

Test and Item Specifications

Reading

Developed and published by Data Recognition Corporation, 13490 Bass Lake Road, Maple Grove, MN 55311. Copyright © 2016 by Data Recognition Corporation. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

TASC Test Assessing Secondary Completion is a trademark of Data Recognition Corporation. Data Recognition Corporation is not affiliated with The After-School Corporation, which is known as TASC. The After-School Corporation has no affiliation with the Test Assessing Secondary Completion (“TASC test”) offered by Data Recognition Corporation, and has not authorized, sponsored or otherwise approved of any of Data Recognition Corporation’s products and services, including TASC test.

The following test and item specifications are included in this section for the TASC Reading subtest.

- 1) Reading Blueprint
 - a) 2015—2016 (Forms DEF)
 - b) 2016—2017 (Forms GHI)

- 2) Reading Subtest Form Design
 - a) Design Table
 - b) Testing Times

- 3) TASC Reading Item Specifications for Measured Standards
 - o Domain
 - o Subdomain
 - o Standard
 - o Emphasis Level
 - o Evidence Statements
 - o Assessment Limits/Content Constraints
 - o DOK(s)
 - o Stimulus
 - o Sample Item Stems¹
 - o Sample Item(s)

- 4) Other TASC Reading Test Specifications
 - a) Scoring Rules
 - b) Constructed Response Rubric
 - c) Reading Passage Specifications

¹ Sample Item Stems are examples of item stems that may be used; items are not limited to the examples shown in this document.

1) Test Blueprint

a) 2015–2016 (Forms D, E, F)

Domain / Reporting Category	Subdomain	Subdomain %	Domain %
Reading Informational Texts			70%
Reading Literature			30%
	Key Ideas and Details	40%	
	Craft and Structure	40%	
	Integration of Knowledge and Ideas	10%	
	Vocabulary Acquisition and Use	10%	

All items on the Reading assessment are aligned to a Reporting Category of either Reading Informational Texts or Reading Literature. Additionally, each item is aligned to a Subdomain of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; or Vocabulary Acquisition and Use. While it is not possible to report on the number of items per Subdomain per Reporting Category due to the limited number of items in some Subdomains, every effort is made to ensure a balance between the Reporting Categories for each Subdomain.

b) 2016–2017 (Forms G, H, I)

Domain / Reporting Category	Subdomain	Subdomain %	Domain %
Reading Informational Texts			75%
Reading Literature			25%
	Key Ideas and Details	45%	
	Craft and Structure	35%	
	Integration of Knowledge and Ideas	10%	
	Vocabulary Acquisition and Use	10%	

All items on the Reading assessment are aligned to a Reporting Category of either Reading Informational Texts or Reading Literature. Additionally, each item is aligned to a Subdomain of Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; or Vocabulary Acquisition and Use. While it is not possible to report on the number of items per Subdomain per Reporting Category due to the limited number of items in some Subdomains, every effort is made to ensure a balance between the Reporting Categories for each Subdomain.

2) Test Form Design

In each operational year, three equated operational forms are selected for each subtest. The first operational TASC forms in 2014 were comprised of 40 multiple-choice (MC) items. In the 2015 and 2016 forms, other autoscored items (such as multiple selected-response items and evidence-based selected-response items) and constructed-response (CR) items are being field tested and may be included as operational items in future years.

The table below shows the projected item numbers by item type in the 2016 forms. Research and data may necessitate minor adjustments to these numbers.

a) Design Table

Item Type	Total Items Per Form	Testing Time (minutes)
Multiple Choice (MC)	48	48
1-point Autoscored	1	2
2-point Autoscored	1	3
Constructed Response (CR)	1	4
Passages	8	24

b) The testing times are based on these estimates.

Item Type	Estimated Testing Time (minutes)
MC	1
1-pt Autoscored	2
2-pt Autoscored	3
CR	4
Passage	3

3) TASC Reading Item Specifications for Measured Standards

Item specifications are one of the key requirements for a high-quality, legally defensible standards-based assessment. Item specifications help define important characteristics of the items (i.e., test questions) developed for each standard. These item specifications provide guidelines to help clarify the focus of what is to be assessed, what items may include, and what items may not include (i.e., assessment limits). Item specifications are used by item writers, item editors, and item reviewers as a common reference throughout the item-development process, from initial writing to final approval. The TASC Reading item specifications are based on the TASC test standards for Reading, which are based on the College and Career Readiness for Adult Education (CCR-AE) standards. The assessment limits/content constraints have been further refined based on customer feedback and DRC | CTB item-performance data analyses targeting specific standard- and item-level assessment scope.

Domain	Reading Informational Text
Subdomain	Key Ideas and Details
Standard	RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Emphasis Level	High
Evidence Statements	<p>The examinee will provide textual support of an idea based on what the text says explicitly.</p> <p>The examinee will determine inferences of key ideas drawn from the text.</p> <p>The examinee will analyze key ideas stated in or inferred from the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Provide key ideas directly stated in the text or a portion of the text. • Provide key ideas and/or details stated explicitly in the text to support a larger idea, connection, or inference. • Determine the connections stated or inferred among the key ideas of the text. • Analyze key ideas, either stated or inferred, and how well or effectively they are supported in a text. <p>Items for this standard may focus on key details and inferences from the text.</p> <p>The examinee will not be asked to merely identify key ideas within the text.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which detail from the text <u>best</u> supports the idea that . . . ?</p> <p>Which statements from the text <u>best</u> support this belief?</p> <p>Which detail from the text <u>best</u> explains how . . . ?</p>

Sample Item

Which sentence from the text best helps to develop the idea that there are ways a consumer can shop safely online?

- Keep your browser updated so you have the latest available protection.
- The site may also use icons and trademarks similar to those on safe sites.
- Some websites use web addresses that are formatted to look almost the same as legitimate sites.
- More and more consumers are finding online shopping the most convenient way to make purchases.

Domain	Reading Informational Text
Subdomain	Key Ideas and Details
Standard	RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Emphasis Level	High
Evidence Statements	<p>The examinee will determine the central idea of a text.</p> <p>The examinee will provide an analysis of the development of the central idea over the course of a text.</p> <p>The examinee will summarize a text with accurate and relevant evidence from the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine the central idea and its development throughout the text. • Determine the central idea and analyze its development over the course of the text. • Provide an accurate summary of the text. • Compose a brief summary of the text. <p>Items for this standard may focus on determining/analyzing the central idea of the text or may focus on providing or determining a summary of the text.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>How is the central idea reinforced in Paragraph 7?</p> <p>Which quotation from the text <u>best</u> captures the central idea?</p> <p>Which statement <u>best</u> expresses the central idea of the text?</p>

Domain	Reading Informational Text
Subdomain	Key Ideas and Details
Standard	RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Emphasis Level	High
Evidence Statements	<p>The examinee will determine two or more central ideas of a text.</p> <p>The examinee will provide an analysis of the development of two or more central ideas throughout the course of a text.</p> <p>The examinee will summarize a text with accurate and relevant evidence from the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine two central ideas and their development throughout the text. • Determine two central ideas and analyze their development over the course of the text. • Provide an accurate summary of the text. • Compose a brief summary of the text. <p>Items for this standard may focus on determining two central ideas or providing a summary of the text.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which statement <u>best</u> summarizes the central idea of both texts?</p> <p>Which main idea from the text does this excerpt <u>most clearly</u> support?</p> <p>Which <u>two</u> central ideas are discussed in the text?</p>

Domain	Reading Informational Text
Subdomain	Key Ideas and Details
Standard	RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Emphasis Level	High
Evidence Statements	<p>The examinee will analyze an author’s strategy for the development of ideas or events, including the order in which the points are made and how they are introduced and developed.</p> <p>The examinee will analyze how an author makes connections among ideas within text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze how the author develops ideas or events and supports the connection/comparison within the text. Analyze how the author makes connections among ideas or events throughout the text. <p>Items for this standard may focus on how the author develops ideas throughout the text.</p> <p>The examinee will not be asked to label the author’s strategy (e.g., chronological, cause/effect).</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which of these is <u>most likely</u> the author’s purpose for comparing the ideas in Paragraphs 5 and 6?</p> <p>Why does the author include this sentence in the text?</p>

Domain	Reading Informational Text
Subdomain	Key Ideas and Details
Standard	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Emphasis Level	High
Evidence Statements	<p>The examinee will analyze complex set of ideas or sequence of events.</p> <p>The examinee will explain how individuals, ideas, or events interact and develop or change throughout a text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze how the author strategically develops a set of ideas or a sequence of events in a text. Explain how ideas or events develop or change from the beginning to the end of the text. <p>Items for this standard may focus on how the author attempts to clarify, makes connections with, or develops an idea or event.</p> <p>The examinee will not be asked to label the author's strategy (e.g., chronological, cause/effect) but may be asked to label the probable purpose, effect, or quality of the strategy.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>How does the author develop the connection between the two ideas in Paragraphs 6 and 7?</p> <p>Which statement from the text <u>best</u> explains . . . ?</p> <p>Which sentence <u>best</u> supports how . . . ?</p>

Domain	Reading Informational Text
Subdomain	Craft and Structure
Standard	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine the meaning of figurative words/phrases within the context of the text.</p> <p>The examinee will determine the meaning of connotative words/phrases within the context of the text.</p> <p>The examinee will determine the meaning of technical words/phrases within the context of the text.</p> <p>The examinee will analyze the cumulative impact of word choice on meaning or tone within the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Interpret the use of figurative language in the text. • Provide the connotative meaning of words/phrases and identify which word/phrase from the text best aligns to the given meaning. • Provide the denotative meaning of words and phrases such as ignorance, experience, etc. • Provide the technical meaning of words/phrases and which word/phrase from the text aligns to the given meaning. • Analyze the author’s word choice and how it affects the tone of a text. <p>Items for this standard may focus on determining the meaning of a word/phrase using context clues provided by a specific sentence or statement from the text.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> • label the figurative language (but instead focus on the interpretation of the figurative language within the text) • explain why the author chose the words (but instead ask questions about the effect, impact, or purpose of the words relative to the rest of the text) • determine the tone (but instead focus on an analysis of how/which word choice creates a certain tone)
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>How does the author’s repeated use of the phrase . . . impact the overall tone of the text?</p> <p>What do the phrases . . . suggest about the character’s attitude toward....? How is the phrase...used in the sentence?</p>

Domain	Reading Informational Text
Subdomain	Craft and Structure
Standard	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in Federalist No. 10).
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine the meaning of figurative words/phrases within the context of the text.</p> <p>The examinee will determine the meaning of connotative words/phrases within the context of the text.</p> <p>The examinee will determine the meaning of technical words/phrases within the context of the text.</p> <p>The examinee will analyze the author's use/refinement of key term(s) over the course of the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Interpret the use of figurative language as it is used in the text. • Interpret the connotative meaning of a word or phrase as it is used in the text. • Provide the technical meaning as it is used in the text. • Explain how an author uses and refines words and/or phrases over the course of a text. <p>Items for this standard may focus on determining a word used in a specific sentence or statement from the text.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> • label the figurative language (but instead focus on the interpretation of the figurative language within the text) • explain why the author chose the words (but instead focus on the effect, impact, or purpose of the words relative to the rest of the text)
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which statement <u>best</u> describes the effect of the phrase . . . ?</p> <p>How does the meaning of . . . change over the course of the text?</p> <p>Which word is the <u>best</u> synonym for . . . as it is used in the sentence?</p>

Sample Item

Read this sentence from the passage.

Spoofers often use a name that is just a few letters different from a licit site.

What does the word licit mean as it is used in the sentence?

- A. accurate
- B. believable
- C. genuine
- D. working

Domain	Reading Informational Text
Subdomain	Craft and Structure
Standard	RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Emphasis Level	Medium
Evidence Statements	The examinee will analyze the effect of sentences, paragraphs, or larger portions of a text on the development and refinement of ideas or claims within a text.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze the effect of sentences, paragraphs, or larger parts of a text in development of ideas or claims. Analyze the author’s ideas or claims using sections of the text. <p>Items for this standard may focus on explaining how certain parts of the text contribute to the author’s claim.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>How do these sentences contribute to the development of the author’s claim that . . . ?</p> <p>Explain how the first three paragraphs of the text help develop the author’s position . . .</p>

Sample Item

Read this sentence from the passage.

On one of these sites, you might believe you are charging a pair of hiking boots, when you are actually providing some stranger with the information needed to book a flight to Acapulco on your credit card.

What is the most likely reason the author included this sentence in the passage?

- A. to show that security systems are ineffective
- B. to dramatize how tricky some websites can be
- C. to suggest that irresponsible websites are on the rise
- D. to explain how easy it is to purchase something online

Domain	Reading Informational Text
Subdomain	Craft and Structure
Standard	RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will analyze the effectiveness of structure of an exposition or argument.</p> <p>The examinee will determine if a structure helps to make points clear, convincing, or engaging.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze whether the structure helps to make the points clear, convincing, and engaging. Analyze the argument's structure and its effectiveness. <p>Items for this standard may focus on how the structure of the text clarifies the author's claim/idea.</p> <p>The examinee will not be asked to merely state how the text/argument is structured.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>How does the structure of the text <u>best</u> help clarify the author's purpose/argument?</p> <p>How does the author strengthen her argument . . . ?</p> <p>What is the author <u>most likely</u> trying to show in Paragraphs 2 and 3?</p>

Domain	Reading Informational Text
Subdomain	Craft and Structure
Standard	RI.9-10.6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine and analyze how the author’s use of rhetoric advances the point of view in a text.</p> <p>The examinee will determine and analyze how the author’s use of rhetoric advances the overall purpose in a text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine and analyze the author’s purpose of the text. • Determine and analyze the author’s point of view of the text. • Analyze the author’s rhetoric and how it supports the author’s purpose and/or point of view. <p>Items for this standard may focus on how the text conveys the author’s purpose or point of view.</p> <p>For CR items, the examinee will not be asked to provide the purpose or author’s point of view and locate textual support. The focus will require examinees to identify the purpose/point of view and explain how the author’s rhetoric supports it.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>What is the author’s purpose in the text?</p> <p>How does the author use comparison to strengthen the purpose of the text?</p> <p>Which statement <u>best</u> describes the author’s main purpose in writing the text?</p>

Domain	Reading Informational Text
Subdomain	Craft and Structure
Standard	RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine the effectiveness of the author’s use of rhetorical strategies on point of view or purpose.</p> <p>The examinee will determine effect of style and content on power/persuasiveness/beauty of text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze the author’s overall point of view or purpose of the text. Identify how effectively the author’s rhetoric and specific word choice advances or enhances the text’s purpose or author’s point of view. <p>Items for this standard may focus on the author’s point of view/purpose and the effect of the author’s rhetoric and word choice.</p> <p>The examinee will not be asked to do the following:</p> <ul style="list-style-type: none"> Provide the literary point of view as a text element (first, third, omniscient, etc.) State the general purpose of a text (e.g., to inform readers) Label a particular type of style Provide the author’s purpose/point of view supported by textual support
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which statement <u>best</u> describes the effect of repetition throughout the text?</p> <p>With which of these statements would the author of the text <u>most likely</u> agree?</p> <p>Which sentence expresses a viewpoint found in the text?</p>

Domain	Reading Informational Text
Subdomain	Integration of Knowledge
Standard	RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Emphasis Level	Low
Evidence Statements	<p>The examinee will integrate information in different media/formats to address questions/solve problems.</p> <p>The examinee will evaluate information in different media/formats to address questions/solve problems.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Compare more than one text on the same topic/subject presented in different media. • Evaluate the effect of the media upon addressing a question or problem in the text. • Analyze each medium’s presentation of similar information. • Analyze integration of information of both texts. <p>Items for this standard may focus on comparison of two texts to address a question or solve a problem.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which statement <u>best</u> explains how the structures of both texts provide clarification . . . ?</p> <p>What idea/concept from the text do these diagrams/photos help to clarify?</p>

Domain	Reading Informational Text
Subdomain	Integration of Knowledge
Standard	RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Emphasis Level	Low
Evidence Statements	<p>The examinee will delineate the argument and claims made in a text to determine whether reasoning is valid with relevant supporting evidence from the text.</p> <p>The examinee will evaluate the argument and claims made in text to determine whether reasoning is valid with relevant supporting evidence from the text.</p> <p>The examinee will identify false statements and/or fallacious reasoning within a text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Delineate and analyze an argument or claim made in the text. • Delineate and analyze the development of the argument and claims presented in a text. • Evaluate the author's reasoning and use of evidence (i.e., its relevancy and sufficiency). • Identify a detail that is a false statement or based on fallacious reasoning (may require application of prior understanding). • Identify a false statement/fallacious reasoning presented and explain why it is false or fallacious. <p>Items for this standard may focus on explanation of how an author supports a specific position/claim.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which of these claims does the author support in the text?</p> <p>How does the author support the central claim in Paragraph 4?</p>

Domain	Reading Informational Text
Subdomain	Integration of Knowledge
Standard	RI.11-12.8. Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).
Emphasis Level	Low
Evidence Statements	<p>The examinee will delineate and evaluate the application of constitutional principles in seminal U.S. texts.</p> <p>The examinee will delineate and evaluate the use of legal reasoning in seminal U.S. texts.</p> <p>The examinee will delineate and evaluate the premises, purposes, or arguments in works of public advocacy.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine whether or how a text supports a constitutional principle. • Determine whether or how a text uses legal reasoning in the argument. • Provide an evaluation of a premise, purpose, or argument of the text. <p>Items for this standard may focus on describing how the text supports a constitutional principle.</p> <p>The examinee will not be required to have prior knowledge about public advocacy issues.</p>
DOK(s)	3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Explain how the document supports the author's claim of..?</p> <p>Which statement <u>best</u> describes the author's primary premise?</p>

Domain	Reading Informational Text
Subdomain	Integration of Knowledge
Standard	RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.
Emphasis Level	Low
Evidence Statements	The examinee will analyze how seminal U.S. documents address related themes and/or concepts.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze paired U.S. documents of historical and literary significance. Compare a theme or concept in the two documents. Identify common misunderstandings about significant people and events of the period mentioned in the elements. Determine the main idea or concept in the two texts. <p>Items for this standard may focus on describing a main idea of a document.</p> <p>The examinee will not be required to have prior knowledge of U.S. documents.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	How is the theme of . . . addressed in the text?

Domain	Reading Informational Text
Subdomain	Integration of Knowledge
Standard	RI.11-12.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
Emphasis Level	Low
Evidence Statements	<p>The examinee will analyze theme(s) of 17th-, 18th-, and 19th-century U.S. documents.</p> <p>The examinee will analyze purpose(s) of 17th-, 18th-, and 19th-century U.S. documents.</p> <p>The examinee will analyze rhetorical features of 17th-, 18th-, and 19th-century U.S. documents.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze the theme of the documents. Analyze the author’s message—implied or stated—regarding an event of historical significance. Analyze the purpose of the historical documents. Analyze the rhetorical features of the documents. Examples of rhetorical features are repetition, counterpoints, analogies, allusion, paradox, irony, symbolism, parody, satire, sarcasm. <p>Items for this standard may focus on describing the main idea of a specific document.</p> <p>The examinee will not be required to interpret or define figurative language within the text.</p> <p>Prior knowledge is not required, but items may reference historical events that should be common knowledge.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>Which theme is developed in the text by using the examples of . . . and . . . ?</p> <p>How does the author’s use of symbolism help the text’s argument?</p>

Domain	Reading Informational Texts
Subdomain	Vocabulary Acquisition and Use
Standard	RI-LA.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Emphasis Level	Medium
Evidence Statements	The examinee will use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Use context clues to determine a specific word or phrase or a word with multiple meanings at or above grade level. • Determine overall meaning of a sentence, paragraph, word position, or function in a sentence to determine meaning of a word or phrase. • Determine a word’s usage or meaning and how it relates to its etymology. • Evaluate the word’s appropriateness within context. <p>Items for this standard may focus on using context clues to determine the meaning of a word as it is used in the sentence.</p> <p>The examinee will not be asked for the part of speech of a word in context.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>What is the meaning of . . . as it is used in the sentence?</p> <p>Which words provide clues about the meaning of . . . ?</p>

Domain	Reading Informational Texts
Subdomain	Vocabulary Acquisition and Use
Standard	RI-LA.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will interpret figures of speech (e.g., hyperbole, paradox) in context.</p> <p>The examinee will analyze figures of speech (e.g., hyperbole, paradox) and their role in the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Interpret the use and intended or most likely meaning of figures of speech, such as a hyperbole and paradox. • Analyze a particular figure of speech used in a text is appropriate or inappropriate based on its context and/or tone of the essay. <p>Items for this standard may focus on figurative language and its meaning as used in the text or may focus on selecting a word from a list of definitions that describe a character in the text.</p> <p>The examinee will not be asked to provide the definition of the figure of speech.</p>
DOK(s)	2, 3
Stimulus	Informational text (see detailed stimulus specs)
Sample Item Stems	<p>What does the phrase . . . suggest?</p> <p>What is the narrator's <u>most likely</u> reason for using [phrase] in this sentence rather than [phrase]?</p> <p>Which word best describes [character's] attitude toward [character]?</p>

Domain	Reading Literature
Subdomain	Key Ideas and Details
Standard	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will provide textual support of a central idea based what the text says explicitly.</p> <p>The examinee will determine inferences of key ideas drawn from the text.</p> <p>The examinee will analyze key ideas stated in or inferred from the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Provide key ideas directly stated in the text or a portion of the text. • Provide key ideas and/or details stated explicitly in the text to support a central idea, connection, or inference. • Determine the connections explicitly stated or inferred among the key ideas of the text. • Analyze key ideas, either stated or inferred, and how well or effectively they are supported in a text. <p>Items for this standard may focus on finding key details and making inferences from text.</p> <p>The examinee will not be asked to merely identify key ideas within the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Which central idea do these statements <u>best</u> support?</p> <p>Read these sentences from the text. ... Which inference is supported by the excerpt?</p> <p>Why does [character] feel excited at the beginning of the text?</p>

Sample Item

Note: Part A assesses RL.11-12.3; Part B assesses RL.9-10.1

Part A

Which phrase best describes how the main character feels when she first rides into Gopher Prairie?

- A. reluctant and angry
- B. curious but doubtful
- C. excited and optimistic
- D. uncertain but open-minded

Part B

Which two sentences from the text best support the answer to Part A?

- A. That one word—home—it terrified her.
- B. Had she really bound herself to live, inescapably, in this town called Gopher Prairie?
- C. His neck was heavy; his speech was heavy; he was twelve or thirteen years older than she; and about him was none of the magic of shared adventures and eagerness.
- D. They had looked charming . . . hadn't they?
- E. And she saw that Gopher Prairie was merely an enlargement of all the hamlets which they had been passing.
- F. It was not a place to live in, not possibly, not conceivably.
- G. She stood up quickly; she said, "Isn't it wonderful to be here at last!"

Domain	Reading Literature
Subdomain	Key Ideas and Details
Standard	RL.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will provide textual support of a central idea based what the text says explicitly and implicitly.</p> <p>The examinee will determine inferences of key ideas drawn from the text.</p> <p>The examinee will analyze key ideas stated in or inferred from the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Provide key ideas directly stated in the text or a portion of the text. • Provide key ideas and/or details stated explicitly in the text to support a central idea, connection, or inference. • Determine the connections explicitly stated or inferred among the key ideas of the text. • Analyze key ideas, either stated or inferred, and how well or effectively they are supported in a text. • Analyze ambiguities within the text. <p>Items for this standard may focus on finding key details and making inferences from text.</p> <p>The examinee will not be asked to merely identify key ideas within the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Which central idea do these statements <u>best</u> support?</p> <p>Read these sentences from the text. ... Which inference is supported by the excerpt?</p> <p>What question does the author leave unanswered at the end of the story?</p>

Domain	Reading Literature
Subdomain	Key Ideas and Details
Standard	RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine a theme of a text.</p> <p>The examinee will determine the central idea of a text.</p> <p>The examinee will analyze the development of a theme over the course of the text, including how it emerges and is shaped and refined by specific details.</p> <p>The examinee will summarize the theme or central idea of a text with accurate and relevant evidence from the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine the central idea and its development over the course of the text. • Determine the theme and analyze its development over the course of the text. • Provide an accurate summary of the text. • Compose a brief summary of the text. <p>Items for this standard may focus on determining/analyzing the central idea/theme of a text.</p> <p>Response may include providing or determining a summary of the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Which sentence <u>best</u> states the central idea of the poem?</p> <p>Which of these would be <u>most</u> important to include in a summary of . . . ?</p> <p>Which of these statements would make the <u>best</u> topic for a summary of . . . ?</p>

Sample Item

Which sentence from the text most clearly develops a primary theme of the text?

- It was unprotected and unprotecting; there was neither dignity in it nor any hope of greatness.
- She smiled loyally, and looked away.
- “Stop it! Stop being a whining baby!”
- She stood up quickly; she said, “Isn’t it wonderful to be here at last!”

Domain	Reading Literature
Subdomain	Key Ideas and Details
Standard	RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will identify and analyze two or more central ideas of a text.</p> <p>The examinee will identify and analyze two or more themes of a text.</p> <p>The examinee will provide an analysis of the development of two or more themes throughout the course of a text including how they interact and build on one another to produce a complex account.</p> <p>The examinee will provide a summary of a text with accurate and relevant evidence.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Identify and analyze two central ideas and their development throughout the text. • Identify and analyze two themes and their development throughout the text. • Analyze the development of two or more themes throughout the course of a text, including how they interact and build on one another to produce a complex account. • Provide an accurate summary of the text. • Compose a brief summary of the text. <p>Items for this standard may focus on determining two central ideas/themes or providing a summary of the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	Which statement <u>best</u> expresses how the two themes in the text are developed?

Domain	Reading Literature
Subdomain	Key Ideas and Details
Standard	RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will analyze how complex characters (those with multiple or conflicting motivations) develop over the course of a text.</p> <p>The examinee will analyze how complex characters (those with multiple or conflicting motivations) interact with other characters over the course of a text.</p> <p>The examinee will analyze how complex characters (those with multiple or conflicting motivations) advance the plot over the course of a text.</p> <p>The examinee will analyze how complex characters (those with multiple or conflicting motivations) develop the theme over the course of a text.</p> <p>The examinee will not be asked to merely identify a character's traits.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze how characters develop and/or change over the course of a text. Analyze how the relationship between a character's actions conflicts with or supports the motivations(s) for those actions. Analyze the relationship between two characters in a literary text. Analyze the relationship between characters' words/thoughts/actions and the development of the plot or theme of a literary text. <p>Items for this standard may focus on describing a character during a specific part of a text or explaining a character's action throughout the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Which event from the story <u>most</u> affects how the character changes?</p> <p>Explain how the speaker's viewpoint shifts from the beginning to the end of the poem.</p> <p>Which of these words <u>best</u> describes [the character] at the end of the text?</p>

Domain	Reading Literature
Subdomain	Key Ideas and Details
Standard	RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Emphasis Level	Medium
Evidence Statements	<p>The examinee will analyze the impact of an author’s choices on plot development.</p> <p>The examinee will analyze the impact of an author’s/playwright’s choices on setting.</p> <p>The examinee will analyze the impact of an author’s/playwright’s choices on character development.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze the relationship between the elements of the plot and the events in a narrative text. Analyze the author’s choices regarding plot elements. Analyze the effect the setting has on other aspects of the text (e.g., mood, plot, character, or theme). Analyze how the author’s choices affect characterization, especially how interrelated text elements impact character development. <p>Items for this standard may focus on analyzing a character’s reaction or action or how the setting affects the meaning in the text.</p> <p>The examinee will not be asked to provide a simple description of character development.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>What effect does the author’s description of . . . have on the development of . . . ?</p> <p>What is significant about [character’s] reaction to . . . ?</p>

Sample Item (EBSR)

Note: Part A assesses RL.11-12.3; Part B assesses RL.9-10.1

Part A

Which phrase best describes how the main character feels when she first rides into Gopher Prairie?

- A. reluctant and angry
- B. curious but doubtful
- C. excited and optimistic
- D. uncertain but open-minded

Part B

Which two sentences from the text best support the answer to Part A?

- A. That one word—home—it terrified her.
- B. Had she really bound herself to live, inescapably, in this town called Gopher Prairie?
- C. His neck was heavy; his speech was heavy; he was twelve or thirteen years older than she; and about him was none of the magic of shared adventures and eagerness.
- D. They had looked charming . . . hadn't they?
- E. And she saw that Gopher Prairie was merely an enlargement of all the hamlets which they had been passing.
- F. It was not a place to live in, not possibly, not conceivably.
- G. She stood up quickly; she said, "Isn't it wonderful to be here at last!"

Domain	Reading Literature
Subdomain	Craft and Structure
Standard	RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine the meaning of words and phrases as they are used in the text, including figurative meanings.</p> <p>The examinee will determine the meaning of words and phrases as they are used in the text, including connotative meanings.</p> <p>The examinee will analyze the cumulative impact of specific word choices on meaning (e.g., how the language evokes a sense of time and place).</p> <p>The examinee will analyze the cumulative impact of specific word choices on tone (e.g., how it sets a formal or informal tone).</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine figurative meaning of words/phrases as they are used in context. • Determine the connotative meaning of words/phrases as they are used in context. • Analyze the relationship between word choice and mood or tone of a literary text. • Analyze the literal meaning of a figurative word or phrase or a figurative meaning that is not correct in the context presented. • Analyze the effect of word choice on the meaning of a text. <p>Items for this standard may focus on determining the meaning of a word or phrase and how it is interpreted in context.</p> <p>The examinee will not be asked to merely identify the mood or tone of the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Which words from the poem <u>best</u> support the idea that . . . ?</p> <p>What does the phrase . . . suggest in this sentence?</p>

Sample Item

Read the sentence from the text.

Had she really bound herself to live, inescapably, in this town called Gopher Prairie?

What does the phrase “bound herself” suggest about how the character is feeling?

- A. that she already feels tied to this town
- B. that she recognizes the mistake she has made
- C. that she feels destined to live in this small town
- D. that she acknowledges that she decides her own fate

Domain	Reading Literature
Subdomain	Craft and Structure
Standard	RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Emphasis Level	Medium
Evidence Statements	<p>The examinee will determine figurative meaning of words/phrases in context.</p> <p>The examinee will determine connotative meaning of words/phrases in context.</p> <p>The examinee will analyze impact of specific word choice on meaning, including words with multiple meanings.</p> <p>The examinee will analyze impact of word choice on tone.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Determine the figurative meaning of words/phrases as they are used in the text. • Determine the connotative meaning of words/phrases as they are used in the text. • Determine the effect of specific language choices, including multiple-meaning words that create fresh, engaging, or beautiful language. • Analyze the relationship between word choice and mood or tone of a literary text. <p>Items for this standard may focus on analyzing words or phrases and their effect in the text.</p> <p>The examinee will not be asked to do describe or identify the mood or tone within the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Read this sentence from the text. What is the effect of the use of the word . . . on the tone of the text?</p> <p>How does the repeated word . . . affect the meaning of the sentence?</p> <p>What meaning does the phrase . . . suggest in these sentences?</p>

Domain	Reading Literature
Subdomain	Craft and Structure
Standard	RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Emphasis Level	Low
Evidence Statements	<p>The examinee will analyze how an author structures a text to create such effects as mystery, tension, or surprise.</p> <p>The examinee will analyze how an author orders events (e.g., parallel plots), to create such effects as mystery, tension, or surprise.</p> <p>The examinee will analyze how an author manipulates time (e.g., pacing, flashbacks) to create such effects as mystery, tension, or surprise.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze the effect of the structure of a literary text and relate those features to central ideas in the text. Analyze the order of events (parallel plots) to create effects such as mystery, tension, or surprise. Analyze the author's manipulation of time to create effects such as mystery, tension, or surprise. <p>Items for this standard may focus on the importance of including a particular paragraph and its effect on the rest of the text.</p> <p>The examinee will not be asked to identify the structure of the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>Which statement <u>best</u> describes how the author's ordering of events contributes to the tension between the two characters?</p> <p>Which statement <u>best</u> describes the function of this paragraph?</p>

Domain	Reading Literature
Subdomain	Craft and Structure
Standard	RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Emphasis Level	Low
Evidence Statements	<p>The examinee will analyze the author's choice of how to structure the text and how this contributes to the meaning and aesthetic impact of the text.</p> <p>The examinee will analyze the author's choices of structure throughout the text and how this affects overall structure.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze the effect of structural features and relate those features to important ideas in the text. Analyze the relationship between structure and the aesthetic appeal of a literary text. <p>Items for this standard may focus on analyzing why a sentence or phrase is repeated in the text or analyzing how part of the text affects the meaning of the whole text.</p> <p>The examinee will not be asked to identify the structure of the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>How does the chronological structure of the text contribute to a reader's understanding of . . . ?</p> <p>How does the author make the beginning of the story appealing?</p> <p>How do the details in Paragraphs 6 and 7 contribute to a reader's understanding of the text's main theme?</p>

Domain	Reading Literature
Subdomain	Craft and Structure
Standard	RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Emphasis Level	Low
Evidence Statements	The examinee will analyze point of view from texts reflecting diverse cultures.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze a perspective or viewpoint reflected in a literary text or a portion of a literary text from outside the United States. Analyze a particular viewpoint or perspective, e.g., a statement of that viewpoint or perspective, or an understanding of details/events that support a viewpoint or perspective. <p>Items for this standard may focus on analyzing points of view from similar texts.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	Which statement <u>best</u> describes the narrator's perspective on . . . ?

Domain	Reading Literature
Subdomain	Craft and Structure
Standard	RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Emphasis Level	Low
Evidence Statements	The examinee will analyze underlying point of view that may be developed through the use of satire, sarcasm, irony, understatement, or similar language.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze a point of view from the author's/narrator's/speaker's perspective that uses satirical, sarcastic, ironic, or understated language. Analyze the relationship between perspective and other literary techniques, such as satire, sarcasm, irony, or understatement. <p>Items for this standard may focus on a character's perspective of another character in the text.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>How does the use of understatement in Paragraph 4 contribute to the reader's understanding of the narrator's perspective?</p> <p>What does this excerpt reveal about the character's perspective?</p>

Domain	Reading Literature
Subdomain	Integration of Knowledge
Standard	RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Emphasis Level	Low
Evidence Statements	The examinee will analyze similarities and differences between source material (for example, Brer Rabbit/Uncle Remus, Anansi) and text.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> Analyze similarities between source material and another text. Analyze differences between source material and another text. <p>Items for this standard may focus on compare/contrast two texts of similar content.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	Explain how the author's retelling of the story affects the reader's view of the main character.

Domain	Reading Literature
Subdomain	Vocabulary Acquisition and Use
Standard	RL-LA.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Emphasis Level	Medium
Evidence Statements	The examinee will use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Use context clues to determine a specific word or phrase or a word with multiple meanings at or above grade level. • Determine overall meaning of a sentence, paragraph, word position, or function in a sentence to determine meaning of a word or phrase. • Determine a word's usage or meaning and how it relates to its etymology. • Evaluate the word's appropriateness within context. <p>Items for this standard may focus on using context clues to determine the meaning of a word as it is used in the sentence.</p> <p>The examinee will not be asked for the part of speech of a word in context.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>What is the meaning of . . . as it is used in the sentence?</p> <p>Which words provide clues about the meaning of . . . ?</p>

Domain	Reading Literature
Subdomain	Vocabulary Acquisition and Use
Standard	RL-LA.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Emphasis Level	Medium
Evidence Statements	<p>The examinee will interpret figures of speech (e.g., hyperbole, paradox) in context.</p> <p>The examinee will analyze figures of speech (e.g., hyperbole, paradox) and their role in the text.</p>
Assessment Limits / Content Constraints	<p>The examinee may be asked to do the following:</p> <ul style="list-style-type: none"> • Interpret the use and intended or most likely meaning of figures of speech, such as a hyperbole and paradox. • Analyze a particular figure of speech used in a text is appropriate or inappropriate based on its context and/or tone of the essay. <p>Items for this standard may focus on figurative language and its meaning as used in the text or may focus on selecting a word from a list of definitions that describe a character in the text.</p> <p>The examinee will not be asked to provide the definition of the figure of speech.</p>
DOK(s)	2, 3
Stimulus	Literary text (see detailed stimulus specs)
Sample Item Stems	<p>What does the phrase . . . suggest?</p> <p>What is the narrator's <u>most likely</u> reason for using [phrase] in this sentence rather than [phrase]?</p> <p>Which word best describes [character's] attitude toward [character]?</p>

4) Other Test Specifications

a) Scoring Rules

Multiple-Choice (MC) Items

MC items have four answer options with a single correct response. These items are worth 1 point each. An examinee receives 1 point for a correct response and 0 points for an incorrect response.

Autoscored Items

Autoscored item types that are offered on both print and online forms are included in the TASC subtest in Reading. These item types include Multiple-Selected Response (MSR), Evidence-Based Selected Response (EBSR), and Technology Enhanced items such as Drag and Drop (DND) and Dropdown List items. Autoscored items worth 1 point and autoscored items worth 2 points are included in both online and print forms. Technology Enhanced items (which appear only online) have companion items on the print forms. These companion items are presented as MSR, EBSR, or two-part multiple choice or two-part multiple select items such that the companion item assesses the same skill at the same level of rigor as the TE item. An examinee can receive partial credit for each of these item types as described below.

MSR

Multiple-Selected Response (MSR) items may ask examinees to identify two or three correct responses. When responding to items that have three correct answers, examinees will earn 2 points for identifying all three correct responses and 1 point for identifying two correct responses. An examinee will receive 0 points for identifying 0 or 1 correct responses. When responding to items that have two correct answers, examinees will receive 1 point for identifying both correct responses and 0 points for identifying 0 or 1 correct responses. Each MSR item in the Reading subtest has either five or six answer options. An examinee responds by selecting (filling in a bubble in the answer document or the online testing environment) up to the specified number of answer options, and each item indicates how many correct responses should be selected. MSR items appear in both print and online forms.

EBSR

An Evidence-Based Selected-Response item is a two-part item worth 2 points. Part A asks the examinee to select the correct conclusion or inference from four or five answer choices. Part B asks the examinee to select the evidence that supports the conclusion/inference selected in Part A. Part B may have one or two correct answers. Part B will include four to six answer options. Conditional scoring is applied when scoring EBSR items. That is, if an examinee selects the correct answers for both parts, 2 points are awarded. If only Part A is correct, 1 point is awarded. If Part A is incorrect but Part B is correct or if both Parts are incorrect, 0 points are awarded.

Two-Part Multiple Choice or Two-Part Multiple Select

A Two-Part Multiple Choice or Two-Part Multiple Select item is typically used as the print companion of a technology-enhanced item. As such, it may be worth 1 or 2 points, depending on the point value of the accompanying online item. If the item is worth 2 points, the scoring of the two parts is independent, and examinees may receive one point for each part.

DND

Drag and Drop (DND) items ask examinees to drag responses to two or more drop areas, or response areas. These items may be worth 1 or 2 points, depending on the number of responses that are expected. If a DND item is worth 2 points, an examinee will receive 2 points for a completely correct response and 1 point for a response that is at least 50% correct (e.g., if an examinee is asked to complete a table comparing two passages by dragging each of three sentences into the diagram, the examinee would receive 2 points for all three sentences correctly placed, 1 point for 2 sentences correctly placed, and 0 points for 0-1 sentences correctly placed).

Dropdown List

Dropdown List items ask examinees to drag responses to two or more drop areas, or response areas. These items may be worth 1 or 2 points, depending on the number of responses that are expected. If a Dropdown List item is worth 2 points, an examinee will receive 2 points for a completely correct response and 1 point for a partially correct response (e.g., if an examinee is asked to complete two sentences by selecting from dropdown lists within each sentence, the examinee would receive 2 points for correctly completing both sentences, 1 point for correctly completing one sentence, and 0 points for not correctly completing either sentence).

Constructed-Response (CR) Items

Constructed-Response (CR) items are worth 2 points. An examinee can receive either 2 points for fulfilling all the requirements for a correct response, 1 point for a partially correct response, or 0 points for no response or a response that is completely irrelevant and/or incorrect. Scoring rubrics are included in this document in the section following the specifications' tables of each content area.

Constructed-Response Rubric

All Reading constructed-response items are scored using the criteria of a holistic 2-point rubric. There is no set response length required, nor is any specific number of key elements necessary. Each item must elicit appropriate evidence of the examinee’s ability to perform the necessary task. The examinee must cite evidence from the text supporting the analysis/inference/conclusion.

TASC Reading CR Sample Rubric: Highlighted text comes from aligned standard and is specific to the item stem.

RI.11-12.3 Analyze a complex set of ideas or sequence of events and explains how specific individuals, ideas, or events interact and develop over the course of the text.

Score	Rationale
2	The response: <ul style="list-style-type: none"> • gives sufficient text-based evidence of the ability to explain how ideas develop throughout the text • adequately supports the explanation with clearly relevant details from the text
1	The response: <ul style="list-style-type: none"> • gives limited text-based evidence of the ability to explain how ideas develop throughout the text • supports the explanation with limited details from the text
0	The response: <ul style="list-style-type: none"> • gives no text-based evidence of the ability to explain how ideas develop throughout the text • includes no relevant information from the text • is completely irrelevant or incorrect, or there is no response

c) Reading Passage Specifications

General Criteria for Selecting Texts

The specifications for the texts to be used in the TASC Reading subtest are intended to inform writers and passage searchers about the requirements and expectations for the types and quality of texts to be used on the assessments.

Texts selected for use on the TASC are texts worth reading because of their merit or artistry and offer sufficient complexity for developing items that assess examinees' achievement of the standards. Texts should be selected from the rich body of work found in the public domain or should be permissioned (published) texts; all selected texts must offer opportunities for meaningful analyses.

Secondly, the texts selected for use should represent a distribution of literary and informational texts, including literary nonfiction, based on the recommendations of CCSS (70% informational, 30% literature). This distribution will be modified in 2017 to reflect the recommendations for CCR alignment (80% informational, 20% literature).

The materials selected and developed for TASC should include a range of engaging passages that deal with a variety of subjects and represent a variety of genres. Examinees should be able to relate to the topics and ideas presented in the passages. Passages should include a range of length (700 to 1,100 words) and reading complexity (Lexile levels can range from 800 to 1,450 but most are in the 1,100 to 1,300 range). The aim is to select passages that are accessible to all examinees.

Examinees must be able to understand the passages without content- or context-specific prior knowledge. Evidence required for responding to TASC items must be explicitly or implicitly contained within the passage(s). Similarly, knowledge acquired in another content area will not be required of examinees in order for them to understand the information in the passages, including those passages with history, social studies, or science content.

Texts selected for use on TASC tests must be fair to all examinees and free of imagery or content that is demeaning or insensitive or that creates a situation in which an examinee may be affected by negative feelings, such as frustration or anger that could potentially affect an examinee's performance.

In general, no materials that include religious themes, violence, controversial subject matter, or issues that might disadvantage large segments of the population should be used. Development should, however, include diverse cultural material with contemporary settings and positive perspectives and themes of the cultures being portrayed. Literary narratives will have well-developed characters portrayed in positive roles.

As noted, the use of public domain and permissioned texts is allowed and their inclusion in TASC encouraged so that examinees encounter authentic texts both in the classroom and in assessments. These texts should adhere to the guidelines as described in this document. Because public domain texts are sometimes older, their language and syntax may be less familiar to examinees; these factors should be considered during the selection process. It is permissible to footnote language in public domain texts in order to support examinees' comprehension of the texts, as long as the footnotes do not clue items.

Text Types

Informational

Informational texts are categorized into these three categories for the purpose of this assessment:

- History/Social Studies
- Science/Technical
- Literary Nonfiction

The following types of informational texts may be used in the TASC Reading subtest:

- Autobiographies/Biographies/Interviews/Memoirs
- Essays
- Government documents
- Histories
- Magazine articles/News articles/Journal articles
- Opinion/Editorial pieces
- Reports
- Scientific investigations
- Speeches

Foundational and Seminal Texts

At the College and Career Readiness level, examinees are expected to read seminal and foundational U.S. documents of historical and literary significance.

Developers and searchers should seek out public domain texts that have important and significant influence on other texts in a literary or historical movement, showing significant influence on subsequent important texts, to allow for development of items to align to standards that describe these expectations.

Literature

Literary texts are categorized into the following categories:

- Fiction
- Poetry
- Drama

When selecting literary texts, the preference is for complete, intact passages. However, for length considerations, selections may be excerpts from longer works (unaltered portion of a work, with no omitted or changed words within a sentence), abridgments (a compilation of an entire work, minus a few sections, without deleting or changing any words within sentences), or, sparingly, adaptations (deleting or changing words within a sentence). Selections should have a clear beginning, middle, and end, with plot development (narrative text), or a developed topic or central idea (expository text), even after excerpting, abridging, or adapting the work. In general, it is best to avoid literary selections using outdated language.