Secondary Reading Assessment Templates

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

For Classroom Use
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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 Washington state teachers, 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. Before writing items, the committee receives training on the key elements of successful development of multiple choice, completion, stand-alone, and short answer items. Scoring rubrics are developed for the completion, stand-alone, and short answer 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 completion, stand-alone and short answer 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.

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The Development Cycle of the Washington State Reading Assessment

**Bias and Sensitivity 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 constructed-response items (completion, stand-alone, and short answer). 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, completion, stand-alone, and short answer items are 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 go through another review and rangefinding. This committee is also comprised of OSPI staff, educators, contractor staff, and scoring staff. The committee reviews and rangefinds operational constructed-response items, (completion, stand-alone, and short answer). 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 Rangefinding**
Final rangefinding for constructed-response items.

**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 Scoring**
Scoring of the assessment.

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

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Secondary Strands and Targets
# Grades 6 - High School Strands and Targets

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

## Strand Comprehension

### 4 Targets

1. **Demonstrate understanding of theme/message/main idea and supporting details**
   - [Reading GLE 2.1.3] Formerly *LC 01 & *IC 11
2. **Summarize with evidence from the text**
   - [Reading GLE 2.1.7] Formerly *LC 02 & *IC 12
3. **Make or confirm inferences or predictions based on the text**
   - [Reading GLE 2.1.5] Formerly *LC 03 & *IC 13
4. **Understand and apply content vocabulary critical to the meaning of the text**
   - [Reading GLE 1.3.2] Formerly *LC 04 & *IC 14

## Strand Analysis

### 4 Targets

5. **Lit Specific: Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; alliteration; personification; problem/resolution) and graphic elements**
   - [Reading GLEs 2.2.2, 2.2.3, 2.3.3] Formerly *LA 05

   **Info/Functional Specific: Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)**
   - [Reading GLE 2.2.2] Formerly *IA 15

6. **Compare and contrast using elements of the text(s)**
   - [Reading GLEs 2.3.1, 2.4.6] Formerly *LA 06 & *IA 16

7. **Make connections (cause and effect) within a text**
   - [Reading GLE 2.3.1] Formerly *LA 07 & *IA 17

8. **Analyze usefulness of resources**
   - [Reading GLEs 2.3.2, 3.1.1] New

## Strand Critical Thinking

### 3 Targets

9. **Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)**
   - [Reading GLEs 2.4.2, 2.4.3, 2.4.4] Formerly *LT 08 & *IT 18

10. **Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text**
    - [Reading GLEs 2.4.1, 2.4.5] Formerly *LT 09 & *IT 19

11. **Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)**
    - [Reading GLEs 2.4.1, 2.4.5] Formerly *LT 10 & *IT 20

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

## Informational Passages Include:
- Historical Documents
- Nonfiction Magazine/Newspaper Articles
- Excerpts/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
- *T: Critical Thinking Skill
- *#: Corresponds to the targeted skill

Example: LC 03 = Literary text (L), comprehension skill (C), infer/predict is the targeted skill (03)
Secondary Multiple Choice
## Secondary Multiple Choice

**Comprehension 01**
Demonstrate understanding of theme/message/main idea and supporting details

* Formerly *LC 01 & *IC 11

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which sentence best states the main theme/message/major/main idea of</td>
</tr>
<tr>
<td>the story/selection/section/poem/process?</td>
</tr>
<tr>
<td>2. What is the theme/message/major/main idea of the story/selection/section/poem/process/paragraph (number)?</td>
</tr>
<tr>
<td>3. What is the main idea of section/paragraph (number)?</td>
</tr>
<tr>
<td>4. Which title could be another title for the story/selection/section/poem/process?</td>
</tr>
<tr>
<td>5. What could be another title for the story/selection/section/poem/process?</td>
</tr>
<tr>
<td>6. Which question does paragraph (number) answer?</td>
</tr>
<tr>
<td>7. What is the theme/message/common/main idea between (story/selection/section/poem 1) and (story/selection/section/poem 2)?</td>
</tr>
<tr>
<td>8. Which of these pictures shows the main idea of step (number)?</td>
</tr>
<tr>
<td><strong>NOTE:</strong> Theme is not presented directly, but is a general underlying truth. Examples: Good versus evil; Love conquers all.</td>
</tr>
<tr>
<td>9. Which idea is best supported by information in the story/selection/section/poem/process?</td>
</tr>
</tbody>
</table>
## Comprehension 02
**Summarize with evidence from the text**

[Reading GLE 2.1.7] Formerly *LC 02 & *IC 12

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.</strong></td>
<td>Which sentence <strong>best</strong> summarizes the story/selection/section/poem/process?</td>
</tr>
<tr>
<td><strong>2.</strong></td>
<td>Which sentence summarizes story/selection/section/poem/process?</td>
</tr>
<tr>
<td><strong>3.</strong></td>
<td>Which detail(s) support the summarizing statement?</td>
</tr>
</tbody>
</table>

   *(Summarizing statement)*

| **4.** | Which paragraph **best** summarizes the story/selection/section/poem/process? |
| **5.** | Which of these pictures summarizes step (number)? |
Secondary Multiple Choice

Comprehension 03
Make or confirm inferences or predictions based on the text
[Reading GLE 2.1.5]  Formerly  LC 03 & IC 13

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

2. Based on the information in the story/selection/section/poem/process, what inference/assumption can the reader make about (topic)?

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

4. Based on the information in the story/selection/section/poem/process, what will most likely happen to (character/subject) after (cite circumstances at the end of the story/selection/section/poem/process)?

5. How does (character/subject) most likely react to ______?

6. How does (character's/subject's) life change at the end of the story/selection?

7. How did (character/selection) most likely feel when he/she did (action)?

   NOTE: Must be an inference.

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

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

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

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

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

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

12. Based on the information in the story/selection/section/poem/process, which sentence explains why (person/subject/event) is most likely to (action/occur)?

13. Why/what does step (number) most likely tell the reader to______?

14. Based on information in the story/selection/section/poem/process, what will most likely happen if/when (action)?
### Comprehension 04
Understand and apply content vocabulary critical to the meaning of the text

*Reading GLE 1.3.2*  Formerly *LC 04 & *IC 14

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the story/selection/section/poem?</td>
</tr>
<tr>
<td>2.</td>
<td>What is the meaning of the word/phrase (word/phrase in italics) as it is used in paragraph (number) of the section titled <strong>Section</strong>?</td>
</tr>
<tr>
<td>3.</td>
<td>Which word could the author have used in paragraph (number) instead of (vocabulary word/phrase) (word/phrase in italics)?</td>
</tr>
<tr>
<td>4.</td>
<td>The author describes (character/subject) as (vocabulary quoted from story/selection/section/poem) in paragraph (number). What does this mean?</td>
</tr>
</tbody>
</table>
| 5. | Which sentence matches word as it is used in paragraph (number)?  

**NOTE:** Vocabulary words are italicized. |
| 6. | The author uses the word/phrase (quote word/phrase) to describe (character/subject). What does this mean? |
### Secondary Multiple Choice

#### Literary Analysis 05

**Lit Specific:** Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; alliteration; personification; problem/resolution) and graphic elements

(Reading GLEs 2.2.2, 2.2.3, 2.3.3) Formerly *LA 05*

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the main conflict in the story/selection/poem?</td>
</tr>
<tr>
<td>2. Based on the story/selection/poem, which word best describes (character/setting)?</td>
</tr>
<tr>
<td>3. What object does the author/poet personify?</td>
</tr>
<tr>
<td>4. How does (character) feel about (character/idea/event)?</td>
</tr>
<tr>
<td>5. What object is personified in paragraph/line(s) (numbers)?</td>
</tr>
<tr>
<td>6. Which two objects does the author/poet compare using a simile/metaphor?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>7. Which word/phrase best describes how (character) feels when he/she (performs action)?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>8. How does (character) change in the story?</td>
</tr>
<tr>
<td>9. Which sentence best describes (character's) attitude toward (another character or activity)?</td>
</tr>
<tr>
<td>10. Which of the following words best describes the tone/setting of the story?</td>
</tr>
<tr>
<td>11. When (character) realizes (problem), how does he/she solve this problem?</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Continued on following page

#### Informational Analysis 05

**Info/Functional Specific:** Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)

(Reading GLE 2.2.2) Formerly *IA 15*

<table>
<thead>
<tr>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is the purpose of (text feature)?</td>
</tr>
<tr>
<td>2. According to (text feature), which statement is true?</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>3. What information does the (text feature) give the reader?</td>
</tr>
<tr>
<td>4. In which section/under which heading could the author have included the following sentence? (Sentence)</td>
</tr>
<tr>
<td>5. Which heading could the author have used for (paragraph number/s)?</td>
</tr>
<tr>
<td>6. How does (text feature) help the reader understand (concept in the passage)?</td>
</tr>
<tr>
<td>7. What does the information in the (text feature) suggest that readers should do?</td>
</tr>
<tr>
<td>8. In which section would you find information about (subject)?</td>
</tr>
<tr>
<td>9. Read the sentence, (Sentence) Under which heading/section should this sentence be added?</td>
</tr>
<tr>
<td>10. Which idea is included under the (Section)?</td>
</tr>
</tbody>
</table>

Continued on following page
### Secondary Multiple Choice

| 12. Which phrase/excerpt from the passage shows an example of a simile/metaphor? |
| 13. What figurative language does the author/poet use to compare/describe/etc. ____? |

| 11. Look at the picture. |
| (Insert image) |
| The author considered adding this picture to **Section**. Which caption would best fit the picture? |
| The author wanted to add this sentence: **Sentence**. Under which heading should this sentence be added? |

### Analysis 06

**Compare and contrast using elements of the text(s)**

(Reading GLEs 2.3.1, 2.4.6) Formerly *LA 06 & *IA 16

| 1. Which sentence tells how (two characters in the story/selection/poem or two pieces of information in the story/selection/section/process are similar/different? |
| 2. How are ____ in the story/selection/section/poem/process and ____ in the story/selection/section/poem/process similar/different? |
| 3. How do (character's/subject's) feeling about (subject) compare to the author's/poet's feeling about (same subject)? |
| 4. Which two (characters/objects/ideas/topics) are compared/does the author compare in the story/selection/section/poem/process? |
| 5. What is the main similarity/difference between (information from both sections/selections)? |
| 6. How are ____ and ____ from the two stories/selections/sections/poems/processes alike/different? |
| 7. How is the speaker's attitude different at the beginning than at the end of the story/selection/section/process? |
## Secondary Multiple Choice

### Analysis 07

**Make connections (cause and effect) within a text**  
[Reading GLE 2.3.1] Formerly *LA 07 & *IA 17

1. Which sentence best describes (character’s/subject) response to (another character/subject) in the story/selection/section/poem/process?  
2. Why does (character/subject) (action)?  
3. Why does (character/subject) decide to (action)?  
4. Which sentence explains why (event) happens in the story/selection/section/poem/process?  
5. According to the story/selection/section/poem/process, what happens when (action)?  
6. What made (character/subject) want to (perform certain action)?  
7. Why does (character/subject) (perform a certain action)?  
8. What problem does the (character/subject) face at the beginning/end of the story/selection/section/poem/process?  
9. Which sentence best explains why (event) happened?
## Secondary Multiple Choice

### Analysis 08

**Analyze usefulness of resources**  
[Reading GLEs 2.3.2, 3.1.1] New

1. Which statement is unimportant/irrelevant to the story/selection/section/poem/process and could be deleted?

2. Which sentence from paragraph (number) is unimportant/irrelevant and should be removed?

3. Which detail is unimportant/irrelevant to the **(Section)** and could be deleted?
   
   **NOTE:** Options may refer to one, two, or four sections.

4. Which of these sources would probably give the best information about **(topic)**?

5. Which would be the most reliable source for a presentation on **(topic)**?

6. These are some sources that were used in writing the story/selection/poem. Which source probably gave the best information about **(topic)**?
   
   **NOTE:** Sources should be a book title with a brief explanation or a web site with a brief explanation. See example below:

   Kara is writing a report about tea trade throughout history. Which of these books would be the best source of information?

   - A. Secrets of Tea — An outline of the household uses for tea and tea leaves
   - B. Healing Power of Tea — A listing of the many medical uses for tea throughout time
   - C. Tea from East to West — A survey of the politics associated with tea from ancient Asia to present day
   - D. Tea Time — An examination of how the practice of growing, harvesting, and processing tea has changed

7. Which of these sources could be used to verify the information in the selection/process?

8. Which book/chapter/title might include this story/selection/section/poem/process?
Critical Thinking 09
Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)
(Reading GLEs 2.4.2, 2.4.3, 2.4.4) Formerly *LT 08 & *LT 18

1. In paragraph (number) of the story/selection/poem, why does the author include (simile/metaphor/personification/alliteration)?

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

3. Which sentence from the story/selection/section/poem/process is an opinion/fact?

   NOTE: Preferably use only in biographies.

   NOTE: Answer choices taken directly from the text will appear in quotation marks.

4. Which word/sentence best describes the author’s/poet’s attitude/feeling about (topic) in the story/selection/section/poem/process?

5. What is the author’s purpose for writing the story/selection/section/poem/process?

   NOTE: Use:
   To persuade the reader ______.
   To entertain the reader ______.
   To inform the reader ______.
   To describe _____ to the reader.
   To explain _____ to the reader.
   To demonstrate _____ to the reader.

6. Which opinion can be supported with information from the story/selection/section/poem/process?

   NOTE: Each statement must be an opinion.

6. Why does the author describe (detail from the story/selection/section/poem/process)?

7. Why does the author include (stylistic device) in the story?

8. Why does the author most likely use the word word instead of the word word in paragraph (number)?

Continued on following page
### Secondary Multiple Choice

<table>
<thead>
<tr>
<th>Question</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. Part of the author’s purpose in writing this story/selection/section/poem/process is to _____. Which sentence from the story/selection/section/poem/process demonstrates this purpose?</td>
<td></td>
</tr>
<tr>
<td>10. Which pair of lines from story/selection/section/poem/process best reveals the author’s beliefs about (topic)?</td>
<td></td>
</tr>
<tr>
<td>11. Which word/sentence best describes the author’s attitude/feelings about (topic) in the story/selection/section/poem/process?</td>
<td></td>
</tr>
<tr>
<td>12. Why does the author include (quote) from (subject/excerpt) in the story/selection/section/poem/process?</td>
<td></td>
</tr>
<tr>
<td>13. Which opinion can be supported with information in the story/selection/section/poem/process?</td>
<td></td>
</tr>
<tr>
<td>14. Why does the author write this sentence (quote sentence from story/selection/section/poem/process) in this way?</td>
<td></td>
</tr>
<tr>
<td>15. Why does the author compare (object) to (object)?</td>
<td></td>
</tr>
<tr>
<td>16. What information from the story/selection/section/process is based on an opinion?</td>
<td></td>
</tr>
</tbody>
</table>
## Critical Thinking 10
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text

(Reading GLEs 2.4.1, 2.4.5) Formerly *LT 09 & *IT 19

<table>
<thead>
<tr>
<th>Question</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What is wrong with (character’s/subject’s) reasoning in the story/selection/section/poem/process?</td>
<td></td>
</tr>
<tr>
<td>2. Which statement is the most important conclusion the reader can draw from the story/selection/section/poem/process?</td>
<td><strong>NOTE:</strong> This is evaluating a conclusion.</td>
</tr>
<tr>
<td>3. Based on the information in the story/selection/section/poem/process, what is the most influential idea?</td>
<td></td>
</tr>
<tr>
<td>4. Based on the information in the story/selection/section/poem/process, what is the most important concept the author presents?</td>
<td></td>
</tr>
<tr>
<td>5. Is ____’s decision to ____ a good idea?</td>
<td><strong>NOTE:</strong> There must be 2 yes choices and 2 no choices.</td>
</tr>
</tbody>
</table>
## Secondary Multiple Choice

### Critical Thinking 11
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)

[Reading GLEs 2.4.1, 2.4.5] Formerly *LT 10 & IT 20*

<table>
<thead>
<tr>
<th>Question</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Based on the information in the story/selection/section/poem, which generalization can the reader make about (concept/event/idea)?</td>
<td>Based on the information in the story/selection/section/poem, which generalization can the reader make about (concept/event/idea)?</td>
</tr>
<tr>
<td>2. Based on the information in the story/selection/section/poem/process, which conclusion can the reader draw about (character/event/idea/concept)?</td>
<td>Based on the information in the story/selection/section/poem/process, which conclusion can the reader draw about (character/event/idea/concept)?</td>
</tr>
<tr>
<td>3. What is an important lesson from the story/selection/section/poem/process?</td>
<td>What is an important lesson from the story/selection/section/poem/process?</td>
</tr>
<tr>
<td>4. What advice would (character/author/subject) most likely/probably give to (character/people)?</td>
<td>What advice would (character/author/subject) most likely/probably give to (character/people)?</td>
</tr>
<tr>
<td>5. Based on the information in the story/selection/section/poem/process, which solution would help (situation outside of text)?</td>
<td>Based on the information in the story/selection/section/poem/process, which solution would help (situation outside of text)?</td>
</tr>
<tr>
<td>6. After reading this story/selection/section/poem/process, which generalization can the reader make about (information in story/selection/section/poem/process)?</td>
<td>After reading this story/selection/section/poem/process, which generalization can the reader make about (information in story/selection/section/poem/process)?</td>
</tr>
<tr>
<td>7. After several years have passed, what will most likely be the (author's/subject's) next goal?</td>
<td>After several years have passed, what will most likely be the (author's/subject's) next goal?</td>
</tr>
<tr>
<td>8. Which plan/project/association could use the information from the story/selection/section/poem/process?</td>
<td>Which plan/project/association could use the information from the story/selection/section/poem/process?</td>
</tr>
<tr>
<td>9. When is it probably a good idea to (action)?</td>
<td>When is it probably a good idea to (action)?</td>
</tr>
</tbody>
</table>
Secondary Completion
Comprehension 01
Demonstrate understanding of theme/message/main 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/process is _____.

   **NOTE:** Narrow theme/message to a specific section or topic.

2. Read the chart.

   Use information from the story/selection/section/poem/process to provide/give a main idea for the details.

   *(Insert chart)*

3. Read the chart.

   Use information from the story/selection/section/poem/process to provide/give another detail that supports the main idea.

   *(Insert chart)*

4. Step (number) tells the reader how to _____.

5. Step (number) from the section titled *(Section)* tells the reader how to _____.

---

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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/process to provide/give a summarizing statement.

2. Read the chart.
   Write a summarizing statement supported by the details provided.
   (Insert chart)

3. Read the chart.
   Use information from the story/selection/section/poem/process to provide/give another detail/main event that supports the summarizing statement.
   (Insert chart)
Comprehension 03
Make or confirm inferences or predictions based on the text

Reading GLE 2.1.5   Formerly  *LC 03 &  *IC 13

1. Read the chart.
   Provide/give an inference/assumption/prediction that is supported by the details.
   
   (Insert chart)

2. Read the chart.
   Use information from the story/selection/section/poem/process to provide/give another detail that supports the inference/assumption/prediction.
   
   (Insert chart)
Comprehension 04
Understand and apply content vocabulary critical to the meaning of the text
[Reading GLE 1.3.2] Formerly *LC 04 & *IC 14

1. Read the sentence below from paragraph (number) and provide a synonym for the word (word).

   (Sentence from the story/selection/section/poem/process)

   Synonym: _____

2. Which word from line(s)/paragraph (number) of the story/selection/section/poem/process means (synonym for word from line(s)/paragraph (number))?
**Secondary Completion**

<table>
<thead>
<tr>
<th><strong>Literary Analysis 05</strong></th>
<th><strong>Informational Analysis 05 Formerly IA 15</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; alliteration; personification; problem/resolution) and graphic elements</strong> ([Reading GLEs 2.2.2, 2.2.3, 2.3.3])</td>
<td><strong>Demonstrate understanding of text features (titles, headings, captions, maps, charts, tables, graphs and other information divisions)</strong> ([Reading GLEs 2.2.2])</td>
</tr>
</tbody>
</table>

1. The character can best be described as _____.
2. The setting/tone of the story/selection/poem is _____.
   - **NOTE:** Narrow tone to a specific section or topic within the story/selection/poem.
3. Which literary devise is being used in line(s)/paragraph (number)?
4. Read the chart.
   Use information from the story/selection/poem to fill in the empty box with the name of the character that correctly completes the chart.
   - **(Insert chart)**
   - **NOTE:** Must be character/plot specific.
5. Read the chart.
   Use information from the story/selection/poem to provide/give the solution for the problem/problem for the solution.
   - **(Insert chart)**
   - **NOTE:** Must be event specific.
6. Read this sentence.
   - **(Example sentence with a simile/metaphor/personification/alliteration/exaggeration)**
   In this sentence, the author uses simile/metaphor/personification/alliteration/exaggeration to _____.

Continued on following page
7. Using information from the story/selection/poem provide the problem for the solution.

8. The character’s perspective in the story/selection/poem is (first/third) person. Provide a text example that demonstrates this.
Secondary Completion

Analysis 06
Compare and contrast using elements of the text(s)
[Reading GLEs 2.3.1, 2.4.6] Formerly LA 06 & IA 16

1. Read the chart.
   Use information from the story/selection/section/poem/process to provide/give one detail/event that gives another similarity/difference.
   
   (Insert chart)

2. Read the chart.
   Use information from the story/selection/section/poem/process to provide/give the similarity/difference between the two details.
   
   (Insert chart)

3. Read the chart.

4. Use information from the story/selection/section/poem/process to give/provide another detail that shows how (information from story/selection/section/poem/process) is similar/different than (information from story/selection/section/poem/process).
   
   (Insert chart)

5. The author uses (topic(s) from the story/selection/section/poem/process) (and topic(s) from the story/selection/section/poem/process) to compare topic(s) from the story/selection/section/poem/process.

   Text showing comparison

   What is another comparison the author makes (refer to comparison in stem)?
Analysis 07
Make connections (cause and effect) within a text
[Reading GLE 2.3.1] Formerly *LA 07 & *IA 17

1. Read the chart.
   Use information from the story/selection/section/poem/process to provide/give the solution for the problem/problem for the solution.
   
   (Insert chart)
   
   NOTE: This stem is event specific.

2. Read the chart.
   Use information from story/selection/section/poem/process to provide/give the effect of the given cause. / Use information from the story/selection/section/poem/process to provide the cause of the given effect.
   
   (Insert chart)
## Analysis 08
### Analyze usefulness of resources
*Reading GLEs 2.3.2, 3.1.1* New

In development

## Critical Thinking 09
### Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)
*Reading GLEs 2.4.2, 2.4.3, 2.4.4* Formerly *LT 08 & MT 18

1. The author wrote the story/selection/section/poem/process to _____.
2. After reading the story/selection/section/poem/process the reader may be persuaded to _____.
3. The author most likely intended this story/selection/section/poem/process to be read by people interested in _____.
4. The author/text type of the story/selection/section/poem/process/functional type includes the *(section/line(s) (numbers))* to show/explain _____.
5. The author’s perspective in the story/selection/poem is *(first/third)* person. Provide an example from the text that demonstrates this.
# Secondary Completion

**Critical Thinking 10**  
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text  
(Reading GLEs 2.4.1, 2.4.5) Formerly *LT 09 & *IT 19

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The most important conclusion that a reader can draw about ______ is _____</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> Try to write so available answers are limited.</td>
<td></td>
</tr>
<tr>
<td>2. The most important conclusion that a reader can draw from paragraph(s) (number) is _____</td>
<td></td>
</tr>
<tr>
<td>3. The most important conclusion that a reader can draw is _____</td>
<td></td>
</tr>
<tr>
<td>4. Which event requires (idea)?</td>
<td></td>
</tr>
<tr>
<td>5. Which (event) would be most helpful to _____?</td>
<td></td>
</tr>
</tbody>
</table>

**Critical Thinking 11**  
Extend information beyond text. (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)  
(Reading GLEs 2.4.1, 2.4.5) Formerly *LT 10 & *IT 20

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. An important lesson from the story is _____</td>
<td></td>
</tr>
<tr>
<td>2. A generalization a reader can make about _____ is _____</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE:</strong> This item should be written as a complete generalization with a key piece from the text omitted that will be the answer.</td>
<td></td>
</tr>
</tbody>
</table>
Example rubrics

Example 1

| 1 | A 1-point response provides a text-based reasonable (main idea/major idea/theme/message/summarizing statement/inference/prediction/assumption/problem/feeling) to support the (details/information/steps/ideas/similarities/differences) provided.  
Example: |

Reasonable (main ideas/major ideas/themes/messages/summarizing statements/inferences/predictions/assumptions/problems/feelings) may include, but are not limited to:

(List without bullet designations)

Example 2

| 1 | A 1-point response provides a text-based (main idea/major idea/theme/message/summarizing statement/inference/prediction/assumption/problem/feeling) to support the (details/information/steps/ideas/similarities/differences) provided.  
Example: |

Text-based (details/information/steps/ideas/similarities/differences) may include, but are not limited to:

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

NOTE: 1. Select the appropriate term from each of the lists in parenthesis. 2. These example rubrics are not all inclusive, make adjustments based on the stem question. These examples may be copied and pasted into a Word document and then manipulated to fit specific needs.
Secondary Stand-Alone
Secondary Stand-Alone

General guidelines for stand-alone items:

When creating/generating text, length is dependent on grade level. For example, grades 3 through 5 would have 3-5 sentences, grades 6 through 8 would have 6-8 sentences and high school would have 8-10.

When using steps for a process (for example, a short recipe); the number and complexity of steps should vary by grade level.

NOTE: Stand-Alone items are written as multiple choice or completion
## Comprehension 01
**Demonstrate understanding of theme/message/main idea and supporting details**

*(Reading GLE 2.1.3) Formerly *LC 01 & *IC 11*

<table>
<thead>
<tr>
<th>1. What is the theme/message/main idea of the poster/advertisement/paragraph?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Image centered)</td>
</tr>
<tr>
<td>Or</td>
</tr>
<tr>
<td>(Paragraph)</td>
</tr>
</tbody>
</table>

## Comprehension 02
**Summarize with evidence from the text**

*(Reading GLE 2.1.7) Formerly *LC 02 & *IC 12*

<table>
<thead>
<tr>
<th>In development</th>
</tr>
</thead>
</table>
## Comprehension 03
Make or confirm inferences or predictions based on the text

**[Reading GLE 2.1.5](#)**  Formerly *LC 03 & *IC 13

1. Read the paragraph below.
   
   **(Paragraph)**
   
   What inference can the reader make about ____?

2. Read the story/selection/excerpt.
   
   **(Story/selection/excerpt)**
   
   Based on the story/selection/excerpt, predict how ____ will react to ____. 
Comprehension 04
Understand and apply content vocabulary critical to the meaning of the text
[Reading GLE 1.3.2] Formerly LC 04 & IC 14

1. Read the dictionary definition below.

**Word** (pronunciation) (part of speech) 1. Definition one. 2. Definition two. 3. Definition three. 4. Definition four.

*(Word used in a sentence)*

Which definition of word is used in the above sentence?

A. Definition 1  
B. Definition 2  
C. Definition 3  
D. Definition 4

2. Read the thesaurus entry below.

**Word** (part of speech) 1. Synonym one. 2. Synonym two. 3. Synonym three. 4. Synonym four.

*(Word used in a sentence)*

Which synonym could replace word in the sentence below?

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

3. Read the sentence below to answer the question.

*(Word used in a sentence)*

What does word mean?
## Literary Analysis 05

**Lit Specific:** Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; alliteration; personification; problem/resolution) and graphic elements

(Reading GLEs 2.2.2, 2.2.3, 2.3.3)  Formerly *LA 05

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Which sentence contains an example of a metaphor/simile/personification/alliteration?</td>
<td></td>
</tr>
<tr>
<td>2. (Sentence with literary element)</td>
<td></td>
</tr>
<tr>
<td>The above sentence is an example of _____.</td>
<td></td>
</tr>
<tr>
<td>3. Read the sentence.</td>
<td></td>
</tr>
<tr>
<td>(Sentence with literary element)</td>
<td></td>
</tr>
<tr>
<td>Choose the word that completes the sentence to show an example of simile/metaphor/alliteration/personification.</td>
<td></td>
</tr>
</tbody>
</table>

## Informational Analysis 05

**Info/Functional Specific:** Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)

(Reading GLE 2.2.2)  Formerly *IA 15

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What information would the reader find on a timeline about (topic)?</td>
<td></td>
</tr>
<tr>
<td>2. Read the table below.</td>
<td></td>
</tr>
<tr>
<td><strong>Table of Contents</strong></td>
<td></td>
</tr>
<tr>
<td>Which page/section/chapter would have information about (topic)?</td>
<td></td>
</tr>
<tr>
<td>3. Read the graph below.</td>
<td></td>
</tr>
<tr>
<td>What information does this graph give a student?</td>
<td></td>
</tr>
<tr>
<td>(Insert graph)</td>
<td></td>
</tr>
<tr>
<td>4. What information would be included in a caption about (topic)?</td>
<td></td>
</tr>
</tbody>
</table>
Analysis 06
Compare and contrast using elements of the text(s)
(Reading GLE 2.3.1, 2.4.6) Formerly *LA 06 & *TA 16

1. Read the poster/flyer/invitation.
   Compare ____ using the diagram below.

2. Read the steps to make ____.
   (Steps)
   How are steps (number) and (number) alike/different?

Diagram:

- Venn Diagram
- Grid

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## Analysis 07

Make connections (cause and effect) within a text

(Reading GLE 2.3.1) Formerly *LA 07 & *IA 17

1. Read the sentence below.

   *(Sentence)*

   What is the cause/effect in the sentence?

2. Read the paragraph below.

   *(Paragraph)*

   Use information from the paragraph to provide the effect/cause of the given cause/effect.

<table>
<thead>
<tr>
<th>Cause:</th>
<th>Effect:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Analysis 08 NEW
Analyze usefulness of resources
(Reading GLEs 3.1.1, 2.3.2)

1. ____has chosen (topic) as the topic for his/her research paper. Which of these books would be the best source of information for her/his paper?

2. ____is writing a report about (topic). Which of these would be the least/most reliable source of information?

3. Which fact from the book/article about (topic) would be the best to include in a report about (topic)?

4. Which of these websites would provide the most reliable information about (topic)?

Example:
Which of these websites would provide the most reliable information about the history of apples in Washington state?

A. Washington State Produce Directory
   The process from seed to harvest is a time consuming endeavor. Growers and shippers of Washington State apples and pears have a sizeable investment in this industry.
   Visit www.washingtonstateproduce*.org

B. Apples Online
   Discover the best types of apple seeds for your local environment with professional tips for planting and maintaining your tree to produce the maximum amount of fruit.
   Visit www.applesonline*.org

C. Washington Orchards
   Apples first found their way to Washington State in 1826 on a Hudson's Bay Company sailing vessel. Learn more about how other produce made it into the Northwest.
   Visit www.waorchards*.org

D. Welcome to Apple Country
   Apples come in many varieties. This site helps differentiate between types and their potential uses.
   Visit www.applecountry*.org
Critical Thinking 09
Analyze author's purpose and evaluate effectiveness for different audiences (includes fact/opinion; author's point of view, tone, and use of persuasive devices)
(Reading GLEs 2.4.2, 2.4.3, 2.4.4) Formerly *LT 08 & *IT 18

1. Look at the picture/poster.
   (Image centered)
   What tone/stylistic device/technique/opinion/point of view is being used?

2. Read the sentence below.
   (Sentence)
   "Sentence" is an example of _____.

3. Read the sentence below.
   (Sentence)
   Which persuasive device is being used?

4. Read the paragraph.
   (Paragraph)
   Which word best describes ____?
Critical Thinking 10
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text
(Reading GLEs 2.4.1, 2.4.5) Formerly *LT 09 & *IT 19

1. Look at the picture.
   (Image centered)
   What conclusion can be drawn about (concept from picture)?

2. Look at the advertisement/poster/picture.
   (Image centered)
   What is a reasonable conclusion the reader can draw from the advertisement/poster/picture?

Critical Thinking 11
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)
(Reading GLEs 2.4.1, 2.4.5) Formerly *LT 10 & *IT 20

1. What is a reasonable conclusion the reader can draw from the advertisement/poster/picture?
Secondary Short Answer
Literary Comprehension 01A
Demonstrate understanding of theme/message/main idea and supporting details
(Reading GLE 2.1.3)

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

NOTE: Make sure titles capture the theme of the selection.

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

2 A 2-point response provides two text-based details that show (major/main idea).

Example:

1 A 1-point response provides one text-based detail that shows (major/main idea).

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

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

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

01B Any/each 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)

Provide two details from the story/selection/poem to support your title.

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

01B Another title for the story might be “alternate title”. Provide two details from the story that support this title.

2 A 2-point response states or implies which title best fits the story/selection/poem, and provides two text-based details to support the title.

Examples:
(Title):
OR
(Title):
OR
(Title):

1 A 1-point response states or implies which title best fits the story/selection/poem, and provides 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.
01B Any/each of these titles could be another title for the selection. Choose the title you think best fits the selection.

(Title)
(Title)
(Title)

Provide two details from the selection to support your title.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></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 title.  
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 title. |

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

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

01B Another title for the selection might be “alternate title”. Provide two details from the selection that support this title.
Secondary Short Answer

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.

| 2 | 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: |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>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.</td>
</tr>
</tbody>
</table>

Reasonable themes/messages/main ideas 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

Demonstrate understanding of major ideas/main ideas and supporting details

(Reading GLE 2.1.3)

NA
Secondary Short Answer

Litery Comprehension 02A
Summarize with evidence from the text
(Reading GLE 2.1.7)

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

STEM NOTE: Use may be limited with poems.

RUBRIC NOTE: 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/section/process by including three main events from the story/selection/section/process. Example:</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR</td>
<td>Provides a summarizing statement and two main events from the story/selection/section/process. Example:</td>
</tr>
</tbody>
</table>

| 1 | A 1-point response partially summarizes the story/selection/section/process by including one or two main events from the story/selection/section/process. OR Provides a summarizing statement and one main event from the story/selection/section/process OR Provides a summarizing statement: |

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 a summary of the selection/section/process. Include three important ideas/events from the selection/section/process in your summary.

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
</table>
| 2     | A 2-point response accurately summarizes the selection/section/process 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/process 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.
**Secondary Short Answer**

**Literary Comprehension 02B**

Summarize with evidence from the text  
([Reading GLE 2.1.7](#))

*02B* Write a summary that shows/demonstrates (idea from first passage) by including three ideas/events from (second passage) in your summary.

| 2 | A 2-point response accurately summarizes the story/selection/section/process 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 story/selection/section/process 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 details may include, but are not limited to:

- A.
- B.
- C.
- D.
- E.
- F.
- G.
**Secondary Short Answer**

**Informational Comprehension 02B**

*Summarize with evidence from the text*

*(Reading GLE 2.1.7)*

*02B* Write a summary that shows/demonstrates ____ (passage 1) by including three details from ____ (passage 2). Include three main ideas/events from (passage 2) in your summary.

| 2 | A 2-point response accurately summarizes the selection/section/process 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/process 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 details may include, but are not limited to:

- A.
- B.
- C.
- D.
- E.
- F.
- G.
Literary Comprehension 03A

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

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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</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>1</td>
<td>A 1-point response provides one text-based detail to demonstrate why (character) most likely (action).</td>
</tr>
</tbody>
</table>

Example:

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

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

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

03A Based on the information in the selection, predict what will most likely happen if (event/action). Include information from the selection to support your prediction.

2 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.

Example:

1 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.

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

Make or confirm inferences or predictions based on the text

(*Reading GLE 2.1.5*)

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Example:</td>
</tr>
<tr>
<td>1</td>
<td>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.</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.
Secondary Short Answer

Informational Comprehension 03B
Make or confirm inferences or predictions based on the text
(Reading GLE 2.1.5)

03B Based on the information in the selection, why did (event/action) most likely happen/occur? Include two details from the selection to support 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.
Secondary Short Answer

Literary Comprehension 03C
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.

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:

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

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

(Adjective)  (Adjective)  (Adjective)

Provide two details from the selection to support your choice.

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:</td>
</tr>
<tr>
<td></td>
<td>(Adjective):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>(Adjective):</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>(Adjective):</td>
</tr>
</tbody>
</table>

| 1 | 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. |

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

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

**Literary Comprehension 03D**

*Make or confirm inferences or predictions based on the text*

(Reading GLE 2.1.5)

03D  Based on the information in the story/selection/poem, what inference/assumption can you make about (event/theme/character)? Include information from the story/selection/poem to support your inference/assumption.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | A 2-point response makes a reasonable inference/assumption about (event/theme/character) and provides text-based information to support the inference/assumption.  
Example: |
| 1 | A 1-point response makes a reasonable inference/assumption about (event/theme/character)  
OR  
Provides text-based information that would support a reasonable inference/assumption. |

Reasonable inferences/assumptions 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)

03D Based on the information in the selection, what inference/assumption can the reader make about (event/idea/character)? Include information from the selection to support your inference/assumption.

2 A 2-point response makes a reasonable inference/assumption about (event/idea/character) and provides text-based information to support the inference/assumption.
Example:

1 A 1-point response makes a reasonable inference/assumption about (event/idea/character) OR Provides text-based information that would support a reasonable inference/assumption.

Reasonable inferences/assumptions 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.
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></td>
<td>Example:</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.
**Secondary Short Answer**

**Informational Comprehension 03E**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>03E</strong></td>
<td>What experiences most likely influenced ____? Include two details from the selection in your answer.</td>
</tr>
</tbody>
</table>

| 2 | A 2-point response provides two text-based details to identify what experiences most likely influenced ____.
|   | Example: |

| 1 | A 1-point response provides one text-based detail to identify what experiences most likely influenced ____.

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

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

Literary Analysis 05A
Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements (Reading GLEs 2.2.2, 2.2.3, 2.3.3)

05A Any of these words could describe (character) in the story/selection/poem. Choose the word you think best describes (character).

(Adjective)  (Adjective)  (Adjective)

Provide two details from the story/selection/poem to support your choice.

<table>
<thead>
<tr>
<th>2</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>
|   | 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.
Informational Analysis 05A
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
(Reading GLEs 2.2.2)

05A According to (text feature), what are two ways that ____? Include information from (text feature) in your answer.

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

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

A. 
B. 
C. 
D. 
E. 
F. 
G.
### Secondary Short Answer

#### Literary Analysis 05B

Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements

*(Reading GLEs 2.2.2, 2.2.3, 2.3.3)*

**05B** What problem does (character) experience? What is one step he/she takes to solve this problem? Include information from the story/selection/poem in your answer.

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response provides all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- A reasonable problem</td>
</tr>
<tr>
<td></td>
<td>- One text-based step</td>
</tr>
</tbody>
</table>

**Example:**

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

Reasonable problems may include, but are not limited to:

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

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

**Informational Analysis 05B**
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
*(Reading GLEs 2.2.2)*

<table>
<thead>
<tr>
<th>05B</th>
<th>Explain two ways that (text feature) helps you understand the selection. Include information from (text feature) in your answer.</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.</td>
</tr>
<tr>
<td></td>
<td><strong>Example:</strong></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides information from the (text feature) to identify one way that (text feature) 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.
# Secondary Short Answer

## Literary Analysis 05C

Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements (Reading GLEs 2.2.2, 2.2.3, 2.3.3)

**05C** 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.

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

Reasonable character changes may include, but are not limited to:

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

A.  
B.  
C.  
D.  
E.  
F.  
G.
Informational Analysis 05C
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
(Reading GLEs 2.2.2)
NA
Secondary Short Answer

Literary Analysis 05D

Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements

(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

05D According to the story/selection/poem, describe how (character) feels about (character/event/issue). Provide one detail from the story/selection/poem to support your answer.

2 A 2-point response provides all of 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.
Secondary Short Answer

Informational Analysis 05D
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
(Reading GLEs 2.2.2)

NA
Literary Analysis 05E
Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements
(Reading GLEs 2.2.2, 2.2.3, 2.3.3)

05E How does (character’s action/trait) contribute to the conflict in the story/selection/poem? 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 how (character’s action/trait) contributes to the conflict in the story/selection/poem.</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 how (character’s action/trait) contributes to the conflict in the story/selection/poem.</td>
</tr>
</tbody>
</table>

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

A.
B.
C.
D.
E.
F.
G.
Informational Analysis 05E
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
(Reading GLEs 2.2.2)

NA
Secondary Short Answer

Literary Analysis 05F
Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements
*(Reading GLEs 2.2.2, 2.2.3, 2.3.3)*

*05F* The [character] in the story can best be described as ____. Provide two examples from the story/selection/poem that support this description.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two examples from the story/selection/poem to support the description.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one example from the story/selection/poem to support the description.</td>
</tr>
</tbody>
</table>

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

A.
B.
C.
D.
E.
F.
G.
Informational Analysis 05F
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
(Reading GLEs 2.2.2)
NA
### Literary Analysis 05G

Demonstrate understanding of literary elements and devices (genres; story elements such as plot, character and setting; simile; metaphor; personification; problem/resolution) and graphic elements

*(Reading GLEs 2.2.2, 2.2.3, 2.3.3)*

*05G* Any of these headings could describe paragraph (numbers) in the story/selection/poem. Choose the heading you think best describes paragraph (numbers).

(Heading)  (Heading)  (Heading)

Provide two details from the story/selection/poem to support your choice.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies which heading best describes paragraph (numbers) in 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>(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>1</th>
<th>A 1-point response states or implies which heading best describes paragraph (numbers) in the story/selection/poem, and provides one text-based detail to support the choice.</th>
</tr>
</thead>
</table>

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

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

### Examples:

(Heading):  
OR  
(Heading):  
OR  
(Heading):  

---

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Secondary Short Answer

Informational Analysis 05G
Demonstrate understanding of text features, (titles, headings, captions, maps, charts, tables, graphs and other information divisions)
(Reading GLEs 2.2.2)

NA
## Secondary Short Answer

### Literary Analysis 06A

Compare and contrast using elements of the text(s)

*(Reading GLE 2.3.1, 2.4.6)*

<table>
<thead>
<tr>
<th>06A</th>
<th>What are two similarities/differences between (character/event/idea) and (character/event/idea)? Include information from the story/selection/poem in your answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEACHING NOTE:</strong></td>
<td>Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides text-based information to identify two similarities/differences between (character/event/idea) and (character/event/idea).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Example:</td>
</tr>
</tbody>
</table>

| 1   | A 1-point response provides text-based information to identify one similarity/difference between (character/event/idea) and (character/event/idea). |

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

A.
B.
C.
D.
E.
F.
G.
06A What are two similarities/differences between (two pieces of information in the selection)? Include information from the selection in your answer.

TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

<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.
Secondary Short Answer

Literary Analysis 06B
Compare and contrast using elements of the text(s)
(Reading GLE 2.3.1, 2.4.6)

06B The author of (first story/selection/poem in a pair) states "_____." Provide two examples from (second story/selection/poem in the pair) that (demonstrate the idea in the statement).

NOTE: Use this stem for linking two passages together.

TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

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

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

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

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

**06B** The author of (first story/selection/poem of a pair) states “____.” Provide two examples from (second story/selection/poem of the pair) that (demonstrate idea in the statement).

**NOTE:** Use this stem for linking two passages together.

**TEACHING NOTE:** Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

<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>Example:</td>
<td></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 examples may include, but are not limited to:

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

Literary Analysis 06C
Compare and contrast using elements of the text(s)
(Reading GLE 2.3.1, 2.4.6)

06C 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: Use this stem for linking two passages together.

TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

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

| 1 | A 1-point response provides one text-based detail from the (first story/selection/poem) to describe the (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/poem’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 details from (second story/selection/poem) may include, but are not limited to:

AA.
BB.
CC.
DD.
EE.
FF.
GG.
06B 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:** Use this stem for linking two passages together.

**TEACHING NOTE:** Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

|   | 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: | |

|   | 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 details from (second selection) may include, but are not limited to:

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

Literary Analysis 06D

Compare and contrast using elements of the text(s)
(Reading GLE 2.3.1, 2.4.6)

TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

SCAFFOLDED

What is one way (character/event/object in first story/selection/poem) is like (character/event/object in second story/selection/poem)? Include information from [either story/selection/poem] in your answer.

What is one way (character/event/object in first story/selection/poem) is different from (character/event/object in second story/selection/poem)? Include information from [either story/selection/poem] in your answer.

NOTE: Do not repeat the titles in the tag lines. This is a 5-line x 5-line scaffolded item.

2

A 2-point response includes:
- One text-based way (character/event/object, etc. in first story/selection/poem) is like (character/event/object, etc. in second story/selection/poem)
- A text-based way (character/event/object, etc. in first story/selection/poem) is different (character/event/object, etc. in second story/selection/poem)

Example:

1

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

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

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

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

AA.
BB.
CC.
DD.
EE.
FF.
GG.

Example

06D What is one way (character/event/object in first story/selection/poem) is like (character/event/object in second story/selection/poem)? Include information from [either story/selection/poem] in your answer.

What is one way (character/event/object in first story/selection/poem) is different from (character/event/object in second story/selection/poem)? Include information from (either story/selection/poem) in your answer.
Secondary Short Answer

Informational Analysis 06D

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

TEACHING NOTE: Generic details gleaned from background or basic knowledge such as, "they are both girls," will not count as text-based details/information. Use specific text-based details/information found within the passage.

SCAFFOLDED

According to the selection, what is one similarity between ____ and ____? Provide information from the selection in your answer.

According to the selection, what is one difference between ____ and ____? Provide information from the selection in your answer.

2 A 2-point response includes the following elements:
   - One text-based similarity
   - One text-based difference

Example:

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

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

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

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

AA.
BB.
CC.
DD.
EE.
FF.
GG.

Example

06D According to the selection, what is one similarity between ____ and ____? Provide information from the selection in your answer.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

According to the selection, what is one difference between ____ and ____? Provide information from the selection in your answer.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________
Secondary Short Answer

Literary Analysis 06E
Compare and contrast using elements of the text(s)
(Reading GLE 2.3.1, 2.4.6)

NA
### Informational Analysis 06E

**Compare and contrast information presented within the text(s)**

**Teaching Note:** Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

#### SCAFFOLDED

**06E**  
What is one way (information in first story/selection/poem) is like (information in second story/selection/poem)? Include information from both selections in your answer.

OR

What is one way (information in first story/selection/poem) is different from the (information in second story/selection/poem)? Include information from both selections in your answer.

**NOTE:** Do not repeat titles in the tag lines of this 5-line x 5-line scaffolded item.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response includes the following elements:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One text-based way (information in first story/selection/poem) is like/different (information in second story/selection/poem)</td>
</tr>
<tr>
<td></td>
<td>• A second text-based way (information in first story/selection/poem) is like/different (information in second story/selection/poem)</td>
</tr>
</tbody>
</table>

**Example:**

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

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

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

### Example

**06E**  
What is one way (information in first story/selection/poem) is like (information in second story/selection/poem)? Include information from both selections in your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

OR

What is one way (information in first story/selection/poem) is different from the (information in second story/selection/poem)? Include information from both selections in your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Literary Analysis 06F

Compare and contrast using elements of the text(s)
(Reading GLE 2.3.1, 2.4.6)

NA
**Secondary Short Answer**

**Informational Analysis 06F**

Compare and contrast information presented within the text(s)

*(Reading GLE 2.3.1, 2.4.6)*

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>06F</td>
<td>How are (person’s) experiences with (person/event) different from (person’s) experiences with (person/event)? Include <strong>two</strong> details from the selection in your answer.</td>
</tr>
</tbody>
</table>

**TEACHING NOTE:** Generic details gleaned from background or basic knowledge such as, “they are both girls,” will not count as text-based details/information. Use specific text-based details/information found within the passage.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | A 2-point response provides two text-based details to identify how (person’s) experiences with (person/event) are different from (person’s) experiences with (person/event).

Example: |
|---|---|
| 1 | A 1-point response provides one text-based detail to identify how (person’s) experiences with (person/event) are different from (person’s) experiences with (person/event).

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

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

Literary Analysis 07A
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

07A  Explain why (event) happened. Include two details from the story/selection/poem in your answer.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details to explain why (event) happened.</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 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.
Secondary Short Answer

Informational Analysis 07A

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

07A Explain why (event) happened. 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 explain why (event) happened.</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 why (event) happened.</td>
</tr>
</tbody>
</table>

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

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

Literary Analysis 07B
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

What problem does (character) experience in the story/selection/poem? What is one event that happens as a result of the problem? Include information from the story/selection/poem in your answer.

2 A 2-point response provides all of 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.
07B What problem does [person] experience in the selection? What is one event that happens as a result of the problem? Include information from the selection in your answer.

2 A 2-point response provides all of 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.
Secondary Short Answer

Literary Analysis 07C
Make connections (cause and effect) within a text
(Reading GLE 2.3.1)

07C How did (character’s experience in story/selection/poem) influence (character’s growth or development)? Include one detail from the story/selection/poem in your answer.

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

Example:

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

Reasonable statements of influence 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.
Secondary Short Answer

**Informational Analysis 07C**

Make connections (cause and effect) within a text

*(Reading GLE 2.3.1)*

07C What problems are associated with ____? Include one problem from each selection in your answer.

**NOTE:** Use this stem for linking two passages together.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides one text-based problem associated with ____ from the (first selection) and one text-based problem associated with ____ from the (second selection).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
</tbody>
</table>

| 1 | A 1-point response provides one text-based problem associated with ____ from the (first selection)
OR Provides one text-based problem associated with ____ from the (second selection). |

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

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

Text-based problems from (second selection) may include, but are not limited to:

AA.
BB.
CC.
DD.
EE.
FF.
GG.
Literary Critical Thinking 09A Formerly LT 08
Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

09A The author’s purpose for writing this story/selection/poem may have been to (give purpose). Provide two details from the story/selection/poem to support this purpose.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response provides two text-based details to support the author’s purpose. Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to support the author’s purpose.</td>
</tr>
</tbody>
</table>

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

A.
B.
C.
D.
E.
F.
G.
09A The author's purpose for writing this selection may have been to (give purpose). Provide two details from the selection to support this purpose.

<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 support the author’s purpose. Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that supports the author’s purpose.</td>
</tr>
</tbody>
</table>

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

A.  
B.  
C.  
D.  
E.  
F.  
G.  
### Secondary Short Answer

#### Literary Critical Thinking 09B  Formerly LT 08
Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

**09B** Any of these phrases could identify the author’s purpose for writing the story/selection/poem. Choose the phrase you think best describes the author’s purpose for writing the story/selection/poem.

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

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></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>
</table>
| 2 | Examples:  
|    | To ( verb):  
|    | OR  
|    | To ( verb):  
|    | OR  
|    | To ( verb):  |

<table>
<thead>
<tr>
<th></th>
<th>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.</th>
</tr>
</thead>
</table>
| 1 | Text-based details may include, but are not limited to:  
|    | A.  
|    | B.  
|    | C.  
|    | D.  
|    | E.  
|    | F.  
|    | G.  |
### Informational Critical Thinking 09B

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)

**09B** 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 for writing the selection.

<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 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 for writing the selection, 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>

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response states or implies which phrase best describes the author’s purpose for writing the selection, and provides one text-based detail to support the choice.</th>
</tr>
</thead>
</table>

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

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

Secondary Short Answer

Literary Critical Thinking 09C Formerly LT 08

Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)

(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

09C 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 a statement from the passage which conveys an opinion.

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

| 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 Critical Thinking 09C

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)

### 09C

The author of the selection states “____.” Do you agree with his/her statement? Support your answer with **two** details from the selection.

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

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

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

Literary Critical Thinking 09D  Formerly LT 08
Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

09D What is the author’s/poet’s purpose for writing the story/selection/poem? Provide one detail from the story/selection/poem to support your answer.

<table>
<thead>
<tr>
<th>Score</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response states the author’s/poet’s purpose for writing the story/selection/poem and provides one text-based detail to support the purpose.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response states the author’s/poet’s purpose for writing the story/selection/poem OR Provides one text-based detail that would support a reasonable purpose.</td>
</tr>
</tbody>
</table>

Reasonable purposes 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.
**Secondary Short Answer**

**Informational Critical Thinking 09D**

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)

09D What is the author’s purpose for writing the selection? Provide one detail from the selection to support your answer.

2 A 2-point response provides all of the following:
   - Reasonable purpose
   - One text-based detail to support the purpose

   Example:

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

Reasonable purposes 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.
Secondary Short Answer

Literary Critical Thinking 09E  Formerly LT 08
Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

09E The author uses a ____ tone in the selection. Provide two examples from the selection to illustrate this tone.

NOTE: Use this stem for high school only!

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response provides two text-based examples to illustrate a ____ tone.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based example to illustrate a ____ tone.</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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## Secondary Short Answer

**Informational Critical Thinking 09E** Formerly IT 18

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)*

09E In paragraph (number) of the selection, why does the author include _____? Include two details from the selection in your answer.

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response provides two text-based details to explain why the author includes ____ in paragraph (number).</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to explain why the author includes ____ in paragraph (number).</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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Secondary Short Answer

Literary Critical Thinking 09F
Analyze author’s purpose and evaluate effectiveness for different audiences (includes fact/opinion; author’s point of view, tone, and use of persuasive devices)
(Reading GLEs 2.4.2, 2.4.3, 2.4.4)

NA
Secondary Short Answer

Informational Critical Thinking 09F
Formerly IT 18

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)

09F

The author uses a _____ tone in the selection. Provide two examples from the selection to illustrate this tone.

NOTE: Use this stem for high school only!

2
A 2-point response provides two text-based examples to illustrate a _____ tone.

Example:

1
A 1-point response provides one text-based example to illustrate a _____ tone.

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

A.
B.
C.
D.
E.
F.
G.
10A Is the following statement a reasonable conclusion for readers to draw from the story/selection/poem?

(Statement)

Provide two details from the story/selection/poem to support your answer.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies whether or not the statement is a reasonable conclusion, and provides two text-based details to support the answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Yes, OR Example: No, OR Example: Yes and no</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response states or implies whether or not the statement is a reasonable conclusion, and provides two text-based details to support the answer.</th>
</tr>
</thead>
</table>

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

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

Informational Critical Thinking 10A  Formerly IT 09
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text
(Reading GLEs 2.4.1, 2.4.5)

10A Is the following statement a reasonable conclusion for readers to draw from the selection?

_____ (Statement) _____

Provide two details from the selection to support your answer.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies whether or not the statement is a reasonable conclusion, and provides two text-based details to support the answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: Yes,</td>
<td>OR</td>
</tr>
<tr>
<td>Example: No,</td>
<td>OR</td>
</tr>
<tr>
<td>Example: Yes and no</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
<th>A 1-point response states or implies whether or not the statement is a reasonable conclusion, and provides one text-based detail to support the answer.</th>
</tr>
</thead>
</table>

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

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

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### Literary Critical Thinking 10B

**Formerly LT 09**

Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text

*(Reading GLEs 2.4.1, 2.4.5)*

<table>
<thead>
<tr>
<th><strong>10B</strong></th>
<th>Is (character’s) decision to (action) a good idea? Provide <strong>two</strong> details from the story/selection/poem to support your answer.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2</strong></td>
<td>A 2-point response states or implies whether or not (character’s) decision to (action) is a good idea, and provides two text-based details to support the answer.</td>
</tr>
<tr>
<td></td>
<td>Example: Yes,</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Example: No,</td>
</tr>
<tr>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td>Example: Yes and no</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>A 1-point response states or implies whether or not (character’s) decision to (action) is a good idea, and provides one text-based detail to support the answer.</td>
</tr>
</tbody>
</table>

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

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

**Informational Critical Thinking 10B** Formerly IT 19

Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text

*(Reading GLEs 2.4.1, 2.4.5)*

10B People like to (action related to text that the author may or may not agree with). Would the author think this is a good idea? Provide **two** details from the selection to support your answer.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
</table>
| 2 | A 2-point response states or implies whether or not the author would think it is a good idea to (action related to the text) and provides two text-based details to support the answer.  
Example: Yes,  
OR  
Example: No,  
OR  
Example: Yes and no |
| 1 | A 1-point response states or implies whether or not the author would think it is a good idea to (action related to the text) and provides one text-based detail to support the answer. |

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

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

Literary Critical Thinking 10C Formerly LT 09
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text
(Reading GLEs 2.4.1, 2.4.5)

10C Why does (character) do (action)? Include two details from the story/selection/poem in your answer.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response provides two text-based details to explain why (character) does (action).</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 to explain why (character) does (action).</td>
</tr>
</tbody>
</table>

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

A.
B.
C.
D.
E.
F.
G.
**Informational Critical Thinking 10C**

Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text
(Reading GLEs 2.4.1, 2.4.5)

10C Is (author’s or expert’s idea from the selection) a good idea? Provide two details from the selection to support your answer.

2 A 2-point response states or implies whether or not (author’s or expert’s idea) is a good idea by providing all of the following:
   - One text-based detail
   - A second text-based detail

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

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

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

A. 
B. 
C. 
D. 
E. 
F. 
G.
10D Does (character’s) treatment of (other character(s)) seem fair/reasonable? Include two details from the story/selection/poem to support your answer.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states or implies whether or not (character’s) treatment of (other characters) seems fair and provides all of the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• One text-based detail</td>
</tr>
<tr>
<td></td>
<td>• A second text-based detail</td>
</tr>
<tr>
<td>Example: Yes,</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Example: No,</td>
<td></td>
</tr>
<tr>
<td>OR</td>
<td></td>
</tr>
<tr>
<td>Example: Yes and no</td>
<td></td>
</tr>
</tbody>
</table>

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

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

A.
B.
C.
D.
E.
F.
G.
Informational Critical Thinking 10D
Evaluate reasoning and ideas/themes to draw conclusions and develop insights related to the text
(Reading GLEs 2.4.1, 2.4.5)

NA
Literary Critical Thinking 11A  Formerly LT 10
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)
(Reading GLEs 2.4.1, 2.4.5)

11A One conclusion that a reader can draw from this story/selection/poem is (conclusion). Provide two details from the story/selection/poem to support this conclusion.

<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 support the conclusion. Example:</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail to support the conclusion.</td>
</tr>
</tbody>
</table>

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

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

Informational Critical Thinking 11A Formerly IT 20
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts or situations, and support the generalization with details from the text)
(Reading GLEs 2.4.1, 2.4.5)

11A One conclusion that a reader may draw from this selection is (give conclusion). Provide two details from the selection to support this conclusion.

<table>
<thead>
<tr>
<th></th>
<th>A 2-point response provides two text-based details that support the conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based detail that supports the conclusion.</td>
</tr>
</tbody>
</table>

Example:

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

A.
B.
C.
D.
E.
F.
G.
### Secondary Short Answer

**Literary Critical Thinking 11B** Formerly LT 10  
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)  
*(Reading GLEs 2.4.1, 2.4.5)*

**11B** What conclusion can the reader draw about (character/event/idea)? Provide information from the story/selection/poem to support your conclusion

<table>
<thead>
<tr>
<th><strong>Score</strong></th>
<th><strong>Description</strong></th>
</tr>
</thead>
</table>
| 2         | A 2-point response states a reasonable conclusion and provides information to support the conclusion.  
            Example: |
| 1         | A 1-point response states a reasonable conclusion  
            OR  
            Provides text-based information that would support a reasonable conclusion. |

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.
**Informational Critical Thinking 11B**

Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts or situations, and support the generalization with details from the text)

(Reading GLEs 2.4.1, 2.4.5)

11B What conclusion can the reader draw about (person/event/idea)? Provide information from the selection to support the conclusion.

<table>
<thead>
<tr>
<th>2</th>
<th>A 2-point response states a reasonable conclusion 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 OR 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.
Secondary Short Answer

Literary Critical Thinking 11C  Formerly LT 10
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)
(Reading GLEs 2.4.1, 2.4.5)

11C What two pieces of advice would (character) give about (topic in passage)? Provide information from the story/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 shows what advice (character) would give about (topic in passage) by providing two text-based pieces of advice.</td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based piece of advice.</td>
</tr>
</tbody>
</table>

Example:

11C What two pieces of advice would (character) give about (topic in passage)? Provide information from the story/selection in your answer.

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

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

Informational Critical Thinking 11C  Formerly IT 20
Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts or situations, and support the generalization with details from the text)
(Reading GLEs 2.4.1, 2.4.5)

11C  Suppose you are on a committee to (idea related to selection). Provide two ideas from the selection that could be used to encourage people to (committee goal related to selection).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>A 2-point response encourages people to (committee goal related to selection) by providing two text-based ideas.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Example:</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A 1-point response provides one text-based idea.</td>
</tr>
</tbody>
</table>

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

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

**Literary Critical Thinking 11D** Formerly LT 10

Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts and situations, and support the generalization with details from the text)

*(Reading GLEs 2.4.1, 2.4.5)*

**11D** What lesson might someone learn from the story? Include information from the story in your answer.

| 2 | A 2-point response provides a lesson someone might learn from the story/selection/poem and one text-based detail.
|   | • One reasonable lesson
|   | • One text-based detail

**Example:**

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

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

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

**Informational Critical Thinking 11D**

Extend information beyond text, (make generalizations beyond the text to a broader idea or concept, or apply information to other texts or situations, and support the generalization with details from the text)

*(Reading GLEs 2.4.1, 2.4.5)*

NA