Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 2. CENTRAL IDEAS: Identify or determine a theme or central idea from details in the text, or summarize the text.	
Clarifications	Items may assess a theme or central idea/main idea in the text. Items will not ask students to summarize the entire text; students will summarize a key event(s) or idea(s). Items may assess the key details in the text that support a theme or central idea/main idea. All items should require students to cite specific textual evidence to support ideas drawn from the text(s).
Standards	RL-1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RL-2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. **NOTE:** Underlined content (from related CC standards) shows what each assessment target could assess.
Depth of Knowledge (DOK)	DOK 2, 3 Short Text (Constructed Response) will always be DOK 3.
Stimuli/Passages	Texts will contain one or more themes, central ideas, main ideas, and/or key events. Refer to Smarter Balanced Assessment Consortium: English Language Arts & Literacy Computer Adaptive Test (CAT) and Performance Task (PT) Stimulus Specifications for more information on literary text types.
Dual-Text Stimuli	**When a dual-text set contains one literary and one informational text, the literary text (text #1) is the primary focus, and the set of items must include items from the literary stimulus as well as items written across both texts. The informational text (text #2) must only be used as a foundational piece for the literary text, and no items can be written for only the informational text. If both texts are literary, items may be written to either or both texts. All dual-text stimuli sets should contain between 25-40% items written across both texts.** **When developing items from dual-text, Task Model 5 (short text constructed response-WR) should be written using the Appropriate Stems for Dual-Text Stimuli only to ensure students will have the opportunity to respond in writing to information from both texts. Between 25-40% of all other items written in the dual-text set should be written across texts.** **The title of each text should be included in the stem when more than one text is used. Dual-text is considered long text.**
Accessibility	Refer to the Smarter Balanced Assessment Consortium: Usability, Accessibility, and Accommodations Guidelines for information on accessibility.
Evidence Required	1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence.

Allowable Item Types	Multiple Choice, single correct response (MC); Multiple Choice, multiple correct response (MS); Evidence-based Select Response, two-part multiple choice response (EBSR); Hot Text, select text (ST); Short Text, constructed response (WR)

Task Models	
Task Model 1 **Item Type: Multiple Choice, single correct response (MC)** **DOK: 2**	**Task Description:** The **item stem** will pose a question that requires the student to 1) determine a theme or central idea/main idea, 2) identify a key event or idea that supports a theme or central idea/main idea, 3) identify a statement summarizing the key event(s) or idea(s)in a portion of the text, or 4) identify a key event or idea that is missing from a text summary. The **answer choices** will present four options of similar structure. The correct answer will be clearly discernible and correct. The distractors will be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The distractors should not contain sequencing errors or other errors that reflect DOK 1 skills. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statements**: 1. The student will determine a theme or central idea/main idea of a text using supporting evidence 2. The student will summarize key events or ideas in a text using supporting evidence.. **Appropriate Stems:** • Which sentence **best** [tells/shows/describes] the [theme/main idea] of the passage? • Which sentence **best** [tells/shows/describes] the [theme/main idea] of the [story/poem] told by the [narrator/speaker]? • Which sentence **best** [tells/shows/describes] the [author's/character's name's] message about [provide a theme/main idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the [theme/main idea] of the [sentence(s)/line(s)/paragraph(s)]? • Which [sentence(s)/line(s)/paragraph(s)] from the passage **best** [tell(s)/show(s)/describe(s)] the [theme/main idea]? • Read the [paragraph(s)]. [excerpt from text] Which sentence **best** summarizes the [provide paragraph(s)]? • Which sentence **best** summarizes the [provide heading/section] text? • Which sentence **best** summarizes what happens after [provide plot]? • Read this summary. [summary of a section of the text; one key event/idea is missing] Which [key event/idea] is missing from the summary? **Note:** The correct answer should be a pivotal key event or idea. **Appropriate Stems for Dual-Text Stimuli <u>Only</u>:** • What [theme/main idea] can be found in **both** [title text #1] and [title text #2]? **NOTE:** This stem can only be used with two literary passages.

	• What [theme/main idea] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? **Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

Task Models	
Task Model 2 **Item Type: Multiple Choice, multiple correct response (MS)** **DOK: 2**	**Task Description:** The **item stem** will prompt the student to 1) identify a theme or central idea/main idea, or 2) select the statements that should be included in a summary of key events or ideas in the text or in a portion of the text. The item stem will prompt students to choose **two** answers. The **answer choices** will present five to six options of similar structure. Of the options, there will be **two** correct answers. The correct answers will be relatively short statements that identify the theme or central ideas/main ideas presented in the text or statements that should be included in the text summary. The **distractors** will be relatively short statements that do not belong because they 1) include an idea or event that reflects a misinterpretation of text details or 2) include one or more ideas or events that are not key text details. The distractors will not contain details of such insignificance that the options are implausible. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **Target Evidence Statement**: 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence. **Appropriate Stems:** • Choose **two** sentences that **best** [tell(s)/show(s)/describe(s)] the [theme(s)/main idea(s)] presented in the passage. • Choose **two** sentences that should be included in a summary of the text. **Scoring Rules:** All correct responses: 1 point; All other responses: 0 points

Task Models	
Task Model 3 **Item Type: Evidence-based Select Response, two-part multiple choice response (EBSR)** **DOK: 2**	**Task Description:** This item has two parts. The **item stem of PART A** will pose a question that requires the student to determine a theme or central idea/main idea of the text. The **answer choices of PART A** will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a theme or central idea/main idea of the text. The **distractors** will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. The **item stem of PART B** will prompt the selection of a detail from the text that provides evidence for the identification the student made in PART A. The **answer choices of PART B** will present four options The correct answer will be a text detail that supports the theme or central idea/main idea identified in Part A. The **distractors** will be text details that provide plausible support for the distractors in PART A. **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. **NOTE:** Avoid answer choices in the two parts of the item that obviously correspond to one another such that selecting a particular answer choice in Part A directly determines which answer choice will be selected in Part B. Thus, some or all answer choices in Part B should provide plausible support for more than one answer choice in Part A. **NOTE:** When using an excerpt in Part A, answer choices for Part B must come entirely from the excerpt or entirely from elsewhere in the text; they cannot be a combination of the two. **Target Evidence Statement**: 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. **Lead-In:** The following question has two parts. First, answer part A. Then, answer part B. **Appropriate Stems for PART A:** • Which sentence **best** [tells/shows/describes] the [theme/main idea] of the text? • Which sentence **best** [tells/shows/describes] the [author's/character's] [message/main idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Which [theme/main idea] is [told/shown/described] in the [sentence(s)/line(s)/paragraph(s)]? **Appropriate Stems for PART B:** • Which [sentence(s)/line(s)/detail(s)] from the passage [**best** support(s)/is (are) an example of] your answer in part A?

	Appropriate Stems for Dual-Text Stimuli <u>Only</u>: **PART A:** • What [theme/main idea] can be found in **both** [title text #1] and [title text #2]? **NOTE:** This stem can only be used with two literary passages. • What [theme/main idea] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? **PART B:** • Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] **best** [support(s)/is (are) an example of] your answer in part A? • Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] **and** [title text #2] **best** [support/are an example of] your answer in part A? **NOTE:** This stem can only be used with two literary passages. **Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points

Task Models	
Task Model 4 Item Type: Hot Text, select text (ST) DOK: 2	Task Description: The **item stem** will pose a question that requires the student to 1) select the detail(s) that reveal a theme or central idea/main idea or 2) identify a section of the text that contains a key idea or event that is missing from a summary of the text. The item stem will indicate **[one/two]** options. The **answer choices** will be selectable lines, sentences, or paragraphs, or sections from the text, or other selectable text. The text selection will be whole, continuous, and consecutive sections taken directly from the text, or other text provided. Sentences can be grouped into multi-sentence options. There will be **one** or **two** correct answers. The correct answer(s) will be the selectable sections of text that reveal theme(s) or central idea(s)/main idea(s) of the text or contain(s) the missing key event(s). The distractors will be lines, sentences, or paragraphs that are plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details. **NOTE:** If there are too many defensible options (check every possibility), do not use this item type; use Multiple Choice (Task Model 1) or Multiple Select (Task Model 2). **Distractors** will reflect common student errors. **Rationales** should state the justification for the type of plausible distractor. Target Evidence Statements: 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. Appropriate Stems: • Click on **[one/two]** [sentence(s)/line(s)/set of lines/paragraph(s)] that **best** [tell(s)/show(s)/describe(s)] the [theme/main idea] of [the passage/section of the passage]. Select **[one/two]** answers. [excerpted selectable text] • Read this summary of [the passage/section of the passage]. [summary of a section of the text; one key detail/event is missing] A [key event/detail] is missing from the summary. Click on the [sentence(s)/line(s)/set of lines/paragraph(s)] that include(s) the missing [event/detail]. Select **[one/two]** answers. **Note:** The correct answer(s) should be a pivotal key idea or event. • Click on the **[one/two]** [key details/events] that should be included in a summary of the passage. **Note:** The correct answer(s) should be a pivotal key idea or event. **Scoring Rules:** All responses correct: 1 point; Any other response combination: 0 points Format Example: **The Format Example includes a sample of hot text from a grade 11 item and is included to provide guidance regarding <u>formatting purposes only</u>.**

	Note: Selectable text is a whole, continuous section of text. Click on **two** sentences that **best** identifiy the main idea of the passage. [Wait a minute, did I just say I could open my eyes and see palm trees?] [Yes, I did.] [I really opened my eyes, and I really saw palm trees.] [The smells and sounds were not a dream at all.] [I sat up and glanced at Ashley's face with a look of bewilderment and confusion.] ["We're here!" she said, as she smiled uncontrollably.] ["Surprise, little sis! I told you we were going to find the sun!"] [I could barely contain my emotions.] [Not only was I just waking up from a wonderful sleep, but I woke up in a place better than my dream.] [I peeked out of my now wide open window and saw a sign I was not expecting to see.] [It read, "Welcome to the Sunshine State!"] [It was at that moment that she asked me if I was ready for my next surprise.] ["OF COURSE!" I exclaimed.] [She handed me a torn envelope with an orange and blue return address.] [My dream became reality.]

Task Models	
Task Model 5 Item Type: Short Text, constructed response (WR) DOK: 3	Task Description: The **item stem** will prompt the student to 1) determine a theme or central idea/main idea of the text and support their response with evidence from the text or 2) summarize key events from a section of the text. Short Text (constructed response) items are only written to long stimuli and will **not** ask students to summarize the entire text. Short text items must require students to cite specific textual evidence to support ideas drawn from the text(s). **Examples** will reflect common student responses. Target Evidence Statements: 1. The student will determine a theme or central idea/main idea of a text using supporting evidence. 2. The student will summarize key events or ideas in a text using supporting evidence. Appropriate Stems: • Determine the [theme/main idea] of the passage. Explain the [theme/main idea] and support your answer using key details from the passage. • What is the [theme/main idea] of the passage? Use key details from the passage to support and explain your answer. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the [author's/narrator's] main idea in the [sentence(s)/line(s)/paragraph(s)]? Use key details from the passage to support and explain your answer. • Summarize the first paragraph. Use key [details/events] from the passage in your summary. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Summarize the [sentence(s)/line(s)/paragraph(s)]. Use key [details/events] from the passage in your summary. • Summarize what happens [after/during] [provide text event]. Use key [details/events] from the passage in your summary. Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • What [theme/main idea] can be found in **both** [title text #1] and [title text #2]? Use key details from **both** passage to support and explain your answer. **NOTE:** This stem can only be used with two literary passages. • What [theme/main idea] from [title text #1] is made clear by the description of [provide an idea/event/character/etc.] in [title text #2]? Use key [details/events] from [title text #1] to support and explain your answer.

Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics should be customized for the individual item.

Rubric Template:

Score	Rationale
2	A response: • Gives sufficient evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens after or during a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea/main idea or summary with clearly relevant information based on the text
1	A response: • Gives limited evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens after or during a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the theme/central idea/main idea or summary with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to determine the theme/central idea/main idea, or to summarize what happens after or during a key event OR • Gives the theme/central idea/main idea or summary, but includes no examples or no examples/details that make reference to the text OR • Gives the theme/central idea/main idea or summary, but includes no explanation or no relevant information from the text

Format Example:

The Rubric Example includes a sample short text rubric from a grade 11 item. This is an example of a customized item specific rubric.

Score	Rationale	Example
2	A response: - Gives sufficient evidence of the ability to determine the central idea/main idea as the shift in Alice's attitude toward the trip (or other relevant explanations with text support) - Includes specific examples/details that make clear reference to the textExamples may include (but are not limited to) Alice's decision to --- Enjoy the ride	The central idea/main idea in the paragraph is that the more Alice stopped worrying about where she was going, the more she enjoyed the experience. She started living in the moment. She said she decided to “just sit back, relax, and enjoy the ride,” noting that the ride “became a lot more enjoyable the further south” the sisters drove. She was even able to fall asleep.

		--- Forget the letter she received --- Look at the scenery --- Listen to music and sleep - Adequately explains the central idea/main idea with clearly relevant information based on the text	
	1	A response: - Gives limited evidence of the ability to determine the central idea/main idea as the shift in Alice's attitude toward the trip (or other relevant explanations with text support) - Includes vague/limited examples/details that make reference to the text. Responses may include those listed in the 2-point response. - Explains the central idea/main idea with vague/limited information based on the text	The central idea/main idea is that Alice relaxed more as the drive went on. She was even able to fall asleep.
	0	A response: - Gives no evidence of the ability to determine the central idea/main idea OR - Gives the central idea/main idea, but includes no examples or no examples/details that make reference to the text OR - Gives the central idea/main idea, but includes no explanation or no relevant information from the text	The central idea/main idea is that Alice doesn't know where they are going.