases)]. Choose the two best

	<p>words to give the reader the best mental picture of the story [character, event, etc.].</p> <ul style="list-style-type: none">• The student wants to choose words that would be more convincing (or informative) for the audience. Choose two words that would be the best replacements for [the <u>underlined</u> word (use “words” for short phrase)]. <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>
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Task Models	
<p>Task Model 3 Item Type: Hot Text, select text DOK: 1, 2</p>	<p>Note: Items for this target must have a setup that states audience, purpose, and context/task.</p> <p>Stimulus: Text will be brief—varying from three sentences to one to two short paragraphs, depending on the needs of the task.</p> <p>Task Description: The stem will pose a question about how to improve writing through more effective and grade-appropriate word choices or phrasing. Answer choices will present four to five options. All answer choices, distractors as well as correct answer(s), must be <u>underlined</u>. The best answers will be clearly discernible and accurate solutions to improve the writing in the stimulus. The distractors will be possible improvements in word choice/phrasing to the text that may be plausible to students who are not tuned in to the needs of the audience and purpose. If there are too many defensible options (check every possibility), do not use this item type; use multiple choice.</p> <p>Target Evidence Statements:</p> <ol style="list-style-type: none"> The student will identify and use the best word(s) or phrases for audience or purpose. The student will identify and use the best academic or domain-specific words or phrases to make meaning clear. The student will identify and use effective sensory details to convey experiences and events. <p>Appropriate Stems:</p> <p>Note: Item stems should emphasize the writing purpose (in addition to form), such as informational report or opinion paper or narrative/story, so that the student is cued to choose words/phrases appropriate for the purpose.</p> <p>A student is writing a [varied forms and purposes, e.g., story, book report, informational or opinion school newspaper article, letter, informational/opinion paper, etc.] for the [teacher, principal, school, etc.] about _____. Read the draft of the _____ and [answer the question/complete the task] that follows.</p> <ul style="list-style-type: none"> [Embed one underlined pair of words separated by slash marks.] The student wants to revise the _____ to give the reader more specific [or clearer] information about the topic. For the [<u>underlined</u>] pair of words, click on the word(s) that give(s) the most specific information for the audience. Note: Limit to one pair of words at this grade. Also note that the underlined pairs can be single words (e.g., "finally") or short phrases (e.g., "at last"). [Include in text one <u>underlined</u> pair of words—one more descriptive or grade-appropriate than the other—separated by slash marks (Word(s) A/Word(s) B).] The student wants to revise the _____ to add more detail [or description] to the writing. For the [<u>underlined</u>] pair of words, click on the word(s) that give(s) readers the best picture of the [story, narrative, event, etc.]. <p>Scoring Rules: All correct = 1 point; other = 0 points.</p>

