

<p><b>Claim 2: Students can produce effective and well-grounded writing for a range of purposes and audiences.</b></p>	
<p><b>Target 1a: WRITE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when writing one or more paragraphs of narrative text (e.g., closure, introduce narrator or using dialogue when describing an event).</p> <p><b>Target 1b: REVISE BRIEF TEXTS:</b> Apply narrative techniques (e.g., dialogue, description, pacing) and appropriate text structures and transitional strategies for coherence when revising one or more paragraphs of narrative text (e.g., closure, introduce narrator, or using dialogue when describing an event).</p>	
<p><b>Clarifications</b></p>	<p>Target 1a</p> <ul style="list-style-type: none"> <li>• Items for this target must have a setup that states audience, purpose, and context/task.</li> <li>• Organization items focus on the student’s ability to compose a brief text by providing beginnings, transitions, and/or endings appropriate for a narrative.</li> <li>• Elaboration items focus on the student’s ability to compose a brief text (one to three paragraphs) for a specific purpose by providing supporting details and/or development strategies (e.g., description, dialogue, details such as figurative language) that are appropriate for narrative.</li> </ul> <p>Target 1b</p> <ul style="list-style-type: none"> <li>• <b>Note:</b> This target asks students to <b>revise</b>, not edit, which is Target 9.</li> <li>• Items for this target focus on revision <b>at the sentence or paragraph level</b>. Items asking for students to replace or add words/phrases are Target 8</li> <li>• <b>Note:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some <b>underlined or otherwise specified</b> aspect of the text’s evidence/elaboration or organization. Items for this target must have a setup that states audience, purpose (narrative), and context/task.</li> <li>• Organization items focus on the student’s ability to revise a brief text by providing beginnings, transitions, and endings (appropriate for audience, purpose and task)</li> <li>• Elaboration items focus on the student’s ability to revise a brief text by identifying appropriate supporting details and development for audience, purpose, and task.</li> </ul>
<p><b>Standards</b></p>	<p><b>Target 1a</b></p> <p><b>W-3a</b> <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p><b>W-3b.</b> <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p>

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	<p><b>W-3c.</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u></p> <p><b>W-3d.</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p><b>W-3e.</b> <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p> <p><b>Target 1b</b></p> <p><b>W-3a</b> <u>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</u></p> <p><b>W-3b.</b> <u>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</u></p> <p><b>W-3c.</b> <u>Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.</u></p> <p><b>W-3d.</b> <u>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</u></p> <p><b>W-3e.</b> <u>Provide a conclusion that follows from and reflects on the narrated experiences or events.</u></p>
<p><b>Depth of Knowledge</b></p>	<p><b>Target 1a</b> DOK 3</p> <p><b>Target 1b</b> DOK 2</p>
<p><b>Stimuli/Passages</b></p>	<ul style="list-style-type: none"> <li>• Stimuli for this target will be brief narrative texts (one to three paragraphs that range between 200 and 250 words).</li> <li>• The main purpose of narrative text is to entertain or tell a story. Text that relates a series of events primarily to inform is informative text.</li> </ul>
<p><b>Stimuli/Text Complexity</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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. (<b>Note:</b> 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.)</li> <li>• 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).</li> </ul>

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	<ul style="list-style-type: none"> <li>• The stimulus should be written as if it is part of a larger piece of writing.</li> <li>• For organization items, when asking for beginnings or endings, be sure that the stimulus <i>clearly</i> lacks an effective beginning or ending.</li> </ul>
<p><b>Accessibility Concerns</b></p>	<p>Students will be required to read brief narrative texts (one to three paragraphs) and write one or more 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><b>Evidence Required</b></p>	<p><b>Target 1a</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>organize</b> narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a context and/or setting and/or point of view</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a logical sequence of events/experiences</li> <li>d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>develop</b> narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences precisely</li> <li>b. including descriptive details and sensory language to convey events/experiences</li> </ol> </li> </ol> <p><b>Target 1b</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a context and/or setting and/or point of view</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a logical sequence of events/experiences*</li> <li>d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as</li> </ol>

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	<ul style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details and sensory language to convey events/experiences precisely</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of the narrative*</li> </ul> <p><b>*Note:</b> Items aligned to organization present details that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p>
<p><b>Allowable Item Types</b></p>	<p><b>Target 1a:</b> Written Response</p> <p><b>Target 1b:</b> Multiple Choice, single correct response; Multiple Choice, multiple correct response; Hot Text, select text; Hot Text, reorder text</p>

<p><b>Note:</b> 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><b>Task Models</b></p>	
<p><b>Task Model 1</b>  <b>Target 1a Write Brief Texts</b>  <b>Item Type: Written Response</b>  <b>DOK 3</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level as if written by a student. Text should be a model of good writing. Text will be information that the student will use in composing a narrative. Complexity may be low to high within a grade level. Text should range between 200 and 250 words.</p> <p><b>Task Description:</b> The stem will direct the student to compose one to three narrative paragraphs using the information provided in the stimulus. The stem will explain how the stimulus information is to be used.</p> <p><b>Target Evidence Statements:</b></p> <p><b>Target 1a</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>write</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a context and/or setting and/or point of view</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing the narrative with a logical sequence of events/experiences</li> <li>d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>write</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details and sensory language to convey events/experiences precisely</li> </ol> </li> </ol> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>              A student is writing a narrative (or specific form: autobiography/memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. Read the draft of the _____ and complete the task that follows. [Insert text.]</p> <ul style="list-style-type: none"> <li>• Write a beginning* to the narrative that establishes setting and/or point of view, sets up the action to come [and/or introduces the narrator/characters/setting].</li> </ul>

- Write an ending\* for the story that resolves the conflict in the story. [**Note:** Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.]
- Write an ending\* to the narrative that follows logically from the events or experiences in the narrative. [**Note:** Since this item type is tagged as “organization,” be sure that ONLY an ending—resolution to the “problem”—is needed.]

\* Be sure that stimulus clearly *needs* a beginning/ending

**(Elaboration)**

A student is writing a narrative (or specific form: autobiography/memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. Read the draft of the \_\_\_\_\_ and complete the task that follows. [Insert text.]

- The student wants to make the story more exciting [or interesting, etc.]. Elaborate on the underlined part of the narrative to show [what happens during an underlined event/between two characters in an underlined section of the story, etc.]. Use dialogue [and/or] description in your writing. **\*Note:** Stem must always indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2,” or “after [the underlined part] at the end of paragraph 3,” etc., or by asking students to complete a paragraph/section that has been started (and underlined) for them.
- Continue the [story or narrative] and include meaningful dialogue [and/or description] to show what happens to \_\_\_\_\_ [or when\_\_\_\_, or at the underlined part when \_\_\_\_\_, etc.] [Or Add dialogue that might occur in the underlined part \_\_\_ when [character X] tells [character Y] \_\_\_\_\_, etc.]. (Characters, event, etc., should be underlined. See **\*Note**.)
- Continue the narrative by further developing \_\_\_\_\_’s character to show what happens [e.g., create or resolve a conflict] in the underlined section. [**Note:** When the item is asking writers to “continue the story” by developing and [potentially concluding] the action—including the “climax” or “solving the problem”—the item is properly coded “elaboration.” If the task asks the student to simply conclude the story, the item would not qualify as elaboration, but rather as organization.]
- Add elaboration to better develop [some underlined aspect of the setting or situation or understand the underlined central (or other) conflict of the narrative, etc.].
- Write dialogue between characters X and Y to develop the [underlined] part about \_\_\_\_\_ [or to show what happens when \_\_\_\_\_, etc.]. (Characters or events, etc., should be underlined).

**Rubric/ Scoring Rules:** 2-Point Rubric (0, 1, 2) needs to be item specific and for either organization or elaboration. **Note: MUST use rubric template document for appropriate rubric (organization: introductions, conclusions; elaboration).**

**Rubric Templates**

	<p><b>Organization—Opening</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an adequate opening or introduction to the narrative that may establish setting, set up the action to come, and/or introduce the narrator and/or other characters for audience and purpose</li> <li>• adequately connects to or sets up the body of the narrative</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an opening or introduction to the narrative that may partially establish setting, or partially set up the action to come, and/or partially introduce the narrator and/or other characters</li> <li>• provides a limited and/or awkward connection to the body of the narrative</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides a minimal opening or introduction to the narrative that may fail to establish setting, and/or fail to set up the action to come, and/or fail to introduce the narrator and/or other characters</li> <li>• provides no connection to the body of the narrative</li> </ul> <p><b>Organization—Ending</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an adequate ending to the narrative that provides a sense of closure</li> <li>• provides an adequate connection that follows from the events or experiences in the narrative</li> </ul> <p><b>1 point</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an awkward or partial ending to the narrative that may provide a limited sense of closure</li> <li>• provides a limited and/or awkward connection that somewhat follows from the events or experiences in the narrative</li> </ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides an unclear or incomplete ending to the narrative that provides little or no closure</li> <li>• provides a connection that does not follow from or contradicts the events or experiences in the narrative; or the ending relies on summary, repetition of details, or addition of extraneous details</li> </ul> <p><b>Elaboration</b></p> <p><b>2 points</b> The response:</p> <ul style="list-style-type: none"> <li>• provides appropriate and mainly specific descriptive details and/or dialogue</li> <li>• provides adequate development of experiences, characters, setting, action, and/or events</li> <li>• uses adequate sensory, concrete, and/or figurative language</li> <li>• is mostly “shown”</li> </ul>
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	<p><b>1 point</b> The response:</p> <ul style="list-style-type: none"><li>• provides mostly general descriptive details and little or no dialogue, and may include extraneous details that are unrelated or only loosely related</li><li>• provides limited development of experiences, characters, setting, action, and/or events</li><li>• uses limited sensory, concrete, and/or figurative language</li><li>• is somewhat “told”</li></ul> <p><b>0 points</b> The response:</p> <ul style="list-style-type: none"><li>• includes few if any descriptive details and little or no dialogue. Details that are included may be vague, repetitive, incorrect, or interfere with the meaning of the narrative</li><li>• provides minimal, if any, development of experiences, characters, setting, action, and/or events</li><li>• uses little or no sensory, concrete, and/or figurative language</li><li>• is mostly “told”</li></ul>
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<b>Task Models</b>	
<p><b>Task Model 2</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, single correct response</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 200 words.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about a revision to the stimulus that improves some specified aspect of the text’s development (elaboration) or organization. <b>Answer choices</b> will present four options of similar structure. The <b>correct answer</b> will be a clearly discernible and best solution that revises the stimulus to make the indicated improvement. (For revision items, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a context and/or setting and/or point of view</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a logical sequence of events/experiences*</li> <li>d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details and sensory language to convey events/experiences precisely</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of the narrative*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b></p> <p><b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>              A student is writing a narrative (or specific form: memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows. [Insert text]. Choose the sentence(s) (or paragraph) that would <b>best</b> introduce the [narrator/character/setting/conflict etc.].</p> <ul style="list-style-type: none"> <li>• [Embed narrative with a missing or inappropriate beginning] Choose the sentence(s) that would <b>best</b> introduce the narrative by providing a clear description of the setting [narrator/characters/situation, etc.] [and/or</li> </ul>

	<p>shows what is going on at the start of the narrative and/or explains/introduces who the characters are] [or to replace the first sentence (or underlined sentences)].</p> <ul style="list-style-type: none"> <li>• [Embed short narrative with a missing or ineffective beginning] Choose the sentence(s) that would be the <b>most effective</b> beginning [to set up the action to come, establish the point of view, etc.] for the narrative [story, etc.]. <b>Note:</b> Beginnings can be single sentence or multi-sentence.</li> <li>• [Embed short narrative with a missing or ineffective ending] Choose the sentence (or paragraph) that would <b>best</b> conclude/finish the narrative by providing a clear resolution to the conflict [or provide closure]. <b>[Note:</b> when ONLY an ending—resolution to the “problem”—is needed, the item is “organization”.]</li> <li>• Choose the transition words [or phrases or clauses] that <b>best</b> connect the <b>two underlined</b> sections [or specified events, experiences] by showing [time shifts, changing points of view, or other relationships etc. such as “meanwhile...”; “on the other hand...”; “eventually, however...” etc.].</li> </ul> <p><b>(Elaboration)</b>  A student is writing a narrative (or specific form: autobiography/memoir, memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text] <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between part when ___ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Choose the <b>best</b> revision of [or replacement for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, to show the relationship/tension/conflict, etc.].</li> <li>• The writer wants to add dialogue to the story to make it more [descriptive, exciting, interesting, etc.]. Which of the following sentences <b>best</b> replaces [<u>underlined</u> text] [or would be <b>best</b> to come before/after <u>underlined</u> text, etc.] [or would be the <b>best</b> revision of the <u>underlined</u> dialogue between character X and character Y to better show [the relationship/tension/conflict, etc.]?</li> <li>• Read the <u>underlined</u> sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the <b>best</b> sentence(s) to add descriptive detail [before/after, or to replace] the <u>underlined</u> sentence. <b>Note:</b> Options can be single sentence or multi-sentence choices.</li> <li>• Revise the <u>underlined</u> sentence by choosing the sentence that <b>best</b> uses sensory language to help readers visualize _____ [the character/conflict/setting, etc.].</li> <li>• Revise the <u>underlined</u> sentence by choosing the sentence(s) that <b>most</b> precisely show(s) _____ [the character’s point of view, the setting, etc.].</li> </ul>
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	<p><b>Note 1:</b> All [sensory or descriptive] language revisions must be at the sentence level; descriptive phrases, etc. are Target 8 items. <b>Note 2:</b> Options can be single sentence or multi-sentence choices.</p> <p><b>Scoring Rules:</b> All correct = 1 point; other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 3</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Multiple Choice, multiple correct responses</b>  <b>DOK 2</b></p>	<p>Note: Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—one-to-three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 200 words.</p> <p><b>Task Description:</b> The <b>stem</b> will pose a question about two ways to revise the text to improve some specified aspect of the text’s development or organization. <b>Answer choices</b> for multiple correct response items should present 5 to 6 options (so that fewer than half the choices are correct). <b>Answer choices</b> will present options of similar structure. The <b>correct answers</b> will be clearly discernible and the best two solutions to revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.)</p> <p><b>Target Evidence Statements:</b>                  [Note: There are no Organization items for this task model.]</p> <p><b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as</p> <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details and sensory language to convey events/experiences precisely</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of the narrative*</li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Elaboration)</b>                  A student is writing a narrative (or specific form: autobiography/memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the development of ideas. Read the draft of the _____ and complete the task that follows. [Insert text.] <b>Note:</b> Stem must indicate specifically where the information is to be inserted. This can be by <u>underlining</u> a section and indicating, for example, “[the <u>underlined</u> part] between paragraphs 1 and 2 (or between part when ___ and _____),” or “after [the <u>underlined</u> part] at the end of paragraph 3,” etc.</p> <ul style="list-style-type: none"> <li>• Revise the <u>underlined</u> sentences by choosing the <b>two</b> sentences that provide more sensory details [or more precise language] to <u>underlined</u> section or paragraph #, or that could be added before/after the <u>underlined</u> sentence, or that could replace underlined section] to help</li> </ul>

	<p>readers visualize the character (or setting, action, etc.). <b>Note:</b> Revision must be at least a full sentence; descriptive phrases, etc., are target 8 items.</p> <ul style="list-style-type: none"> <li>• Read the <u>underlined</u> sentence about [the setting, the character, the time period, the conflict, etc.]. Choose the <b>two best</b> sentences to add descriptive detail [before/after] the <u>underlined</u> sentence [to show (or explain) who the character is, or what is going on, or what the conflict is, or where the story is set, or how the character feels about____, etc.].</li> <li>• Choose <b>two</b> sentences that would be the <b>best</b> revisions of [or replacements for] the <u>underlined</u> dialogue between character X and character Y [to better show _____, show the relationship/tension/conflict, etc.].</li> <li>• Revise the <u>underlined</u> sentence by choosing <b>two</b> sentences that more precisely show _____ [the character’s personality, the setting, etc.].</li> <li>• The writer wants to add dialogue to the story to make it more [descriptive, exciting, etc.]. Choose <b>two</b> of the following sentences that would <b>best</b> replace _____ and _____ [<u>underlined</u> sentences or sections] [OR Choose <b>two</b> of the following sentences that could be added after the (one or two) <u>underlined</u> sentences/sections].</li> </ul> <p><b>Note for all stems in this task model:</b> At this grade level, items can ask students to choose <b>two</b> answer choices to support <b>one</b> <u>underlined</u> idea/topic, etc., OR students may be asked to choose sentences/details, etc., to develop/support two different <u>underlined</u> ideas/subtopics, etc. Either way, items should make it clear to students that they must choose two correct answers.</p> <p><b>Scoring Rules:</b> All correct = 1 point; Other = 0 points.</p>
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<b>Task Models</b>	
<p><b>Task Model 4</b>  <b>Target 1b Revise Brief Texts</b>  <b>Item Type: Hot Text, select text</b>  <b>DOK 2</b></p>	<p><b>Note:</b> Items for this target must have a setup that states audience, purpose (narrative), and context/task.</p> <p><b>Stimulus:</b> Text should be grade level. Text will be brief—one to three paragraphs. Complexity will depend upon the type of revision being assessed. Text will be a model of good writing. Text should not exceed 200 words.</p> <p><b>Task Description:</b> The <b>stem</b> will direct the student to select a revision to the stimulus that improves some specified aspect of the text’s development or organization. The <b>correct answer(s)</b> will be clearly discernible and offer the best solution(s) that revise the stimulus to make the indicated improvements. (For revision, stems should <b>not</b> ask for correct answers, but should ask for best answers in relation to audience, purpose, and task.) <b>There should be 5 to 7 possible correct answers, and each possible answer should be <u>underlined</u>.</b> If there is more than one defensible options (check every possibility), do not use this item type; use task model 2).</p> <p><b>Target Evidence Statements:</b></p> <ol style="list-style-type: none"> <li>1. <b>(Organization)</b> The student will use information provided in a stimulus to <b>revise</b> organized narratives that engage and orient the reader by             <ol style="list-style-type: none"> <li>a. providing an opening that establishes a context and/or setting and/or point of view</li> <li>b. providing an opening that introduces a narrator and character(s)</li> <li>c. organizing narrative with a logical sequence of events/experiences*</li> <li>d. using transition strategies to convey sequence, establish pacing, signal time or setting shifts</li> <li>e. providing closure that follows logically from the narrative</li> </ol> </li> <li>2. <b>(Elaboration)</b> The student will use information provided in a stimulus to <b>revise</b> well-developed narratives that apply narrative techniques such as             <ol style="list-style-type: none"> <li>a. including dialogue to convey events/experiences</li> <li>b. including descriptive details and sensory language to convey events/experiences precisely</li> <li>c. identifying details that should be deleted because they are inconsistent with the rest of the narrative*</li> </ol> </li> </ol> <p><b>*Note:</b> Items aligned to organization present details that are out of order, <b>NOT</b> details that do not belong. Elaboration items address details that do not belong.</p> <p><b>Appropriate Stems:</b>  <b>Note:</b> all stimuli/stems should indicate that students are revising a <b>draft</b> for a specified reason.</p> <p><b>(Organization)</b>                  A student is writing a narrative (or specific form: autobiography/memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve its organization. Read the draft of the _____ and complete the task that follows. [Insert text]</p>

- Click on the **[two]** sentence(s) that [do not] belong in the narrative because they [do not] follow the order of events in the rest of the [narrative/story]. **Note:** This stem can *only* focus on time order, not inconsistent/irrelevant details, which are elaboration.
- For each underlined pair of words [transition word pairs embedded in text such as next/moreover; and then/also; finally/therefore – correct word must be clearly better/more logical than wrong answer] click on the best word to **signal an appropriate transition** [to connect the events or show how time changes, shift in narrator’s perspective, etc.]. **Note:** For grade 8, embed no more than two pair. Note also that underlined pair can consist of a single word (e.g., "finally") or phrase (e.g., "at long last") or short clause.

**(Elaboration)**

A student is writing a narrative (or specific form: autobiography/memoir, mystery, realistic fiction, etc.) for [the teacher, a literary magazine, a class anthology, an online publisher, etc.]. The student wants to revise the draft to improve the development. Read the draft of the \_\_\_\_\_ and complete the task that follows. [Insert text] **Note:** stem must indicate specifically where the information is to be inserted. This can be by underlining a section and indicating, for example, “[the underlined part] between paragraphs 1 and 2 (or between part when \_\_\_ and \_\_\_\_\_),” or “after [the underlined part] at the end of paragraph 3,” etc.

- [Embed within stimulus 5 to 6 underlined lines of dialogue] Click on [**one** or] **two** of the underlined line(s) of dialogue that do (does) not fit with how the character acts in the rest of the narrative.
- [Embed within stimulus 5 to 6 underlined lines/sentences of descriptive detail] Click on [**one** or] **two** sentences of description that do not fit with how the setting [or character, or other] is described elsewhere in the narrative. **Note:** This item focuses *only* on irrelevant/inconsistent/contradictory details, not chronology, which is organization.
- [Embed within stimulus 5-7 underlined lines/sentences with descriptive details] Click on [**one** or] **two** places within the [underlined section or paragraph #] where more elaboration [or description] is needed to better [develop the characters, show the conflict, describe the scene, etc.]. **Note:** Need for descriptive information should be clear.
- [Embed within stimulus 5-7 underlined lines of dialogue] Click on [**one** or] **two** places in the [narrative/story] where dialogue should be added to help readers understand [the characters/what is going on in the story]. **Note:** Need for dialogue should be clear.

**Scoring Rules:** All correct = 1 point; Other = 0 points.