Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.	
Target 2. CENTRAL IDEAS: Determine a theme or central idea from details in the text, or provide a summary distinct from personal opinions or judgment.	
Clarifications	Items may assess a theme or central idea in the text. Items will not ask students to summarize the entire text; students will summarize either a theme, a central idea, or key events. All items should require students to cite specific textual evidence to support conclusions drawn from the text(s).
Standards	RL-1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL-2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 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, 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. In all dual-text stimuli sets, between 25 and 40% of the items should be written across both texts. When developing items from dual-texts, 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 and 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 of a text using supporting evidence. 2. The student will summarize key ideas and events 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, 2) identify a key event or idea that supports a theme or central idea, 3) identify a statement summarizing the key event(s) in a portion of the text, or 4) identify a key event 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 of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. Appropriate Stems: • Which [sentence/statement] best [identifies/expresses/shows] the [theme/central idea] of the text? • Which [sentence/statement] best [identifies/expresses/shows] the [theme/central idea] of the [story/poem] told by the [narrator/speaker]? • Which [sentence/statement] best [identifies/expresses/shows] [the author's/character's name's] message about [provide theme/central idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the [theme/central idea] of the [sentence(s)/line(s)/paragraph(s)]? • Which [sentence(s)/line(s)/paragraph(s)] from the text best [identify(ies)/express(es)/show(s)] the [theme/central idea]? • Which sentence best summarizes the central idea of the [first paragraph/introductory paragraph]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Which sentence best summarizes the central idea of the [sentence(s)/line(s)/paragraph(s)]? • Which sentence best summarizes the central idea of the text? • Which sentence best summarizes what happens after [provide plot]? • Read this summary. [summary of a section of the text; one key detail/event is missing] Which [key detail/event] is missing from the summary?

	Appropriate Stems for Dual-Text Stimuli Only: • What [theme/central 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/central idea] from [title text #1] is made clear by the description of [provide 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) determine the theme or central 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 or three answers. The answer choices will present five or six options of similar structure. Of the options, there will be two or three correct answers. Correct answers should comprise no more than 50% of total possible answer choices. The correct answers will be relatively short statements that identify the theme or central ideas presented in the text or they will be statements that should be included in the text summary. The distractors will be relatively short statements that are not central ideas or that do not belong in the summary 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 of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. Appropriate Stems: • Select [two/three] sentences that best [identify/express/show] the [theme(s)/central idea(s)] presented in the text. • Select [two/three] sentences that should be included in a summary of central idea of the [the text/section 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 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 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 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 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/statement] best [identifies/expresses/shows] the [theme/central idea] of the text? • Which [sentence/statement] best [identifies/expresses/shows] the [author's/character's] [message/central idea]? • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Which [theme/central idea] is [identified/expressed/showed] in the [sentence(s)/line(s)/paragraph(s)]? Appropriate Stems for PART B: • Which [sentence/line/paragraph] from the text best [expresses/shows/represents/supports] your answer in part A?

	Appropriate Stems for Dual-Text Stimuli Only: PART A: • What [theme/central 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/central idea] from [title text #1] is made clear by the description of [provide idea/event/character/etc.] in [title text #2]? PART B: • Which [sentence(s)/line(s)/paragraph(s)] from [title text #1] best supports your answer in part A? • Which [sentences/lines/paragraphs] from [title text #1] and [title text #2] name best support 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) determine a theme or central idea of the text or 2) identify a section of the text that contains a key event that is missing from a summary of the text. The item stem will prompt students to choose one or two answers. The answer choices will be selectable lines, sentences, paragraphs, 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 answers. 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) 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. Distractors will reflect common student errors. Rationales should state the justification for the type of plausible distractor. 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). Target Evidence Statements: 1. The student will determine a theme or central 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 [show(s)/represent(s)/reveal(s)] the [theme/central idea] of [the text/section of the text]. Select [one/two] answer(s). [excerpted selectable text] • Read this summary of [the text/section of the text]. [summary of a section of the text; one key detail/event is missing] A [key event/detail] is missing from the summary. Click on [one/two] [sentence(s)/line(s)/set of lines/paragraph(s)] that include(s) the missing [event/detail]. Select [one/two] answer(s). NOTE: The correct answer(s) should be a pivotal key idea or event. • Click on the [one/two] [key detail(s)/event(s)] that should be included in a summary of the central idea of the text. 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 formatting purposes only. NOTE: Selectable text is a whole, continuous section of text.
	Click on two sentences that best reveal the central idea of the text. Select two options. [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 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 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 of a text using supporting evidence. 2. The student will summarize key ideas and events in a text using supporting evidence. Appropriate Stems: • Determine the [theme/central idea] of the text. Explain the [theme/central idea] and support your answer using key details from the text. • What is the [theme/central idea] of the text? Use key details from the text to support and explain your answer. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] What is the author's central idea in the [sentence(s)/line(s)/paragraph(s)]? Use key details from the text to support and explain your answer. • Summarize the central idea of the [first paragraph/introductory paragraph]. Use key [details/events] from the text in your summary. • Read the [sentence(s)/line(s)/paragraph(s)]. [excerpt from text] Summarize the central idea of the [sentence(s)/line(s)/paragraph(s)]. Use key [details/events] from the text in your summary. • Summarize what happens [after/during] [provide text event]. Use key [details/events] from the text in your summary. Appropriate Stems for Dual-Text Stimuli <u>Only</u>: • What [theme/central idea] can be found in both [title text #1] and [title text #2]? Use details from both texts to support and explain your answer. NOTE: This stem can only be used with two literary passages. • What [theme/central idea] from [title text #1] is made clear by the description of [provide idea/event/character/etc.] in [title text #2]? Use details 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 OR to summarize what happens during or after a key event • Includes specific examples/details that make clear reference to the text • Adequately explains the theme/central idea OR summarizes with relevant information based on the text with relevant information based on the text
1	A response: • Gives limited evidence of the ability to determine the theme/central idea OR to summarize what happens during or after a key event • Includes vague/limited examples/details that make reference to the text • Provides a limited explanation of the theme/central idea OR summarizes with vague/limited information based on the text
0	A response: • Gives no evidence of the ability to determine the theme/central idea, or to summarize what happens during or after a key event OR • Gives the theme/central idea OR summarizes, but includes no examples /details that make reference to the text OR • Gives the theme/central 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 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 text. Examples may include (but are not limited to) Alice's decision to --- Enjoy the ride --- Forget the letter she received --- Look at the scenery --- Listen to music and sleep - Adequately explains the central idea with relevant information based on the text	The central 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.
1	A response: - Gives limited evidence of the ability to determine the central 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 with vague/limited information based on the text	The central 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 OR - Gives the central idea, but includes no examples /details that make reference to the text OR - Gives the central idea, but includes no explanation or no relevant information from the text	The central idea is that Alice doesn't know where they are going.