Elementary Reading Assessment Templates

Multiple Choice, Completion and Stand-Alone Templates &
Short Answers Embedded with Rubric Templates

For Classroom Use
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Introduction
The purpose of the Reading Assessment Template document is to place valuable tools into teachers’ hands. This document is not intended in any way to suggest “teaching to the test”, rather to be used by classroom teachers to support and guide instruction. Stems are intended to be generic and used for varied genres and passages in multiple subject areas. Stems can also be adjusted for single or paired passages. All stems are connected to the Washington State Essential Academic Learning Requirements that are tested on the MSP/HSPE (see Strands and Targets chart pg. 12) but do not encompass all grade level expectations (see the Grade Level Standards & Resources). Stem questions were developed to standardize the testing process and are used in Washington State when creating the MSP/HSPE to ensure reliability. However, teachers should feel free to modify, adjust or tweak the stem questions to be best used in their classrooms. The stem templates can be used to develop lessons and activities to accompany any text, for example journal writing, blogging or classroom discussion. We encourage you to use these stems as you build lessons, activities and units in your classroom.

Using this document:

At OSPI, teacher committees use the stem templates along with grade level reading material to develop items for the MSP/HSPE. The term item is used synonymously with question; an item can be presented as either a question or statement. The item development process can be used in classrooms, schools or districts. Choose a reading passage, decide which strands and targets you want to develop, find some workable stems and start writing questions. As with most educational tasks, collaboration is encouraged. You will find that developing questions becomes easier with practice.

The template document is organized by genre (literary and informational), type of question (multiple choice, completion, and short answer), strand (comprehension, analysis, and critical thinking) and target (01-11). Literary and informational stems are combined in most cases, however, where that doesn’t work, (for example secondary target 05 and short answer), they are lined up side-by-side.
Understanding the stem format:

Multiple words are used to define types of text. We encourage you to use these terms in your classroom to familiarize students with the language they will encounter on the Measurements of Student Progress or the High School Proficiency Exam.

- **Passage:** All reading material falls under this category
- **Story:** Literary story, essay, myth, folktale
- **Selection:** Informational science, social studies, functional, literary biography
- **Process (6th–HS):** A section of informational text that describes a specific procedure
- **Section:** Specific part of any passage
- **Heading:** Sub-title within a passage (always bold in passage and stem)

Stem templates are built using the following generic formatting techniques.

- **Words in parenthesis** mean to insert a word or words that best fit.
- **Words that are slashed** mean to choose the word or words that best fit.
- **Bold print** is used for headings and to emphasize the words **one**, **two**, **three**, **both** and **each**.
- **Italics** print is used for **book titles**, **vocabulary words** and to emphasize the words **best** and **least**.
- **Quotes** are used for passage titles and when an author’s exact words are used regarding fact and opinion.

Please note the list below of common abbreviations.

- **MSP:** Measurements of Student Progress (grades 3-8)
- **HSPE:** High School Proficiency Exam
- **MC:** Multiple Choice
- **CP:** Completion
- **SA:** Short Answer
- **ST:** Stand Alone
- **GLE:** Grade Level Expectations

Other key vocabulary can be found in the glossary in the back of this document and in the EALR booklet.

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Stand-Alone (ST)

The unique quality of stand-alone items is that they are not connected to a passage. Stand-alones ask students to respond to shorter text including paragraphs, sentences, phrases, words, or graphics. Stand-alones can be written as multiple choice or completion. Stand-alone stems are located at the bottom of the multiple choice and completion stem pages.

Example stem from Comprehension 04:

9. Read the thesaurus entries below.


(Word used in a sentence)

Which synonym of (word) is used in the above sentence?

12. Read the thesaurus entries below.


The young girl showed poise as she sang for the large crowd.

Which synonym could replace poise in the sentence above?

- O A. Synonym 1
- O B. Synonym 2
- O C. Synonym 3
- O D. Synonym 4

This example is from the 2010 Grade 7 Sample Materials.
Development Cycle
The Development Cycle of the Washington State Reading Assessment

Below are detailed descriptions of the development stages of the passages and items for the State’s Reading Assessment.

Committees in which Washington educators participate are boxed.

Passage Selection Process
OSPI engages in a systematic process to find passages for the state Reading Assessment. OSPI’s reading assessment staff and OSPI’s assessment contractor search for appropriate published passages in libraries, on the internet, in children’s literature, anthologies, magazines, and in materials suggested by teachers. Passages are selected for content and grade-level appropriateness. The initial selection of passages by OSPI and contractor staff is just the first step in the selection process. A bias and sensitivity review follows the passage selection process.

Bias and Sensitivity Review I
The next crucial step in the passage development process is a bias and sensitivity review. During this review, a committee made up of community members, business representatives and parents representing a variety of cultural and ethnic backgrounds, analyzes each passage for partiality issues that may impact student performance on the state assessment. After each passage has met the criteria for bias and sensitivity review, it is now eligible to advance to the item writing process.

Item Writing
During this step in the development process, a committee of Washington state educators conducts another thorough scrutiny of the passages. Teachers evaluate the passages with the same criteria used by OSPI and contractor staff. Their judgment on the appropriateness of the passage gives the “green light” to develop items for the passages. The committee receives training on the key elements of successful development of multiple choice and constructed-response items. Scoring rubrics are developed for constructed-response items.

Item Review
After the item writing committee, OSPI and our contractor complete an in-depth technical review of each item. During this item review, cognitive load and language are carefully analyzed and/or revised. Rubrics for constructed-response items are also analyzed and/or revised.

Content Review
After OSPI and our contractor complete the item review, passages and items undergo yet another quality control check by a content review committee. This committee, facilitated by our contractor, is comprised of educators who have not been involved in the previous stages of the development process. This additional development step ensures that “fresh eyes” review the passages and items.
The Development Cycle of the Washington State Reading Assessment

**Bias and Sensitivity Review II**
A second bias and sensitivity review occurs. This time, the committee reviews the items for partiality issues that may impact student performance on the state assessment. After the items have met the criteria for bias and sensitivity review, the passages and items are now eligible to be placed on the assessment as embedded pilot items.

**Pilot Rangefinding**
After the passages and items have been piloted by students in Washington State during the testing window, the pilot rangefinding committee, comprised of OSPI, educators, contractor staff, and scoring staff, reviews and rangefinds pilot completion, stand-alone and constructed-response items. Using student responses, the pilot rangefinding committee determines the scoring criteria for each constructed-response item. Items that have been successfully rangefound are then scored by professional scorers who have a minimum of a Bachelor’s degree.

**Pilot Item Data Review**
This committee reviews all data from the reading assessment pilot items. Student performance data for the multiple choice and constructed-response items is analyzed to determine eligibility for operational testing. Items are analyzed for appropriate performance parameters including difficulty level, ethnic performance, stability, validity, and trends and patterns. Passages and items that survive this pilot item data review process are determined to be eligible for operational use on the assessment.

**Operational Rangefinding**
After the passages and items have been used operationally, they undergo another rangefinding process. This committee is also comprised of OSPI staff, educators, contractor staff, and scoring staff. The committee reviews and rangefinds operational constructed-response items. The operational rangefinding committee finalizes the scoring rubrics for the constructed-response items using student responses from the operational test. After operational rangefinding, items are scored by professional scorers.

**Teacher Operational Scoring**
Beginning in 2001 Washington State educators have been involved in scoring writing, mathematics, science, and reading items that are due for release after scoring. Passages and items that have been used operationally at least twice are eligible to be released to the field to assist in professional development and improvement of student performance.
**Reading Assessment Development Cycle**

**Develop Item and Test Specifications**
OSPI and contractor evaluate needs and determine what to develop.

**Reading Passage Selection and Copyrights Research**
Contractor recommends passages and OSPI selects passages.

**Passage Bias/Sensitivity Reviews**
Passages are evaluated for partiality issues by a committee of teachers and community members from across the state.

**Item Reviews for Content by OSPI**
Test questions that were written by teachers are reviewed by OSPI and contractor.

**Item Writing Training and Item Writing**
Test questions are written by teachers.

**Item Reviews for Content & Bias/Sensitivity by Committee**
Items and passages are reviewed by a committee of teachers and community members from across the state.

**Item Pilot Testing**
Test questions are included on the Operational Assessment to get a student sample.

**Pilot Rangefinding**
Teacher committee determines what will count as correct answers for constructed-response items.

**Operational Testing**
Test questions which have been through the development cycle become part of the operational test.

**Data Review**
Items are looked at from a data perspective to see if they assessed what we expected them to assess.

**Pilot Scoring Training and Pilot Scoring**
Rangefinding rubrics are used to score pilot items.

**Operational Rangefinding**
Final rangefinding for constructed-response items.

**Operational Scoring**
Scoring of the assessment.
Elementary Strands and Targets
### Grades 3 - 5 Strands and Targets

Targets may be assessed using literary passages, informational passages or functional documents.

<table>
<thead>
<tr>
<th>Comprehension 5 Targets</th>
<th>Analysis 6 Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>01</strong></td>
<td><strong>06</strong></td>
</tr>
<tr>
<td>Demonstrate understanding of theme/message/main or major idea and supporting details</td>
<td>Lit Specific: Demonstrate understanding of authors’ use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)</td>
</tr>
<tr>
<td>[Reading GLE 2.1.3] Formerly *LC 01 &amp; *IC 11</td>
<td>[Reading GLEs 2.2.2, 2.2.3, 2.3.3] Formerly *LA 06</td>
</tr>
<tr>
<td><strong>02</strong></td>
<td><strong>07</strong></td>
</tr>
<tr>
<td>Summarize with evidence from the text</td>
<td>Compare and contrast using elements of the text(s)</td>
</tr>
<tr>
<td>[Reading GLE 2.1.7] Formerly *LC 02 &amp; *IC 12</td>
<td>[Reading GLEs 2.3.1, 2.4.5, 2.4.6] Formerly *LA 07 &amp; *IA 17</td>
</tr>
<tr>
<td><strong>03</strong></td>
<td><strong>08</strong></td>
</tr>
<tr>
<td>Make or confirm inferences or predictions based on the text</td>
<td>Make connections (cause and effect) within a text</td>
</tr>
<tr>
<td>[Reading GLE 2.1.5] Formerly *LC 03 &amp; *IC 13</td>
<td>[Reading GLE 2.3.1] Formerly *LA 08 &amp; *IA 18</td>
</tr>
<tr>
<td><strong>04</strong></td>
<td><strong>09</strong></td>
</tr>
<tr>
<td>Understand and apply content vocabulary critical to the meaning of the text</td>
<td>Analyze usefulness of resources</td>
</tr>
<tr>
<td>[Reading GLEs 1.3.2, 1.2.2] Formerly *LC 04 &amp; *IC 14</td>
<td>[Reading GLEs 2.3.2, 3.1.1] NEW</td>
</tr>
<tr>
<td><strong>05</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Order steps, sequence, and/or events/process from the text</td>
<td>Analyze author’s purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences</td>
</tr>
<tr>
<td>[Reading GLE 2.2.1] Formerly *LC 05 &amp; *IC 15</td>
<td>[Reading GLEs 2.4.2, 2.4.3, 2.4.4] Formerly *LA 09 &amp; *IA 19</td>
</tr>
<tr>
<td><strong>06</strong></td>
<td><strong>11</strong></td>
</tr>
<tr>
<td>Lit Specific: Demonstrate understanding of authors’ use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)</td>
<td>Extend information beyond text—make generalizations beyond the text to a broader idea or concept</td>
</tr>
<tr>
<td>Info/Functional Specific: Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)</td>
<td>[Reading GLEs 2.4.1, 2.4.5] Formerly *LA 10 &amp; *IA 20</td>
</tr>
<tr>
<td>[Reading GLE 2.2.2] Formerly *IA 16</td>
<td></td>
</tr>
</tbody>
</table>

**Functional Documents Include:**
- Hobby Magazines
- E-mail
- Friendly Letters, Letters to the Editor
- Newsletters, Schedules
- Brochures
- Advertisements, Catalogs
- Web Sites, Credit and Job Applications
- Purchased goods and services
- Contracts, Procedures, Directions

**Informational Passages Include:**
- Historical Documents
- Nonfiction Magazine
- Newspaper Articles
- Excerpts or Articles from Social Studies
- Or Science Text Narratives

**Literary Passages Include:**
- Stories
- Poems
- Novel Excerpts
- Biographies, Autobiographies
- Literary Essays

**Key:**
- *L*: Literary Text
- *I*: Informational Text
- *C*: Comprehension Skill
- *A*: Analysis Skill
- #: Corresponds to the targeted skill

**Example:**
- LC 03 = Literary text (L), Comprehension skill (C), Infer/predict is the targeted skill (03)
Elementary Multiple Choice
Multiple Choice (MC)

Multiple choice items written for the Washington State Reading assessments have specific criteria. Grades 3-5 have 3 answer choices, 6-HS have 4 answer choices. Distracters, incorrect answer choices, are never considered “throw-away” options. Although they are incorrect, they should have some connection to the text without being tricky. Multiple choice items use parallel structure when necessary and stack answer choices according to length. These criteria give students clear expectations and minimize clueing.

Example stem from Analysis 07 (Elementary) and Analysis 06 (Secondary):

1. Which sentence tells how (two characters/subjects in the story/selection/section/poem) are alike/different?

7 Which sentence tells how the Frontier Nursing Service and the Mary Breckinridge Hospital are similar?

- A. Both have modern supplies.
- B. Both provide rural medical services.
- C. Both are located in Wendover, Kentucky.
- D. Both train people from all over the world.

This example is from 2010 Grade 8 Released Materials.
### Comprehension 01

**Demonstrate understanding of theme/message/main or major idea and supporting details**

**[Reading GLE 2.1.3] Formerly LC 01 & IC 11**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Which sentence best states the theme/message/main or major idea of the story/selection/section/poem?</td>
</tr>
<tr>
<td>2.</td>
<td>What is the major/main idea of the story/selection/section/poem/paragraph (number)?</td>
</tr>
<tr>
<td>3.</td>
<td>Which title could be another title for the story/selection/section/poem?</td>
</tr>
<tr>
<td>4.</td>
<td>Which question does paragraph (number) answer?</td>
</tr>
<tr>
<td>5.</td>
<td>What is a common theme/message/main or major idea between (story/selection/section/poem 1) and (story/selection/section/poem 2)?</td>
</tr>
<tr>
<td></td>
<td><strong>NOTE</strong>: This is a linking item.</td>
</tr>
<tr>
<td>6.</td>
<td>Which lines/paragraph (number) from the story/selection/section/poem support(s) the picture?</td>
</tr>
<tr>
<td>7.</td>
<td>Which of these pictures show the main idea of section/paragraph (number)?</td>
</tr>
<tr>
<td>8.</td>
<td>Which idea is best supported by information in the story/selection/section/poem?</td>
</tr>
</tbody>
</table>

#### Stand-Alone Items

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 9. | What is the theme/message/main idea of the poster/paragraph?  
   | *(Insert poster/paragraph)* |
| 10. | What is the major/main idea of the poster/paragraph?  
   | *(Insert poster/paragraph)* |
**Comprehension 02**
**Summarize with evidence from the text**
(Reading GLE 2.1.7) Formerly LC 02 & IC 12

1. Which sentence best summarizes the story/selection/section/poem/paragraph (number)?
2. Which detail(s) from the story/selection/section/poem supports the summary statement below?
   *(Summary statement)*
3. Which paragraph best summarizes the story/selection/section/poem?
4. Which of these pictures summarizes step (number)?
Comprehension 03
Make or confirm inferences or predictions based on the text

1. What does the author mean when he/she says, (“quote from story/selection/poem”) in paragraph (number) of the story/selection/section/poem?

2. Which word/phrase best describes how (character) felt about (character)?

   **NOTE:** This must be an inference.

3. Based on the information in the story/selection/section/poem, what do you predict (character/subject) will do now that (cite circumstances at end of story/selection/section/poem)?

4. In paragraph (number) what can the reader infer about (topic in paragraph)?

5. How would (character/subject) probably react to (event in story/selection/poem)?

6. What most likely happens at the end of the story/selection/section/poem?

   **NOTE:** Must be an inference, not a concrete detail; use only when the ending is left up in the air.

7. Which detail from the story/selection/section/poem shows that it was easy/difficult for (character) to do (action)?

   **NOTE:** If direct text-reference to the “easy/difficult” portion of the stem then this is an LA 06.

8. How does (character) most likely feel when he/she (action)?

   **NOTE:** This must be an inference.

9. How does (character) change at the end of the story/selection/section/poem?

10. Based on information in the story/selection/section/poem, which sentence explains why (character/subject) is most likely to (action)?

11. Based on the information in the story/selection/section/poem, predict/what will most likely happen when (action).

12. What/Why does step (number) most likely tell the reader to (insert idea from step)?

Continued on following page.
### Stand-Alone Items

13. Read the paragraph below.

(Insert paragraph)

What inference can be made about (subject in paragraph)?
Elementary Multiple Choice

Comprehension 04
Understand and apply content vocabulary critical to the meaning of the text
[Reading GLE 1.3.2, 1.2.2] Formerly LC 04 & IC 14

1. What is the meaning of the word/phrase (word/phrase) as it is used in paragraph (number) of the story/selection/section/poem?

2. Which word/phrase could the author have used in paragraph (number) instead of (word/phrase)?

3. Read the sentence below from the story/selection/section/poem.
   (Insert sentence story/selection/section/poem)
   What does the word (word) mean as it is used in the sentence?

4. Which sentence matches the meaning of (word) as it is used in paragraph (number)?

5. The author describes (character/subject) as (“vocabulary quoted from story/selection/section/poem”) in paragraph (number). What does this mean?

6. The author used the word (“vocabulary quoted from story/selection/section/poem”) in paragraph (number) to describe (character/subject). What does this mean?

7. Which sentence matches the meaning of (word) as it is used in paragraph (number)?

Stand-Alone Items

8. Read the dictionary definition below.
   Word [pronunciation] [part of speech] 1. Definition one. 2. Definition two. 3. Definition three.
   (Word used in a sentence)
   Which definition of word is used in the above sentence?
   A. Definition 1
   B. Definition 2
   C. Definition 3

   NOTE: Use with 5th grade only.

Continued on following page.
9. Read the sentence below.

*(Word in a sentence)*

What is the meaning of word? What does word mean as it is used in the above sentence?

10. *(Word used in a sentence)*

Which meaning of word is being used in the sentence above?

11. *(Word defined)*

Which sentence uses word as it is defined in the box?

12. Read the thesaurus entry below.

*(Word) (part of speech)* 1. Synonym one. 2. Synonym two. 3. Synonym three.

*(Word used in a sentence)*

Which synonym could replace word in the above sentence?

A. Synonym 1  
B. Synonym 2  
C. Synonym 3  
Or

Which word from the thesaurus entry could replace word in the above sentence?

**NOTE:** Use with 5th grade only.

**NOTE:** Vocabulary words are italicized.
## Comprehension 05
Order steps, sequence, and/or events/process from the text

[Reading GLE 2.2.1] Formerly LC 05 & IC 15

<table>
<thead>
<tr>
<th>Question</th>
<th>Possible Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. According to the story/selection/section/poem, which event happens first/last?</td>
<td></td>
</tr>
<tr>
<td>2. According to the story/selection/section/poem, after (character) (action), what did he/she do next?</td>
<td></td>
</tr>
<tr>
<td>3. Which event happens first/last in the story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>4. What happens right before/after (event) in the story/selection/section?</td>
<td></td>
</tr>
<tr>
<td>5. According to the story/selection/section/poem, which idea does the author of the story/selection/section/poem discuss first/last?</td>
<td></td>
</tr>
<tr>
<td>6. What are the ideas in paragraph (number)/section arranged to show?</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Possible options can include: how _____ and _____ are alike; how _____ changed; the order in which events occurred, steps to complete______.</td>
<td></td>
</tr>
<tr>
<td>7. What step needs to be completed before (step)?</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Use this with functional documents.</td>
<td></td>
</tr>
<tr>
<td>8. Which detail/step from the story/selection/section/poem completes the order of the events for (event from story/selection/section/poem)?</td>
<td></td>
</tr>
</tbody>
</table>
# Elementary Multiple Choice

## Literary Analysis 06
Demonstrate understanding of authors’ use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)

(Reading GLEs 2.2.2, 2.2.3, 2.3.3) Formerly LA 06

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Based on the story/selection/section/poem, how does (character) feel about (character)?</td>
<td></td>
</tr>
<tr>
<td>2. Based on the story/selection/section/poem, which word best describes (character/setting)?</td>
<td></td>
</tr>
<tr>
<td>3. Where/when does the story/selection/section/poem take place?</td>
<td></td>
</tr>
<tr>
<td>4. Based on the story/selection/section/poem, what is (character’s) problem/conflict?</td>
<td></td>
</tr>
<tr>
<td>5. When (character) realizes (problem), how does he/she solve this problem?</td>
<td></td>
</tr>
<tr>
<td>6. When the author describes (character/subject) as (description), what does he/she most likely mean?</td>
<td></td>
</tr>
<tr>
<td>7. How does (character) change in the story?</td>
<td></td>
</tr>
<tr>
<td>8. How does (character’s attitude) toward (another character) change in the story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>9. Which of the following words supports the setting of the story?</td>
<td></td>
</tr>
<tr>
<td>10. Which phrase shows (literary element) in the story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>11. What problem is shown/described when the author writes (“quote from the story/selection/section/poem”)?</td>
<td></td>
</tr>
<tr>
<td>12. What problem does the author/character face at the beginning/end of the story/selection/section/poem?</td>
<td></td>
</tr>
</tbody>
</table>

Continued on following page.

## Informational Analysis 06
Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)

(Reading GLE 2.2.2) Formerly IA 16

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. According to (text feature), which statement is true?</td>
<td></td>
</tr>
<tr>
<td>2. Which idea is included in the section under the heading (Heading)?</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Section headings are in bold.</td>
<td></td>
</tr>
<tr>
<td>3. What is the purpose of (text feature)?</td>
<td></td>
</tr>
<tr>
<td>4. What information does the (text feature) give the reader?</td>
<td></td>
</tr>
<tr>
<td>5. What does the information in (text feature) suggest readers do?</td>
<td></td>
</tr>
<tr>
<td>6. In which section/under which heading could the author have included the following sentence:</td>
<td>(State sentence in bold)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>7. The author wants to add this sentence:</td>
<td>(State sentence in bold)</td>
</tr>
<tr>
<td></td>
<td>Under which heading could it be added?</td>
</tr>
<tr>
<td>8. Which heading can be used for paragraph (number)?</td>
<td></td>
</tr>
<tr>
<td>9. In which section would you find information about (topic)?</td>
<td></td>
</tr>
<tr>
<td>10. Look at the picture.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Insert picture)</td>
</tr>
<tr>
<td>The author considered adding this picture to the section titled, (Heading).</td>
<td></td>
</tr>
</tbody>
</table>

Continued on following page.
Elementary Multiple Choice

13. Which word best describes how (character) feels when (character/he/she) [performs an action]?

Stand-Alone Items

14. A metaphor directly compares two things. Which sentence contains an example of a metaphor?

15. Which sentences below uses [stylistic device]?

16. A simile compares two unlike things. Which sentence contains an example of a simile?

17. What is being compared using [literary device]?

18. Read the sentence below.

(Insert a sentence)

In this sentence, the author uses a [simile/metaphor] to compare what two subjects?

19. Read the sentence.

(Insert a sentence)

Complete the sentence with the word that shows a simile/metaphor.

Which caption would best fit the picture?

OR

The author wanted to add this sentence:

(Sentence)

Under which heading should this sentence be added?

Stand-Alone Items

11. What information would the reader find on a timeline about [subject]?

12. Read the table below.

(Insert table)

Which page/chapter would most likely have information about [subject]?

13. Read the graph below.

What can a student use the graph to learn about?

Or

What information does this graph give a student?

(Insert graph)

14. What is one purpose of a table of contents?

15. What would most likely be read in a caption under a picture of [subject]?

Grade Level Accumulation Literary Devices as stated in the GLE’s:
(See Glossary for definitions and examples)
3rd grade: simile, alliteration, onomatopoeia*
4th grade: + metaphor, alliterative sentences
5th grade: + personification, idiom*, humor*

*Currently not assessed. Not all terms listed are assessed at grade level introduced, but could be tested at a later grade level.
### Analysis 07
**Compare and contrast using elements of the text(s)**

(Reading GLEs 2.3.1, 2.4.5, 2.4.6) Formerly LA 07 & IA 17

<table>
<thead>
<tr>
<th>Question</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which sentence tells how (two characters/subj.) in the story/selection/section/poem are alike/different?</td>
<td></td>
</tr>
<tr>
<td>2. How is (character) different from (another character) in the story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>3. According to the story/selection/section/poem, which sentence tells how (character/subj.) is different from (another character/subj.)?</td>
<td><strong>NOTE:</strong> This may be used as a linking item.</td>
</tr>
<tr>
<td>4. How do (character’s) feelings about (subj.) compare to the author’s/poet’s feelings about (same subj.)?</td>
<td><strong>NOTE:</strong> This may be used as a linking item.</td>
</tr>
<tr>
<td>5. How are (subj.) in the story/selection/section/poem and (subj.) in the story/selection/section/poem alike/different?</td>
<td></td>
</tr>
<tr>
<td>6. Look at the (diagram) below. It tells about (subj.) and (subj.). Which of these belongs in the blank?</td>
<td><strong>(Insert diagram)</strong></td>
</tr>
<tr>
<td>7. Which two characters/subj./ideas/topics are compared in the story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>8. Which sentence tells how (two pieces of information in the story/selection/section/poem) are alike/different?</td>
<td></td>
</tr>
<tr>
<td>9. What is the main difference/similarity between (information from both selections/sections)?</td>
<td><strong>NOTE:</strong> This may be used as a linking item.</td>
</tr>
<tr>
<td>10. How are (subj. 1) and (subj. 2) from the two stories/selections/sections/poems alike/different?</td>
<td><strong>NOTE:</strong> This may be used as a linking item.</td>
</tr>
<tr>
<td>11. How are (subj. 1) in the first story/selection/section/poem and (subj. 2) in the second story/selection/section/poem different/similar?</td>
<td><strong>NOTE:</strong> This may be used as a linking item.</td>
</tr>
</tbody>
</table>

Continued on following page.
### Stand-Alone Item

12. Read the steps to make (subject).

   *(Insert steps)*

   How are steps (number) and (number) alike/different

### Analysis 08

**Make connections (cause and effect) within a text**

*(Reading GLE 2.3.1) Formerly LA 08 & IA 18*

1. Which sentence explains why (event) happens in the story/selection/section/poem?
2. According to the story/selection/section/poem, what happens when (action)?
3. According to the story/selection/section/poem, why does (character/subject) decide to (action)?
4. Which sentence best describes (character’s/subject’s) response to (another character’s/subject’s action) in the story/selection/section/poem?
5. According to the story/selection/section/poem, what made (character/subject) want to (perform certain action)?
6. Why does (character/subject) (action)?
7. Why does (character/subject) want to (action)?
### Elementary Multiple Choice

**Analysis 09**  
**Analyze usefulness of resources**  
*(Reading GLEs 2.3.2, 3.1.1)*  
NEW

1. Which statement/detail/idea from the story/selection/section/poem is least important and can be deleted?
2. Which of these resources* would probably give the best information about (subject)?
3. Which of these resources* would be the best source for a presentation on (subject)?
4. These are some resources* that were used in writing the story/selection/section/poem. Which provides the most information about (subject)?

#### Stand-Alone Items

5. Which fact from a book/article about (topic) would be the best to include in a report about (topic)?
6. (Subject) is writing a report about (topic). Which of these books would be the best source* of information for her/his paper?
7. (Subject) is writing a report about (topic). Which of these would be the least helpful source* of information?
8. Which (source*) is the best source of information for a student researching (topic)?
9. (Subject) has chosen (topic) as the topic for his/her research paper. Which of these books would be the best source* of information for his/her paper?
10. (Subject) wants to learn more about (topic) for a report he/she is giving in class. Which of these would best help him/her prepare for his/her presentation?
11. Which resource* would give the best information for (topic)?

---

*Resources/sources (grade level dependent) might include: library materials (dictionary/thesaurus/encyclopedia), internet materials, atlases, newspapers, magazines, memos, directories, schedules, advertisements, websites, catalogs, yellow pages, consumer reports, technical manuals, forms, pamphlets, book excerpts, research summaries, scientific and trade journals.
Analysis 10
Analyze author’s purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences

(Reading GLEs 2.4.2, 2.4.3, 2.4.4) Formerly LA 09 & IA 19

1. What is most likely the author’s purpose for writing the story/selection/section/poem?

2. Which sentence from the story/selection/section/poem is an opinion/fact?
   OR
   What information from the selection/section is based on an opinion/fact?

   **NOTE:** Answer choices should be direct quotes from the text and within quotation marks.

3. Which opinion can be supported with information from the story/selection/section/poem?
   **NOTE:** Each statement must be an opinion. Use with 4th and 5th grade only.

4. Which sentence best states the author’s/poet’s purpose for writing the story/selection/section/poem?

5. Which word/sentence best describes the author’s/poet’s attitude/feelings about [subject] in the story/selection/section/poem?

6. Why does the author most likely use [word] instead of [word] in paragraph [number]?

7. Why does the author describe [detail from the story/selection/section/poem]?

8. Why does the author include [literary/stylistic device] in the story/selection/section/poem?

9. Why does the author include (“quote from the story/selection/section/poem”) from the section titled, [Heading] of the story/selection/poem?

10. Why does the author write (“quote from story/selection/section/poem”) in this way?

11. Why does the author compare [subject] and [subject]?

**Stand-Alone Items**

12. Which statement is an opinion/fact?

   Continued on following page.
13. Read the poster/paragraph.

What is the author’s purpose for making/writing this poster/paragraph?

(insert poster/paragraph)

Examples of author’s purpose: To persuade, to entertain, to inform, to describe, to explain, to demonstrate, to suggest, to tell the reader about (subject).
### Analysis 11

Extend information beyond text—make generalizations beyond the text to a broader idea or concept

*Reading GLEs 2.4.1, 2.4.5*  Formerly LA 10 & IA 20

<table>
<thead>
<tr>
<th>Question</th>
<th>Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Who might benefit most from reading this story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>2. Based on the information in the story/selection/section/poem, which conclusion can the reader draw about character/event/idea/concept?</td>
<td><strong>NOTE:</strong> Use with 5th grade only.</td>
</tr>
<tr>
<td>3. What is an important lesson from the story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>4. What advice would [character/author] most likely give to [character]?</td>
<td></td>
</tr>
<tr>
<td>5. Who would find the information in the story/selection/section/poem most useful?</td>
<td></td>
</tr>
<tr>
<td>6. Based on information in the story/selection/section/poem, what would happen if [action]?</td>
<td><strong>NOTE:</strong> Help students draw a conclusion.</td>
</tr>
<tr>
<td>7. What do you think would most likely happen if more people read this story/selection/section/poem and learned more about [subject]?</td>
<td></td>
</tr>
<tr>
<td>8. Which book might include this story/selection/section/poem?</td>
<td></td>
</tr>
<tr>
<td>9. What advice would the [character/author] give to [character]?</td>
<td></td>
</tr>
<tr>
<td>10. When is it a good idea to [action]?</td>
<td></td>
</tr>
<tr>
<td>11. After several years have passed, what will be the author’s next goal?</td>
<td></td>
</tr>
<tr>
<td>12. What plan/project/group would find information in this selection useful?</td>
<td></td>
</tr>
</tbody>
</table>
Elementary Completion
Completion (CP)

Completion items can be connected to a passage or stand-alone. Students are asked to answer by either filing in the blank or completing a graphic organizer. Completion items should be written with limited (preferably only one) correct answers.

Example stem from Comprehension 02:

4. Read the chart below. Write/Give/Provide another detail from the story/selection/section/poem that supports the summarizing statement from the story/selection/section/poem.

6. Read the chart below. Provide another detail from the selection that supports the summarizing statement from the *When will Reading Buddies meet?* section.

**Summarizing Statement:**
Reading Buddies who have their parents’ approval will be transported to and from the elementary school on Tuesdays.

**Detail 1:**
Reading Buddy activities will last approximately one hour.

**Detail 2:**
Return the application and permission slip to Mrs. Perez in the front office by September 10.

**Detail 3:**
_________________________________
_________________________________
_________________________________

This example is from the 2010 Grade 6 Released Materials.
Comprehension 01
Demonstrate understanding of theme/message/main or major idea and supporting details

(Reading GLE 2.1.3) Formerly LC 01 & IC 11

1. The theme/message/main idea of the story/selection/section/poem is (insert blank line).

2. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in a main idea for the details.

   (Insert chart/table)

3. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in one more/another detail that supports the main idea.

   (Insert chart/table)

4. Read the chart/table below. Use information from the selection/section to write/give/fill in one detail that belongs in the empty box.

   (Insert chart/table)

5. Step (number) from the section titled, (Heading) tells the reader how to (insert blank line).

Examples of charts:
Comprehension 02
Summarize with evidence from the text
(Reading GLE 2.1.7) Formerly LC 02 & IC 12

1. Use information from the story/selection/section/poem to write/give/fill in a summary statement for the section titled, (Heading).

   (Insert blank line)

   **NOTE:** Use with 5th grade only.

2. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in one (main event/detail) to complete the summary.

   (Insert chart/table)

3. Read the chart below. Use the details from the chart to write/give/fill in a summary statement.

   (Insert chart)

4. Read the chart below. Write/Give/Fill in another detail from the story/selection/section/poem that supports the summarizing statement from the story/selection/section/poem

   (Insert chart)
Comprehension 03  
Make or confirm inferences or predictions based on the text  
(Reading GLE 2.1.5)  Former LC 03 & IC 13

1. Based on information in the story/selection/section/poem, what will happen when/if (information from story/selection/section/poem)?

(Insert blank line)

NOTE: This stem is not cause/effect.

2. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in another detail to support the inference/prediction.

(Insert chart/table)

Example of chart:

```
[Diagram of a simple tree structure with three boxes at the bottom and one box at the top connected by lines.]
```
Comprehension 04
Understand and apply content vocabulary critical to the meaning of the text

(Reading GLE 1.3.2, 1.2.2) Formerly LC 04 & IC 14

1. Which word from line(s)/paragraph (number) of the story/selection/section/poem means (synonym for word from line(s)/paragraph (number)?

(Insert blank line)

2. Read the thesaurus entry below.

<table>
<thead>
<tr>
<th>Word</th>
<th>(part of speech)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Synonym one.</td>
</tr>
<tr>
<td></td>
<td>2. Synonym two.</td>
</tr>
<tr>
<td></td>
<td>3. Synonym three.</td>
</tr>
</tbody>
</table>

(Word used in a sentence)

Which word from the thesaurus entry could replace word in the above sentence?

NOTE: Use with 5th grade only.
Comprehension 05
Order steps, sequence, and/or events/process from the text

[Reading GLE 2.2.1] Formerly LC 05 & IC 15

1. The chart/table below shows the order in which (an event/events) happen in the story/selection/section/poem. Write/Give/Fill in a detail from the story/selection/section/poem to complete the order of events.

   (Insert chart/table)

2. Use information from the story/selection/section/poem to write/give/fill in the empty box with one detail to complete the order of events.

Example of chart:

```
    ▼
   ▼
   ▼
```

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<table>
<thead>
<tr>
<th>Literary Analysis 06</th>
<th>Informational Analysis 06</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of authors’ use of literary elements (character,</td>
<td>Demonstrate understanding of authors’ use of text features (titles, headings,</td>
</tr>
<tr>
<td>setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration,</td>
<td>captions, maps, charts, tables, graphs, pull-down menus, etc.) (Reading GLE 2.2.2,</td>
</tr>
<tr>
<td>personification, etc.)</td>
<td>Formerly LA 06)</td>
</tr>
<tr>
<td>(Reading GLEs 2.2.2, 2.2.3, 2.3.3) Formerly LA 06</td>
<td>(Reading GLE 2.2.2) Formerly IA 16</td>
</tr>
<tr>
<td>1. The setting of the story/selection/section/poem is [insert blank line].</td>
<td>1. Read the sentence below. (State sentence in bold)</td>
</tr>
<tr>
<td>NOTE: Narrow setting to a specific section or topic within the story/selection/</td>
<td>In which section/under which heading would the author have included the sentence?</td>
</tr>
<tr>
<td>section/poem.</td>
<td>(Insert blank line)</td>
</tr>
<tr>
<td>2. Read the chart/table below. Use information from the story/selection/section/</td>
<td>2. Write/Give/Fill in a problem/solution from the selection/section that is supported</td>
</tr>
<tr>
<td>poem to write/give/fill in the empty box with the name of the character who</td>
<td>by the given problem/solution. (State problem/solution in bold)</td>
</tr>
<tr>
<td>completes the chart.</td>
<td>(Insert blank line)</td>
</tr>
<tr>
<td>(Insert chart/table)</td>
<td>3. Read the timeline. Use information from the selection/section to write/give/fill in</td>
</tr>
<tr>
<td>3. Write/Give/Fill in a problem/solution from the story/selection/section/poem</td>
<td>the empty box with one detail that completes the timeline. (Insert timeline)</td>
</tr>
<tr>
<td>that is supported by the given problem/solution.</td>
<td>4. Under which heading would you find (information found under a specific heading)?</td>
</tr>
<tr>
<td>(Insert chart/table)</td>
<td>(Insert blank line)</td>
</tr>
<tr>
<td>4. Read this sentence.</td>
<td>5. Under which heading from the selection/section could the author have included (sentence)?</td>
</tr>
<tr>
<td>(State sentence from story/selection/section/poem in bold)</td>
<td>(Insert blank line)</td>
</tr>
<tr>
<td>In this sentence the author uses simile/metaphor to compare __________ to ________.</td>
<td>5. Under which heading from the selection/section could the author have included (sentence)?</td>
</tr>
<tr>
<td>5. Which phrase shows (literary element in the story/selection/section/poem)?</td>
<td>(Insert blank line)</td>
</tr>
</tbody>
</table>

Continued on following page.
**Elementary Completion**

### Stand-Alone Items

7. What is being compared using (literary device)? (Insert blank line)

8. Read the sentence.

   (Insert a sentence)

   Complete the sentence with a word that shows a simile/metaphor.

### Examples of charts:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Grade Level Accumulation Literary Devices as stated in the GLE's:

(See Glossary for definitions and examples)

- **3rd grade:** simile, alliteration, onomatopoeia*
- **4th grade:** + metaphor, alliterative sentences
- **5th grade:** + personification, idiom*, humor*

*Currently not assessed.

Not all terms listed are assessed at grade level introduced, but could be tested at a later grade level.
Analysis 07
Compare and contrast using elements of the text(s)
(Reading GLEs 2.3.1, 2.4.5, 2.4.6) Formerly LA 07 & IA 17

1. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in one detail that shows another difference/similarity.
   (Insert chart*/table)

2. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in a similarity/difference between two details.
   (Insert chart*/table)

3. The author uses (two or more items from the story/selection/section/poem) to compare (insert blank line).

4. Complete/Write/Give/Fill in the detail on the lines below that shows how (information from the story/selection/section/poem is similar/different).
   (Insert blank line)

Stand-Alone Item

5. Read the poster/flyer/invitation.
   (Insert poster/flyer/invitation)

   Complete the comparison by filling in the chart/diagram.
   (Insert chart/diagram)

Continued on following page.
# Elementary Completion

Examples of T-charts* and a Venn Diagram:

*1. Bulleted details must align.

<table>
<thead>
<tr>
<th>Ben’s Favorite</th>
<th>Sarah’s Favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bananas</td>
<td>• Grapes</td>
</tr>
<tr>
<td>• Baseball</td>
<td>• Basketball</td>
</tr>
<tr>
<td>• Winter</td>
<td>(_________)</td>
</tr>
</tbody>
</table>

OR

*2. If the blank detail does not align, it becomes its own bullet.

<table>
<thead>
<tr>
<th>Ben’s Favorite</th>
<th>Sarah’s Favorite</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Bananas</td>
<td>• Grapes</td>
</tr>
<tr>
<td>• Baseball</td>
<td>• Basketball</td>
</tr>
<tr>
<td>• Winter</td>
<td>• Summer</td>
</tr>
<tr>
<td>(_________)</td>
<td></td>
</tr>
</tbody>
</table>

- Ben’s Favorite
- Sarah’s Favorite

- Summer
- Movies

[Diagram of Venn Diagram]

---

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Analysis 08
Make connections (cause and effect) within a text
[Reading GLE 2.3.1] Formerly LA 08 & IA 18

1. Read the chart/table below. Use information from the story/selection/section/poem to write/give/fill in the cause for the given effect.

   (Insert chart/table)

2. Use information from the story/selection/section/poem to write/give/fill in a problem for solution/solution for problem.

   (Insert blank line)

   NOTE: This stem is event specific.

3. According to the story/selection/section/poem, what made (person/character in the selection/section) want to (perform certain action)?

   (Insert blank line)

Stand-Alone Item

4. Read the sentence below that includes a cause/effect.

   (Insert sentence)

   Write/Give/Fill in the cause/effect found in this sentence.

   NOTE: Use for grades 3 and 4 only.

Examples of charts:

- Common Cause
  - Effect #1
  - Effect #2

- For use with paired passages

- Cause → Effect
- Problem → Solution

- For use in charting
### Analysis 09

**Analyze usefulness of resources**

*Reading GLEs 2.3.2, 3.1.1*  
**NEW**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available</td>
<td></td>
</tr>
</tbody>
</table>

### Analysis 10

**Analyze author’s purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences**

*Reading GLEs 2.4.2, 2.4.3, 2.4.4*  
Formerly LA 09 & IA 19

1. The author wrote this story/selection/section/poem to show/explain how to (insert blank line).
2. After reading the story/selection/section/poem the reader may be persuaded to (insert blank line).
3. The author intended this story/selection/section/poem to be read by people interested in (insert blank line).
4. The author includes the section titled, *(Heading)*/line(s) (numbers) to show/explain (insert blank line).
5. After reading this story/selection/section/poem the reader may decide to (insert blank line).

**NOTE:** Make event specific.

6. The author includes the section titled, *(Heading)* to show/explain (insert blank line).
## Analysis 11

Extend information beyond text—make generalizations beyond the text to a broader idea or concept

[Reading GLEs 2.4.1, 2.4.5] Formerly LA 10 & IA 20

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not available</td>
<td></td>
</tr>
</tbody>
</table>
Elementary Short Answer
Short Answer (SA)

Students earn 0, 1 or 2 points on short answer questions and have 9 lines to complete their answer. An item-specific scoring rubric is developed for each short answer. Scoring rubrics are refined during range finding and used to score student answers on the operational assessment. When a short answer question has two parts, they may appear separately with lines following each part. This scaffolding is meant to encourage students to notice and answer both parts of the question. Please see following pages for an example of a scaffolded short answer stem.

The best way to understand how short answer questions work is to review our animated PowerPoint presentations which accompany the released and sample materials.
This example scaffold stem is from Analysis 11:

**11B** What do you think would be the best part of (character’s situation)? Include information from the story/selection/poem in your answer.

What do you think would be the worst part of (character’s situation)? Include information from the story/selection/poem in your answer.

**NOTE:** This scaffold item is 5 lines/5 lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides text-based information to identify the best part of (character’s situation) and the worst part of (character’s situation). Example:</td>
</tr>
</tbody>
</table>

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | A 1-point response provides text-based information to identify the best part of (character’s situation)  
   Or  
   Provides text-based information to identify the worst part of (character’s situation). |

Text-based information may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
3 What do you think would be the best part of being the cowboy in the poem? Include information from the poem in your answer.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

What do you think would be the worst part of being the cowboy in the poem? Include information from the poem in your answer.

__________________________________________________________________
__________________________________________________________________
__________________________________________________________________
__________________________________________________________________

2 A 2-point response provides text-based information to identify the best part of being a cowboy and the worst part of being a cowboy.
Example:
The best thing about being the cowboy is feeding the cows. The worst thing is having to get up early in the morning.

1 A 1-point response provides text-based information to identify the best part of being a cowboy
OR
Provides text-based information to identify the worst part of being a cowboy.

Text-based information may include, but is not limited to:

**Best part of being the cowboy / Worst part of being the cowboy**

A. He listens to the cat’s purr / strokes the cat / tousles the ears of his cowdog
B. He’s proud of his cows that produced these sons and daughters.
C. The herd needs him badly / he needs them too.
D. The cows are his reason for getting out of bed.
E. He gets up early in the morning.
F. Some folks wait until its warmer, he’s not that breed.
G. Snow crunches / cold air / icicles form on his moustache.

This example is from 2009 Grade 5 Sample Items
Elementary Short Answer

Literary Comprehension 01A  Formerly LC 01
Demonstrate understanding of theme/message/main idea and supporting details
(Reading GLE 2.1.3)

01A The story/selection/poem shows (theme/message/main idea). Write/Give two details from the story/selection/poem that support this theme/message/main idea.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details that show (theme/message/main idea).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that shows (theme/message/main idea).</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

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### Informational Comprehension 01A

**Formerly IC 11**

Demonstrate understanding of major ideas/main ideas and supporting details  
*(Reading GLE 2.1.3)*

**01A** The selection shows (major/main idea). Include **two** details from the selection that support this idea.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based details that show (major/main idea).</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that shows (major/main idea).</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

---

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Elementary Short Answer

Literary Comprehension 01B Formerly LC 01
Demonstrate understanding of theme/message/main idea and supporting details (Reading GLE 2.1.3)

01B Any of these titles could be another title for the story/selection/poem. Choose the title you think best fits the story/selection/poem.

(Title)
(Title)
(Title)

Support your choice with two details from the story/selection/poem.

Alternative: Each of these titles is appropriate for the story/selection/poem. Choose the title...

NOTE: Make sure titles capture the theme of the story/selection/poem.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies which title best fits the story/selection/poem, and provides two text-based details to support the choice. Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Title):</td>
<td>OR</td>
</tr>
<tr>
<td>(Title):</td>
<td>OR</td>
</tr>
<tr>
<td>(Title):</td>
<td>OR</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response states or implies which title best fits the story/selection/poem, and provides one text-based detail to support the choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>B.</td>
</tr>
<tr>
<td>C.</td>
<td>D.</td>
</tr>
<tr>
<td>E.</td>
<td>F.</td>
</tr>
<tr>
<td>G.</td>
<td>OR</td>
</tr>
</tbody>
</table>

*01BB Another title for the story might be (alternate title). Write/Give two details from the story that support this title.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states two text-based details to support the title Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response states one text-based detail to support the title.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
**Informational Comprehension 01B**  
Formerly IC 11

Demonstrate understanding of major ideas/main ideas and supporting details  
*Reading GLE 2.1.3*

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | A 2-point response states or implies which title best fits the selection, and provides two text-based details to support the choice.  
Examples:  
(Title):  
OR  
(Title):  
OR  
(Title): |
| 1     | A 1-point response states or implies which title best fits the selection, and provides one text-based detail to support the choice. |

**Note:** Make sure titles capture the main/major idea of the selection.

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

OR

**01BB** Another title for the selection/section might be (alternate title). Write/Give two details from the selection/section that support this title.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | A 2-point response states two text-based details to support the title  
Example:  
| 1     | A 1-point response states one text-based detail to support the title. |

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Literary Comprehension 01C

Demonstrate understanding of theme/message/main idea and supporting details
(Reading GLE 2.1.3)

01C What is the theme/message/main idea of the story/selection/poem? Support your answer with one example from the story/selection/poem.

**NOTE:** This item may appear scaffolded.

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response states a reasonable theme/message/main idea for the story/selection/poem, and provides one text-based example for support. Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A 1-point response states a reasonable theme/message/main idea from the story/selection/poem. OR Provides one text-based example that would support an appropriate theme/message/main idea.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Reasonable theme/message/main idea of the story/selection/poem may include, but are not limited to:
(List without bullet designations)

Text-based examples may include, but are not limited to:

A. 
B. 
C. 
D. 
E. 
F. 
G.
Informational Comprehension 01C  Formerly IC 11
Demonstrate understanding of major ideas/main ideas and supporting details
(Reading GLE 2.1.3)
Not Available
Elementary Short Answer

Literary Comprehension 02A
Formerly LC 02
Summarize with evidence from the text
(Reading GLE 2.1.7)

02A Write/Give a summary of the story/selection/poem/section. Include three main events from the story/selection/poem/section in your summary.

NOTE: Use of this stem may be limited with poems.

RUBRIC NOTE: Rubric must be built using main events; not retelling through minor details.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response accurately summarizes the story/selection/poem/section by including three main events from the story/selection/poem/section.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Provides a summarizing statement and two main events from the story/selection/poem/section.</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response partially summarizes the story/selection/poem/section by including one or two main events from the story/selection/poem/section.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Provides a summarizing statement and one main event from the story/selection/poem/section.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Provides a summarizing statement:</td>
</tr>
</tbody>
</table>

Summarizing statements may include, but are not limited to:
(List without bullet designations)

Text-based main events may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
02A Write/Give a summary of the selection/section. Include three important ideas/events from the selection/section in your summary.

NOTE: Must be built using main/major events; not retelling through minor details.

| 2 | A 2-point response accurately summarizes the selection/section by including three important ideas/events from the selection.  
Example: |
|---|---|
| OR | Provides a summarizing statement and two main important ideas/events from the selection.  
Example: |

| 1 | A 1-point response partially summarizes the selection/section by including one or two important ideas/events from the selection  
OR | Provides a summarizing statement and one important idea/event from the selection  
OR | Provides a summarizing statement |

Summarizing statements may include, but are not limited to:
(List without bullet designations)

Text-based important ideas/events may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Elementary Short Answer

Literary Comprehension 03A  Formerly LC 03
Make or confirm inferences or predictions based on the text
(Reading GLE 2.1.5)

03A  Based on the information in the story/selection/poem, what do you predict will most likely happen if (character) (action)? Include information from the story/selection/poem to support your prediction.

NOTE: This item may appear scaffolded.

| 2 | A 2-point response states a reasonable prediction about what will most likely happen if (character) (action) and provides text-based information to support the prediction. |
|   | Example: |

| 1 | A 1-point response states a reasonable prediction about what will most likely happen if (character) (action) OR Provides text-based information that would support a reasonable prediction. |

Reasonable predictions may include, but are not limited to: (List without bullet designations)

Text-based information may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response states a reasonable prediction about what will most likely happen if (event/action) and provides text-based information to support the prediction.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response states a reasonable prediction about what will most likely happen if (event/action). OR Provides text-based information that would support a reasonable prediction.</td>
</tr>
</tbody>
</table>

Reasonable predictions may include, but are not limited to: (List without bullet designations)

Text-based information may include, but is not limited to:

A.

B.

C.

D.

E.

F.

G.
### Literary Comprehension 03B  
Formerly LC 03

**Make or confirm inferences or predictions based on the text**  
*(Reading GLE 2.1.5)*

**03B**  
What is the most likely reason that (character) (action)? Include **two** details from the story/selection/poem in your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based details to demonstrate why (character) most likely (action).</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to demonstrate why (character) most likely (action).</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

- A.
- B.
- C.
- D.
- E.
- F.
- G.
03B Based on the information in the selection, why did (event/action) most likely happen? Include two details from the selection in your answer.

2 A 2-point response provides two text-based details to explain why (event/action) most likely happened.

Example:

1 A 1-point response provides one text-based detail to explain why (event/action) most likely happened.

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Literary Comprehension 03C  Formerly LC 03
Make or confirm inferences or predictions based on the text
(Reading GLE 2.1.5)

03C  What will (character) do now that (cite circumstances at end of story/selection/poem)? Support your prediction with information from the story/selection/poem.

NOTE: This item may appear scaffolded.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | A 2-point response states a reasonable prediction about what (character) will do now that (cite circumstances at end of story/selection/poem) and provides text-based information to support the prediction.  
Example: |

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | A 1-point response states a reasonable prediction about what (character) will do now that (cite circumstances at end of story/selection/poem)  
OR  
Provides text-based information that would support a reasonable prediction. |

Reasonable predictions may include, but are not limited to:  
(List without bullet designations)

Text-based information may include, but is not limited to:

A.
B.
C.
D.
E.
F.
G.
Informational Comprehension 03C  Formerly IC 13
Make or confirm inferences or predictions based on the text
(Reading GLE 2.1.5)

03C  Any of these words could describe (person/subject/event) in the selection. Choose the word you think best describes (person/subject/event) in the selection.

(Adjective)  (Adjective)  (Adjective)

Support your choice with two details from the selection.

NOTE: To ensure this is a true IC13 target, the adjectives must be inferences from the text.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies which word best describes (person/subject/event) in the selection, and provides two text-based details to support the choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples: (Adjective): OR (Adjective): OR (Adjective):</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response states or implies which word best describes (person/subject/event) in the selection, and provides one text-based detail to support the choice.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.   B.   C.   D.   E.   F.   G.   OR

*03CC  (Adjective) could describe (person/subject/event) in the selection. Support this with two details from the selection.

NOTE: To ensure this is a true IC13 target, the adjective must be an inference from the text.

| 2 | A 2-point response states two text-based details to support the adjective.                                                                                                                                 |
|    | Example:                                                                                                                                                                                                 |
| 1 | A 1-point response states one text-based detail to support the adjective.                                                                                                                                 |

Text-based details may include, but are not limited to:

A.   B.   C.   D.   E.   F.   G.   OR
**Elementary Short Answer**

**Literary Comprehension 03D** *Formerly LC 03*

**Make or confirm inferences or predictions based on the text**
*(Reading GLE 2.1.5)*

### 03D

What do you think (character) will do the next time he/she meets (another character)? Support your prediction with information from the story/selection/poem.

**NOTE:** This item may appear scaffolded.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states a reasonable prediction about what (character) will do the next time he/she meets (another character) and provides text-based information to support the prediction.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
</tbody>
</table>

| 1  | A 1-point response states a reasonable prediction about what (character) will do the next time he/she meets (another character) OR Provides text-based information that would support a reasonable prediction. |

Reasonable predictions may include, but are not limited to:

[List without bullet designations]

Text-based information may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Informational Comprehension 03D

Make or confirm inferences or predictions based on the text

(Reading GLE 2.1.5)

Not Available
### Elementary Short Answer

**Literary Comprehension 03E**
Formerly LC 03

Make or confirm inferences or predictions based on the text

*(Reading GLE 2.1.5)*

#### 03E

Explain how _____ was important to the author/poet/character. Support your answer with **two** details from the story/selection/poem.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details to explain how _____ was important to the author/poet/character.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to explain how _____ was important to the author/poet/character.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A. 
B. 
C. 
D. 
E. 
F. 
G.
Not Available
**Elementary Short Answer**

**Literary Comprehension 05A**  
*Formerly LC 05*

Order steps, sequence, and/or events from the text  
*(Reading GLE 2.2.1)*

05A  According to the story/selection/poem, what are **three** steps, in order, that (character) takes to (action)?

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response provides two text-based steps, in order, that the (character) takes to (action) OR Provides three text-based steps, not in order, that the (character) takes to (action).</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides three text-based steps, in order, that the (character) takes to (action).</td>
</tr>
</tbody>
</table>

**Example:**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides two text-based steps, in order, that the (character) takes to (action) OR Provides three text-based steps, not in order, that the (character) takes to (action).</td>
<td></td>
</tr>
</tbody>
</table>

Text-based steps may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
### Informational Comprehension 05A

**Formerly IC 15**

Order steps, sequence, and/or process from the text

*(Reading GLE 2.2.1)*

**05A** According to the selection, what are three steps, in order, ____ takes to *(action)*?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 1 | A 1-point response provides two text-based steps, in order, that ____ takes to *(action)*
|   | OR Provides three text-based steps, not in order, that ____ takes to *(action)*. |

Example:

2 A 2-point response provides three text-based steps, in order, that ____ takes to *(action)*.

Text-based steps may include, but are not limited to:

- A.
- B.
- C.
- D.
- E.
- F.
- G.
Elementary Short Answer

Literary Analysis 06A  Formerly LA 06

Demonstrate understanding of authors' use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)

(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

06A  Any of these words could describe (character) in the story/selection/poem. Choose the word you think best describes (character).

   (Adjective)  (Adjective)  (Adjective)

Support your choice with two details from the story/selection/poem.

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response states or implies which word best describes (character) in the story/selection/poem, and provides two text-based details to support the choice.</th>
</tr>
</thead>
</table>
| 2 | Examples:  
|    | (Adjective):  
|    | OR  
|    | (Adjective):  
|    | OR  
|    | (Adjective): |

1  A 1-point response states or implies which word best describes (character) in the story/selection/poem, and provides one text-based detail to support the choice.

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

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06A According to the (text feature) what are two ways that _____? Include information from the (text feature) in your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides information from the (text feature) to identify two ways that _____.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides information from the (text feature) to identify one way that _____.</td>
</tr>
</tbody>
</table>

Text-based information may include, but is not limited to:

A. 
B. 
C. 
D. 
E. 
F. 
G.
Elementary Short Answer

Literary Analysis 06B  
Demonstrate understanding of authors' use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)
**(Reading GLEs 2.2.2, 2.2.3, 2.3.3)**

**06B** What problem does [character] face? What is one step he/she takes to solve this problem? Include information from the story/selection/poem in your answer.

**NOTE:** This is a conflict/resolution stem. This scaffold item is 2 lines/7 lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides the following:</td>
</tr>
<tr>
<td></td>
<td>• A reasonable problem</td>
</tr>
<tr>
<td></td>
<td>• One text-based step</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one of the elements listed above.</td>
</tr>
</tbody>
</table>

Reasonable problems may include, but are not limited to:
(List without bullet designations)

Text-based steps may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
**Elementary Short Answer**

**Informational Analysis 06B**

Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)

*(Reading GLE 2.2.2)*

06B Explain two ways that (text feature) helps you understand/supports the selection. Include information from the (text feature) in your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides information from the (text feature) to identify two ways that (text feature) helps you understand the selection. Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides information from the (text feature) to identify one way that helps you understand the selection.</td>
</tr>
</tbody>
</table>

Text-based information may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Elementary Short Answer

Literary Analysis 06C  
Formerly LA 06

Demonstrate understanding of authors’ use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)

(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

06C How does (character) change in the story/selection/poem? Support your answer with information from the story/selection/poem.

NOTE: This stem is passage dependent. Make sure the item is a character driven item, not cause and effect. This item may appear scaffolded.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states how (character) changed and provides text-based information to support how (character) changed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response states how (character) changed OR Provides text-based information to support how (character) changed.</td>
</tr>
</tbody>
</table>

Reasonable character changes may include, but are not limited to:
(List without bullet designations)

Text-based information may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
## Informational Analysis 06C

Demonstrate understanding of authors' use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)

(Reading GLE 2.2.2)

06C Any of these headings could be used for paragraph/step (number)/section. Choose the heading that best fits the paragraph (number)/section.

(Heading)

(Heading)

(Heading)

Support your choice with **two** details from the selection/paragraph/step (number)/section.

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response states or implies which heading best fits the paragraph/step (number)/section, and provides two text-based details to support the choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>(Heading):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>(Heading):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>(Heading):</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>A 1-point response states or implies which heading best fits the paragraph/step (number)/section, and provides one text-based detail to support the choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

- A.
- B.
- C.
- D.
- E.
- F.
- G.
Elementary Short Answer

Literary Analysis 06D  Formerly LA 06
Demonstrate understanding of authors’ use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

06D  According to the story/selection/poem, describe how (character) feels about (character/event/issue). Support your answer with one detail from the story/selection/poem.

NOTE: This scaffold item is 2 lines/7 lines.

| 2 | A 2-point response provides the following: |
|   | • A reasonable feeling |
|   | • One text-based detail |

Example:

| 1 | A 1-point response provides one of the elements listed above. |

Reasonable feelings may include, but are not limited to:
(List without bullet designations)

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

**Informational Analysis 06D**  
Formerly IA 16

Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)

*(Reading GLE 2.2.2)*

Not Available
Elementary Short Answer

Literary Analysis 06E Formerly LA 06
Demonstrate understanding of authors' use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

*06E Based on the story/selection/poem, describe how (character) feels about (character/event/issue).

Support your answer with one detail from the story/selection/poem.

NOTE: This scaffold item is 2 lines/7 lines.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• A reasonable feeling</td>
</tr>
<tr>
<td></td>
<td>• One text-based detail</td>
</tr>
</tbody>
</table>

Example:

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response provides one of the elements listed above.</th>
</tr>
</thead>
</table>

Reasonable feelings may include, but are not limited to:
(List without bullet designations)

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

Informational Analysis 06E  Formerly IA 16

Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)

(Reading GLE 2.2.2)

Not Available
Elementary Short Answer

Literary Analysis 06F Formerly LA 06

Demonstrate understanding of authors' use of literary elements (character, setting, plot, genre, etc.) and literary devices (simile, metaphor, alliteration, personification, etc.)

(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

*06F (Character) in the story could be described as (adjective). Use two details from the story that support this description.

| 2 | A 2-point response provides text-based details that support the character described as (adjective). |
| 1 | A 1-point response provides text-based detail that supports the character described as (adjective). |

Example:

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Informational Analysis 06F  Formerly IA 16
Demonstrate understanding of authors’ use of text features (titles, headings, captions, maps, charts, tables, graphs, pull-down menus, etc.)
(Reading GLE 2.2.2)

Not Available
07A What are two differences/similarities between [character] and [character]? Include information from the story/selection/poem in your answer.

OR

What are two ways [2 characters or 2 pieces of information] are alike/different? Include information from the story/selection/poem in your answer.

NOTE: This may be used as a linking item.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides text-based information to identify two differences/similarities between [character/information] and [character/information].</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides text-based information to identify one difference/similarity between [character/information] and [character/information].</td>
</tr>
</tbody>
</table>

Text-based similarities/differences may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
07A What are two differences/similarities between (two pieces of information in the selection)? Include information from the selection in your answer.

OR

What are two ways (2 pieces of information) are alike/different? Include information from the selection in your answer.

NOTE: This may be used as a linking item.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides text-based information to identify two similarities/differences between (two pieces of information in the selection).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides text-based information to identify one similarity/difference between (two pieces of information in the selection).</td>
</tr>
</tbody>
</table>

Text-based similarities/differences may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

Example:
Elementary Short Answer

Literary Analysis 07B Formerly LA 07
Compare and contrast using elements of the text(s)
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

07B The author of (first story/selection/poem in a pair) states, “_____. “ Support this statement with two examples from (second story/selection/poem in a pair) that (demonstrate the idea in the statement).

NOTE: This may be used as a linking item. This item may appear scaffolded.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based examples from (the second story/selection/poem in a pair) that (demonstrate the idea in the statement).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
</tbody>
</table>

| 1 | A 1-point response provides one text-based example from (the second story/selection/poem in a pair) that (demonstrates the idea in the statement). |

Text-based may examples include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
**Informational Analysis 07B** Formerly IA 17

**Compare and contrast information presented within the text(s)**
*(Reading GLEs 2.3.1, 2.4.5, 2.4.6)*

07B  
The author of (first story/selection/poem of a pair) states “______.” Include two examples from (second story/selection/poem of a pair) that (demonstrate the idea in the statement).

**NOTE:** This may be used as a linking item. This item may appear scaffolded.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based examples from (the second story/selection/poem in a pair) that (demonstrate the idea in the statement).</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based example from (the second story/selection/poem in a pair) that (demonstrate the idea in the statement).</td>
</tr>
</tbody>
</table>

Text-based examples may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

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**Elementary Short Answer**

**Literary Analysis 07C**  
Formerly LA 07  
Compare and contrast using elements of the text(s)  
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

| 07C | How do (first author’s/poet’s) feelings from the first story/selection/poem about _____ compare to (second author’s/poet’s) feelings from the second story/selection/poem about _____? Include one detail from (first story/selection/poem) and one detail from (second story/selection/poem) in your answer. |

**NOTE:** This may be used as a linking item. This item may appear scaffolded.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides one text-based detail from (first story/selection/poem) and one text-based detail from (second story/selection/poem) to compare the (first author’s/poet’s) feelings about _____ and the (second author’s/poet’s) feelings about _____.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
</tbody>
</table>

| 1 | A 1-point response provides one text-based detail from (first story/selection/poem) to describe (first author’s/poet’s) feelings about _____  
OR  
Provides one text-based detail from the (second story/selection/poem) to describe the (second author’s/poet’s) feelings about ______. |

Text-based information from (first story/selection/poem) may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

Text-based information from (second story/selection/poem) may include, but is not limited to:

AA.  
BB.  
CC.  
DD.  
EE.  
FF.  
GG.
Informational Analysis 07C Formerly IA 17

Compare and contrast information presented within the text(s)
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

07C How do (first author’s /poet’s) feelings about _____ compare to (second author’s/poet’s) feelings about ____? Include one detail from (first story/selection/poem) and one detail from (second story/selection/poem) in your answer.

NOTE: This may be used as a linking item. This item may appear scaffolded.

A 2-point response provides one text-based detail from (first story/selection/poem) and one text-based detail from (second story/selection/poem) to compare (first author’s/subject’s/poet’s) feelings about ____ and (second author’s/subject’s/poet’s) feelings about ____.

Example:

| 2 | A 2-point response provides one text-based detail from (first story/selection/poem) and one text-based detail from (second story/selection/poem) to compare (first author’s/subject’s/poet’s) feelings about ____ and (second author’s/subject’s/poet’s) feelings about ____.

| 1 | A 1-point response provides one text-based detail from (first story/selection/poem) to describe (first author’s/subject’s/poet’s) feelings about ____

OR

Provides one text-based detail from (second story/selection/poem) to describe (second author’s/subject’s/poet’s) feelings about ____.

Text-based details from (first story/selection/poem) may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.

Text-based information from (second story/selection/poem) may include, but is not limited to:

AA.
BB.
CC.
DD.
EE.
FF.
GG.
Elementary Short Answer

Literary Analysis 07D  Formerly LA 07
Compare and contrast using elements of the text(s)
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

07D Compare how (character) feels before (action/event) to how (character) feels after (action/event). Support the feeling with information from the story/selection/poem.

NOTE: This is a passage dependent stem. Make sure the item is a compare/contrast, not cause and effect. This item may appear scaffolded.

| 2 | A 2-point response compares how (character) feels before (action/event) to how (character) feels after (action/event) and provides text-based information to support the feeling.
Example: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response compares how (character) feels before (action/event) to how (character) feels after (action/event). OR Provides text-based information to support the feeling.</td>
</tr>
</tbody>
</table>

Reasonable feelings may include, but are not limited to:
(List without bullet designations)

Text-based information may include, but is not limited to:

A.
B.
C.
D.
E.
F.
G.
Informational Analysis 07D Formerly IA 17

Compare and contrast information presented within the text(s)
(Reading GLEs 2.3.1, 2.4.5, 2.4.6)

Not Available
Literary Analysis 08A Formerly LA 08
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

08A Explain why (event) happened. Include two details from the story/selection/poem in your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based details to explain why (event) happened.</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to explain why (event) happened.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

Informational Analysis 08A  Formerly IA 18
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

08A Explain why (event) happened. Include two details from the selection in your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based details to explain why (event) happened.</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to explain why (event) happened.</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

**Literary Analysis 08B** Formerly LA 08

**Make connections (cause and effect) within a text**

(Reading GLE 2.3.1)

**08B** What problem does (character) experience in the story/selection/poem?

Write/Give one event that happens as a result of the problem. Include information from the story/selection/poem in your answer.

**NOTE:** This scaffold item is 2 lines/7 lines.

| 2 | A 2-point response provides the following: |
|   | • A reasonable problem |
|   | • One text-based resulting event |

**Example:**

| 1 | A 1-point response provides one of the elements listed above. |

Reasonable problems may include, but are not limited to:

(List without bullet designations)

Text-based events may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Elementary Short Answer

Informational Analysis 08B Formerly IA 18
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

08B What problem does (person) experience in the selection?

Write/Give one event that happens as a result of the problem. Include information from the selection in your answer.

NOTE: This scaffold item is 2 lines/7 lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides the following:</td>
</tr>
<tr>
<td></td>
<td>● A reasonable problem</td>
</tr>
<tr>
<td></td>
<td>● One text-based resulting event</td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one of the elements listed above.</td>
</tr>
</tbody>
</table>

Reasonable problems may include, but are not limited to:
(List without bullet designations)

Text-based events may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Literary Analysis 08C  Formerly LA 08
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

08C  What problem does (character) experience in the story/selection/poem?

Write/Give one event that helps the character solve the problem. Include information from the story/selection/poem in your answer.

NOTE: This scaffold item is 2 lines/7 lines.

| 2 | A 2-point response provides the following:
|   | • A reasonable problem
|   | • One text-based event

Example:

| 1 | A 1-point response provides one of the elements listed above.

Reasonable problems may include, but are not limited to:
(List without bullet designations)

Text-based events may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

Informational Analysis 08C  
Formerly IA 18
Make connections (cause and effect) within a text  
(Reading GLE 2.3.1)

08C  What problem does (person) experience in the selection?

Write/Give one event that helps the character solve the problem. Include information from the selection in your answer.

**NOTE:** This scaffold item is 2 lines/7 lines.

| 2 | A 2-point response provides the following: |
|   | • A reasonable problem |
|   | • One text-based event |
|   | Example: |

| 1 | A 1-point response provides one of the elements listed above. |

Reasonable problems may include, but are not limited to:  
(List without bullet designations)

Text-based events may include, but are not limited to:
- A.
- B.
- C.
- D.
- E.
- F.
- G.
Elementary Short Answer

Literary Analysis 08D  Formerly LA 08
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

Not Available
Informational Analysis 08D

Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

08D

What kinds of problems are connected to/with _____? Include one problem from each selection in your answer.

NOTE: This may be used as a linking item. This item may be scaffolded.

Or

What kinds of problems are connected to/with _____? Include two details from the selection in your answer.

2

A 2-point response provides one text-based problem connected to/with _____ from the (first selection) and one text-based problem associated with _____ from the (second story/selection/poem).

OR

A 2-point response provides two text-based details that support the problems connected to/with _____ from the story/selection/poem.

Example:

1

A 1-point response provides one text-based problem connected to/with _____ from the (first story/selection/poem)

OR

Provides one text-based detail that supports the problems connected to/with _____ from the story/selection/poem.

Text-based problems from (first story/selection/poem) may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.

Text-based information from (second story/selection/poem) may include, but is not limited to:

AA.
BB.
CC.
DD.
EE.
FF.
GG.
Elementary Short Answer

Literary Analysis 10A  

Analyze author’s purpose (including fact/opinion) and evaluate effectiveness for different audiences  
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

10A The author’s purpose for writing this story/selection/poem may have been to (inform about _____ / persuade the reader to _____ / tell about _____). Support this purpose with two details from the story/selection/poem.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details that show how the author (informs about _____ / persuades the reader to _____ / tells about _____). Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that shows how the author/poet (informs about _____ / persuades the reader to _____ / tells about _____).</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

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Elementary Short Answer

Informational Analysis 10A  Formerly IA 19
Analyze author’s purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

10A  The author’s purpose for writing the selection may have been to (inform about _____ /persuade the reader to _____). Support this purpose with two details from the selection.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details that show how the author’s purpose may have been to (inform about_____/persuade the reader to______).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that shows how the author’s purpose may have been to (inform about_____/persuade the reader to______).</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Literary Analysis 10B  
Formerly LA 09

Analyze author’s purpose (including fact/opinion) and evaluate effectiveness for different audiences  
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

10B  
Any of these phrases could identify the author's purpose for writing the story/selection/poem. Choose the phrase that best describes the author's purpose for writing the story/selection/poem.

<table>
<thead>
<tr>
<th>To (verb)</th>
<th>To (verb)</th>
<th>To (verb)</th>
</tr>
</thead>
</table>

Support your choice with two details from the story/selection/poem.

**NOTE:** Possible verb phrases include: To entertain, To describe and To inform.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies which phrase best describes the author’s purpose for writing the story/selection/poem, and provides two text-based details to support the choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>To (verb):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>To (verb):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>To (verb):</td>
</tr>
</tbody>
</table>

| 1 | A 1-point response states or implies which phrase best describes the author’s purpose for writing the story/selection/poem, and provides one text-based detail to support the choice. |

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
**Elementary Short Answer**

**Informational Analysis 10B** Formerly IA 19

Analyze author’s purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences

*(Reading GLEs 2.4.2, 2.4.3, 2.4.4)*

10B Any of these phrases could be used to identify the author’s purpose for writing the selection. Choose the phrase that best describes the author’s purpose.

To (verb)  To (verb)  To (verb)

Support your choice with two details from the selection.

**NOTE:** Possible verb phrases include: To entertain, To describe, and To inform.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies which phrase best describes the author’s purpose, and provides two text-based details to support the choice.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Examples:</td>
</tr>
<tr>
<td></td>
<td>To (verb):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>To (verb):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>To (verb):</td>
</tr>
</tbody>
</table>

| 1 | A 1-point response states or implies which phrase best describes the author’s purpose, and provides one text-based detail to support the choice. |

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

Literary Analysis 10C  Formerly LA 09
Analyze author’s purpose (including fact/opinion) and evaluate effectiveness for different audiences
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

10C The author of the story/selection/poem states, “______.” Do you agree with his/her statement? Support your answer with two details from the story/selection/poem.

NOTE: Use for 5th grade only.

NOTE: Use a statement from the passage which conveys an opinion.

2 A 2-point response states or implies agreement/disagreement with the statement and provides two text-based details to support agreement/disagreement.

Example: Yes, OR
Example: No, OR
Example: Yes and no

1 A 1-point response states or implies agreement/disagreement with the statement and provides one text-based detail to support agreement/disagreement.

Text-based details may include, but are not limited to:

A. 
B. 
C. 
D. 
E. 
F. 
G.
Informational Analysis 10C  Formerly IA 19

Analyze author's purpose (including distinguishing between fact and opinion) and evaluate effectiveness for different audiences  
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

10C The author of the selection states "_____." Do you agree with his/her statement? Support your answer with two details from the selection.

**NOTE:** Use for 5th grade only.

**NOTE:** Use a statement from the passage which conveys an opinion.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| **2** | A 2-point response states or implies agreement/disagreement with the statement and provides two text-based details to support agreement/disagreement.  
Example: Yes,  
OR  
Example: No,  
OR  
Example: Yes and no  |
| **1** | A 1-point response states or implies agreement/disagreement with the statement and provides one text-based detail to support agreement/disagreement.  |

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Elementary Short Answer

Literary Analysis 11A  Formerly LA 10
Extend information beyond text—make generalizations beyond the text to a broader idea or concept
(Reading GLEs 2.4.1, 2.4.5)

11A How might this story/selection/poem be useful to someone who wants to (do something related to the story/selection/poem)? Include two details from the story/selection/poem in your answer.

| 2 | A 2-point response provides two text-based details to show how the story/selection/poem would be useful to someone who wants to (do something related to the story/selection/poem). |
| 1 | A 1-point response provides one text-based detail to show how the story/selection/poem would be useful to someone who wants to (do something related to the story/selection/poem). |

Example:

Text-based details may include, but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

**Informational Analysis 11A** Formerly IA 20

Extend information beyond text—make generalizations beyond the text to a broader idea or concept *(Reading GLEs 2.4.1, 2.4.5)*

**11A** How might the selection be useful to someone who wants to (do something related to the selection)? Include **two** details from the selection in your answer.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details to show how the selection would be useful to someone who wants to (do something related to the selection).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to show how the selection would be useful to someone who wants to (do something related to the selection).</td>
</tr>
</tbody>
</table>

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

OR

**11AA** After reading the selection, what question could a student still have about (idea from selection)?

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides a reasonable question based on the selection and one text based detail to support the question.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
</tbody>
</table>
| 1 | A 1-point response provides one text based detail that supports the question  
Or  
A reasonable questions based on the selection |

Text-based details may include, but are not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.  

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Elementary Short Answer

Literary Analysis 11B  Formerly LA 10
Extend information beyond text—make generalizations beyond the text to a broader idea or concept
(Reading GLEs 2.4.1, 2.4.5)

11B What do you think would be the best part of (character’s situation)? Include information from the story/selection/poem in your answer.

What do you think would be the worst part of (character’s situation)? Include information from the story/selection/poem in your answer.

NOTE: This scaffold item is 5 lines/5 lines.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | A 2-point response provides text-based information to identify the best part of (character’s situation) and the worst part of (character’s situation).  
Example: |
| 1 | A 1-point response provides text-based information to identify the best part of (character’s situation)  
Or  
Provides text-based information to identify the worst part of (character’s situation). |

Text-based information may include, but is not limited to:

A.  
B.  
C.  
D.  
E.  
F.  
G.
Elementary Short Answer

Informational Analysis 11B  Formerly IA 20
Extend information beyond text—make generalizations beyond the text to a broader idea or concept
(Reading GLEs 2.4.1, 2.4.5)

11B If more people read this selection, and learned more about _____, what do you think would most likely happen? Include information from the selection in your answer.

NOTE: This scaffold item is 2 lines/7 lines.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states a reasonable conclusion about what most likely would happen, and provides text-based information that supports the conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response states a reasonable conclusion about what most likely would happen.</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Provides text-based information that supports the conclusion.</td>
</tr>
</tbody>
</table>

Reasonable conclusions may include, but are not limited to:
(List without bullet designations)

Text-based information may include, but is not limited to:

A.
B.
C.
D.
E.
F.
G.
Elementary Short Answer

Literary Analysis 11C  Formerly LA 10
Extend information beyond text—make generalizations beyond the text to a broader idea or concept
(Reading GLEs 2.4.1, 2.4.5)

Not Available
11C  People may want to convince others to ____ after reading the selection. Support this argument with two details from the selection.

NOTE: Must be passage dependent and avoid any bias/sensitivity issues.

NOTE: Use for 5th Grade only.

2  A 2-point response provides two text-based details to support people convincing others to ____.
Example:

1  A 1-point response provides one text-based detail to support people convincing others to ____.

Text-based details may include but are not limited to:

A.
B.
C.
D.
E.
F.
G.
Glossary
Reading Assessment Vocabulary

Although students are not expected to memorize these terms, they should become familiar with the language used on the state assessment. The terms in this glossary are either from the stem templates or the EALR’s, however, some of the terms defined in this glossary do not appear on the Measurements of Student Progress or the High School Proficiency Exam.
<table>
<thead>
<tr>
<th>Word</th>
<th>Strand</th>
<th>Target</th>
<th>Definition</th>
<th>Assessment Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main idea / Major idea</td>
<td>Comprehension</td>
<td>01</td>
<td>The gist of a passage, central thought; the chief topic of a passage expressed or implied in a word or phrase; a statement in sentence form which gives the stated or implied major topic.</td>
<td>What is the main idea of the story?</td>
</tr>
<tr>
<td>Theme / Message (literary specific)</td>
<td>Comprehension</td>
<td>01</td>
<td>A topic; a major idea broad enough to cover the entire scope of a literary work. The theme may be stated or implied; clues to the theme may be made concrete through the images, characterization, and action of the text.</td>
<td>The selection shows bravery. Provide two details from the selection that supports this idea.</td>
</tr>
<tr>
<td>Summary / Summarize</td>
<td>Comprehension</td>
<td>02</td>
<td>A synthesis of the important ideas in a text presented in a condensed form to determine what is important in the text. Summaries do not include students’ opinion of the reading.</td>
<td>Write a summary of the section <strong>Carl Starts A Business</strong>. Include three main events from the section in your answer.</td>
</tr>
<tr>
<td>Infer</td>
<td>Comprehension</td>
<td>03</td>
<td>To understand something not directly stated in the text by using past experience and knowledge combined with the text. The reasoning involved in drawing a conclusion or making a logical judgment on the basis of indirect evidence and prior conclusions rather than direct evidence from the text.</td>
<td>What is the most likely reason that Tameka creates art? Provide two details from the selection in your answer. Or Based on the information in the selection, what inference can the reader make about flying squirrels?</td>
</tr>
<tr>
<td>Predict</td>
<td>Comprehension</td>
<td>03</td>
<td>To foresee what might happen in a text based on a reader’s background knowledge or schema.</td>
<td>Predict what will most likely happen if the flying squirrels moved their home?</td>
</tr>
<tr>
<td>Synonym</td>
<td>Comprehension</td>
<td>04</td>
<td>A word having a similar meaning to the meaning of another word.</td>
<td>Which synonym could replace <strong>throw</strong> in the sentence below?</td>
</tr>
<tr>
<td>Sequence</td>
<td>Comprehension</td>
<td>05</td>
<td>The arrangement or ordering of information, content, or ideas; chronological.</td>
<td>What happens right before the vase breaks? Or Write, in order, three steps taken to make Lizzy a home.</td>
</tr>
<tr>
<td>Word</td>
<td>Strand</td>
<td>Target</td>
<td>Definition</td>
<td>Assessment Example</td>
</tr>
<tr>
<td>--------------------------</td>
<td>----------------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Metaphor</td>
<td>Analysis</td>
<td>06</td>
<td>A figure of speech that compares two things without using the word like or as and is used in place of a more literal description.</td>
<td>What two objects does the author compare using a metaphor?</td>
</tr>
<tr>
<td>Simile</td>
<td>Analysis</td>
<td>06</td>
<td>A figure of speech comparing two unlike things usually using like or as</td>
<td>Which sentence from the story shows an example of a simile?</td>
</tr>
<tr>
<td>Personify / personification</td>
<td>Analysis</td>
<td>06</td>
<td>A figure of speech in which nonhuman objects such as ideas, objects or animals, are given human characteristics.</td>
<td>What object does the poet personify?</td>
</tr>
<tr>
<td>Alliteration</td>
<td>Analysis</td>
<td>06</td>
<td>The repetition of the same sound, usually of a consonant, at the beginning of two or more words of a sentence or line of poetry.</td>
<td>Which sentence below uses alliteration?</td>
</tr>
<tr>
<td>Caption (text feature)</td>
<td>Analysis</td>
<td>06</td>
<td>A title, brief explanation, or description accompanying an illustration or picture.</td>
<td>According to the caption, which statement is true?</td>
</tr>
<tr>
<td>Heading (text feature)</td>
<td>Analysis</td>
<td>06</td>
<td>The title, sub-title or topic at the top or beginning of a section of text.</td>
<td>Which heading could the author have used for paragraph 4?</td>
</tr>
<tr>
<td>Text feature</td>
<td>Analysis</td>
<td>06</td>
<td>A characteristic of a particular type of text such as chapter titles, sub-headings and bold faced words created to assist the reader in finding and understanding information.</td>
<td>According to the map, which statement is true? Or Use information from the selection to complete this timeline.</td>
</tr>
<tr>
<td>Similarity</td>
<td>Analysis</td>
<td>07</td>
<td>The state or quality of being similar; resemblance or likeness</td>
<td>According to the selection, what is one similarity between Tameka and Harold? Provide information from the selection in your answer.</td>
</tr>
<tr>
<td>Difference</td>
<td>Analysis</td>
<td>07</td>
<td>The quality or condition of being unlike or dissimilar.</td>
<td>Which sentence tells how Tameka and Harold are different?</td>
</tr>
<tr>
<td>Compare</td>
<td>Analysis</td>
<td>07</td>
<td>To examine in order to observe or discover similarities or differences.</td>
<td>Which two ideas are compared in the story?</td>
</tr>
<tr>
<td>Solution / Solve</td>
<td>Analysis</td>
<td>08</td>
<td>The method or process of solving a problem.</td>
<td>When Toby realizes he forgot his lunch how does solve this problem?</td>
</tr>
<tr>
<td>Cause</td>
<td>Analysis</td>
<td>08</td>
<td>A person or thing that makes something happen or exist, or is responsible for something that happens.</td>
<td>Use information from the story to write the cause for the given effect.</td>
</tr>
<tr>
<td>Effect</td>
<td>Analysis</td>
<td>08</td>
<td>The outcome or direct result of an action caused by someone or something.</td>
<td>Use information from the story to write the effect for the given cause.</td>
</tr>
<tr>
<td>Word</td>
<td>Strand</td>
<td>Target</td>
<td>Definition</td>
<td>Assessment Example</td>
</tr>
<tr>
<td>---------------------------</td>
<td>----------</td>
<td>--------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Resource / Source</td>
<td>Analysis</td>
<td>09</td>
<td>Something that can be used as support or help / a person, organization, book, or other text that supplies information or evidence</td>
<td>Which of the resources would probably give the best information about state capitols?</td>
</tr>
<tr>
<td>Opinion</td>
<td>Analysis</td>
<td>10</td>
<td>A belief not based on absolute certainty or positive knowledge but on what seems true, valid, or probable to one’s own mind; judgment</td>
<td>Which sentence from the selection is an opinion?</td>
</tr>
<tr>
<td>Author’s Purpose</td>
<td>Analysis</td>
<td>10</td>
<td>The reason an author writes, such as to entertain, inform, or persuade.</td>
<td>What is most likely the author’s purpose for writing the story?</td>
</tr>
<tr>
<td>Conclusion (5th Grade)</td>
<td>Analysis</td>
<td>11</td>
<td>The last step in a reasoning process; a judgment, decision, or opinion formed after investigation or thought.</td>
<td>Based on the information in the poem, which conclusion can the reader draw about the old chair?</td>
</tr>
<tr>
<td>Generalize / Generalization</td>
<td>Analysis</td>
<td>11</td>
<td>Taking what is known and using it to make an inference about the nature of similar text. Understandings that can be supported by fact.</td>
<td>After reading the selection, which generalization can the reader make about flying squirrels?</td>
</tr>
<tr>
<td>Advice</td>
<td>Analysis</td>
<td>11</td>
<td>Opinion given as to what to do or how to handle a situation.</td>
<td>What advice would the author probably give to animal specialists?</td>
</tr>
</tbody>
</table>