

# Communication Arts Show-Me Standards Interpretations



*DRAFT*

*Note: This Communication Arts Standards Interpretations document is an updated version of the October 2004 document. The purpose of this document is to define how the Communication Arts Process Standards are interpreted, to provide examples of high quality open-ended constructed response and multiple choice items to support classroom instruction and assessment, and to bring about greater learning through in-depth questioning.*

## **CONTENT (Knowledge) STANDARDS**

In Communication Arts, students in Missouri public schools will acquire a solid foundation which includes knowledge of and proficiency in:

**1. speaking and writing standard English (including grammar, usage, punctuation, spelling, capitalization).**

This standard is addressed in the TerraNova section of the MAP tests (grades 3-8) and in the End of Course (EOC) exams. Multiple-choice items in the tests assess grammar, usage, punctuation, spelling, and capitalization. Use of Standard English conventions is included as one criterion in the holistic scoring guide for the MAP/EOC writing performance event at grades three, seven, and high school.

**2. reading and evaluating fiction, poetry, and drama.**

The Missouri-made sessions that address reading and the TerraNova section of grades 3-8 MAP tests address this standard. Students read fiction text—prose and poetry—and respond to multiple-choice and constructed response items. The EOC exams contain only multiple-choice items to assess the reading of fictional text.

**3. reading and evaluating nonfiction works and materials (such as biographies, newspapers, etc.)**

The Missouri made sessions that address reading and the TerraNova section of the grades 3-8 MAP tests address this standard. Students read nonfiction text and respond to multiple-choice and constructed-response items. The EOC exams contain only multiple-choice items to assess the reading of non-fiction text.

**4. writing formally (such as reports, narratives, essays) and informally (such as outlines, notes).**

This standard is assessed in a writing performance event on MAP in grades 3 and 7, and on the EOC English II exam in high school. Additionally, on MAP, score points are obtained from constructed-response items that require students to label or create a graphic organizer, write a letter or news report, etc. for a specific audience and purpose.

**Standards 5-7 should be assessed locally.**

**5. comprehending and evaluating the content and artistic aspects of oral and visual presentations (such as story-telling, debates, lectures, multi-media productions)**

**6. participating in formal and informal presentations and discussions of issues and ideas**

**7. identifying and evaluating relationships between language and culture**

## PERFORMANCE (Process) STANDARDS

### Performance Standard: 1.1

Students will demonstrate within and integrate across all content areas the ability to **develop questions and ideas to initiate and refine research.**

This standard asks students to go *beyond* a reading passage in order to show how they might do further research on a topic. On the MAP, students might be asked, for example, to give several key words (whether for an Internet search or for a more traditional key word search in a library) that they would use to look up more information on the topic of the passage. Or, students might be asked to develop several guiding questions for which they need to find answers as they begin to explore the topic further. At the higher grade levels, students may be asked to develop guiding questions and possibly justify their questions. On End of Course exams these items are multiple choice.

#### Example Items:

1. This story/passage is about airplanes. Imagine that you have chosen airplanes as your topic for a report. Other than airplanes, list three key words that you would look up to help you with your report. (Elementary School-ES) \*IL1A / Develop Key Words

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

2. This passage is about airplanes. Imagine that you have chosen airplanes as your topic for a research paper. Other than airplanes, list three key words that you would look up, either in the library or on the Internet, to start your search. (Middle School-MS) \*IL1A / Develop Key Words

3. This passage is about [subject of passage]. Imagine that you have chosen [subject of passage] as your topic for an oral report. In the chart below, write two questions for which you would like to find answers as you do your research. Then explain why each question would be important for your research. (High School-HS) \*IL1A / Develop Questions to Guide Research

Questions	Why Important?
1.	1.
2.	2.

4. Imagine you are doing research for [an oral report/ informational paper/research paper] about [name topic] and want to make a plan. Finish the plan (by adding the middle steps) to show the steps you will take for your research. (MS or HS) \*IL1A / Develop a Research Plan

	My Plan
Step 1	Choose a topic for research and make sure it is narrow enough to provide a clear sense of direction.
Step 2	
Step 3	
Step 4	Present/hand-in the [oral report/informational paper/research paper] to the class/teacher.

\* An asterisk is used to separate the GLE/CLE being assessed from the grade level designations.

### **Performance Standard: 1.4**

Students will demonstrate within and integrate across all content areas the ability to **use technological tools and other resources to locate, select, and organize information.**

Only part of this standard can be assessed on a standardized test. The student's ability to select an appropriate resource to research a topic would be the part of the standard that can be assessed by the MAP/EOC. The remaining part of the standard should be assessed locally at the classroom level. On the MAP, the questions used to assess this standard could be multiple-choice or constructed-response. On EOC exams the items are multiple-choice.

#### **Example Items:**

1) If you were trying to find the meaning of a word, which book would be the **best** book to use? (ES)

\*IL1B / Use Multiple Resources

- a) a dictionary
- b) an atlas
- c) an encyclopedia
- d) a textbook

2) If you were trying to find information on geographical features of various countries, which resource would be the **best** to use? (MS) \*IL1B / Use Multiple Resources

- a) a directory
- b) an atlas
- c) an encyclopedia
- d) a dictionary

3) If you were doing a research paper titled "Harry S. Truman: The Personal Thoughts of a Complex Man," which set of resources would be the best to use? (HS) \*IL1B / Evaluate Reliability of Sources

- a) diaries, memoirs, letters, speeches,
- b) encyclopedias, dictionaries, almanacs
- b) newspapers, journal articles, textbooks
- c) government publications, court reports, census data

4) If you were doing a research paper titled "Harry S. Truman: The Personal Thoughts of a Complex Man," what types of resources would be the best to use? Name at least two types of specific resources and tell how and/or why each resource would be helpful. (HS) \*IL1B / Evaluate Reliability of Sources

5) If you wanted to find what movies earned the Academy Award for the Best Movie of the Year for the past ten years, what book could you use to find the information? Then, tell how and/or why the book would be helpful. (MS) \*IL1B / Locate and Use Resources to Answer Questions and Support Purpose

6) What type of book would be the best to use to find the name of the capital city of Kansas? Tell why and/or how this book would be helpful. (ES) \*IL1B / Locate and Use Multiple Resources

Type of book: \_\_\_\_\_

Explanation: \_\_\_\_\_

**Performance Standard 1.5**—“Students will demonstrate within and integrate across all content areas the ability to **comprehend and evaluate written, visual and oral presentations and works.**”

The MAP/EOC test assesses written presentations, not visual or oral presentations. This standard is assigned to items dealing with the simplest of reading comprehension tasks. This standard is assigned to items that ask students to *find* and *identify* information in the passage. Such items usually ask for simple answers to the questions of “Who?” “What?” “When?” and “Where?” Most questions on MAP/EOC measure skills beyond basic comprehension ( Standard 1.5).

**Example Items:**

1. What is the name of the main character in this passage? (ES,MS,HS) \*R2C and R3C / Use Details from Text to Identify Characters
2. In what year did the Pony Express begin delivering mail? (ES,MS,HS) \*R2C and R3C / Use Details from the passage to answer the question.
3. What color was the rose given to Marla? (ES,MS,HS) \*R2C and R3C / Use Details from the passage to answer the question.
  - A. Red
  - B. Pink
  - C. Yellow
  - D. White

**Performance Standard 1.6**—“Students will demonstrate within and integrate across all content areas the ability to **discover and evaluate patterns and relationships in information, ideas and structures.**”

Assessment of this standard requires readers to recognize *patterns* in information, not just to locate information. In other words, the reading tasks assigned to 1.6 will be higher-order tasks than those assigned to 1.5.

Items that address this standard include those that deal with vocabulary and vocabulary development, sequencing, figurative language, cause and effect relationships, those that ask students to retell/paraphrase, and those that ask students to compare and/or contrast. This standard is frequently assessed on the MAP/EOC tests.

***NOTE: Throughout this document, the teacher should decide which last sentence to include on a question which allows for different last sentence options. For example, see items 5 and 6.***

**Example Items:**

1. Compare and contrast Mike’s character traits and John’s character traits. Include at least two similarities and two differences. Use information from the passage in your answer. (HS) \*R2C / Character Traits; R2C and R3C / Compare and Contrast
2. Tell two ways John and Mike are similar and two ways they are different. Use information from the passage in your answer. (MS) \*R2C / Character Traits; R2C and R3C / Compare and Contrast
3. Tell two ways spiders and insects are alike and two ways they are different. Use information from the story in your answer. (ES) \*R2C and R3C / Compare and Contrast
4. What happened to John when [name an event in the story]? Use two details from the story in your answer. (ES) \*R2C and R3C / Cause-Effect; RIH / Cause-Effect
5. Explain the cause of [event in the passage]. Use two details and/or examples from the passage to support your answer. OR Use two details and/or examples from the passage to explain why you believe this to be the cause. (MS or HS) \*R2C and R3C / Cause-Effect; RIH / Cause-Effect
6. Explain the results of [event in the passage]. Use two details and/or examples from the passage to support your answer. OR Use two details and/or examples from the passage to justify your answer. (MS or HS) \*R2C and R3C / Cause-Effect; RIH / Cause-Effect
7. Read the sentence from the story/passage.  
***Anna was careful not to hinder Joe’s progress.***  
What does the word “hinder” mean as it is used in the sentence? What clue from the story/passage helped you figure out the meaning? (ES) \*RIE / Context Clues; RIG / Meaning of Unknown Words  
Meaning: \_\_\_\_\_  
Clue: \_\_\_\_\_

8. Read the excerpt from the passage:

“The inspector was completely **baffled** in trying to look for clues to solve the crime. In spite of looking for two days, not one footprint or fingerprint or any other piece of tangible evidence was found at the crime scene.”

Based on how it is used in the sentence, explain what the word “baffled” means and what context clue helped you to figure out the meaning. (MS or HS) \*R1E / Context Clues; RIG / Meaning of Unknown Words

9. Based on the way the word **aggressor** is used in paragraph 8, which of these people could be considered the aggressor? (HS) \*R1E/ Context Clues

- A. A salesperson
- B. A puppet
- C. A police officer
- D. A coach

10. Read this sentence from the passage.

*John was caught between a rock and a hard spot and couldn't see the light of day.*

Explain what the sentence means and give two clues from the passage that helped you figure out the meaning. (MS or HS) \*R2B and R3B / Figurative Language: Idiom

11. Read the sentence from the passage.

*Anna's voice was like listening to a set of fingernails screeching across a chalkboard.*

Use **your own words** to rewrite the sentence from the passage. (MS or HS) \*R2B and R3B / Figurative Language: Simile

12. Read the sentence from the story.

*Larry acted as if he had ants in his pants.*

Use your own words to tell what the sentence means. (ES) \*R2B and R3B / Figurative Language: Simile

13. Paraphrase/use your own words to tell [a short, key portion of the story/passage]. (ES/MS/HS) \*RIH / Paraphrase

14. Read the sentence from the passage. (HS) \*R1H paraphrase

**John's wayward ways allowed his haphazard life to run rampant and out of his control.**

Which is the best paraphrase of the sentence?

- A. All people thought John's life was disorderly and wild.
- B. John took no responsibility for his actions so he had a life full of problems.
- C. John was disorganized and could not find things.
- D. Since John was out of control, he ran around all day and all night.

15. What does the [object used as a symbol in the passage] symbolize? Use two details and/or examples from the passage to explain the reasoning for your answer. (MS or HS) \*R2B and R3B / Figurative Language: Symbolism

16. What does the robe symbolize in the passage? (HS) \*R2B and R3B/symbolism

- A. Diversity
- B. Pity
- C. Compassion
- D. Love

17. Find an example of a [metaphor/simile/etc.] in the poem/passage. Based on information from the poem/passage explain the meaning of the [metaphor/simile/etc.] (MS or HS) \*R2B and R3B / Figurative Language: Metaphor; Simile

18. Explain what [example of figurative language] means. Give two clues from the story/passage that helped you figure out the meaning. (ES, MS, or HS) \*R2B and R3B / Figurative Language

19. Finish the chart to show the major events of the story/passage in the order that they happen. (ES) \*R2C and R3C / Sequencing

1	John decided to go to the supermarket.
2	
3	
4	
5	John was rewarded by the Major for his bravery.

20. Create a graphic organizer to show five major events from the passage in the order they happen. Be sure to label your organizer. (MS or HS) \*R2C and R3C / Sequencing; IL1C/ Organizational Strategies

21. What prefix would you add to the root word “value” to make a new word that means “to lessen the value of”? (MS) \*RIE / Develop Vocabulary Using Affixes

- a) re-    b) de-    c) un-    d) pre-

22. Which prefix would you add to the root word “labor” to make a new word that means “supporting labor”? (MS) \*RIE / Develop Vocabulary Using Affixes

- a) con-    b) pre-    c) pro-    d) de-

23. Based on what you know about affixes and root words, what is the meaning of the word “unobtainable”? Explain how you figured out the meaning using the root word and affixes. (HS)

\*RIE / Develop Vocabulary Using Affixes

Meaning: \_\_\_\_\_

Explanation: \_\_\_\_\_

24. Which prefix would you add to the word “do” to make a new word that means “do again”? (ES)

\*RIE / Develop Vocabulary Using Affixes

- a) re-    b) un-    c) con-    d) a-

Use the dictionary meaning below for the word “poll” to answer questions 25 and 26.

Dictionary Meaning
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poll (pol) n. 1) the head 2) a counting, listing of persons 3) the number of votes recorded 4) a place voting takes place 5) asking people’s opinion on some question or issue
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25. Read the sentence from the passage.

*“John decided to **poll** the people in his neighborhood to get an idea of how they feel about the results of the last election.”*

What is the best meaning of the word “poll” as used in the sentence? (MS/HS) \*RIE / Develop Vocabulary Using Dictionary

- a) meaning 1    b) meaning 2    c) meaning 4    d) meaning 5

26. Read the sentence from the passage.

*“John went to the **poll** to see if his mother was there helping with the election.”*

What is the best meaning of the word “poll” as used in the sentence? (MS/HS) \*RIE / Develop Vocabulary Using Dictionary

- a) meaning 1    b) meaning 2    c) meaning 3    d) meaning 4

27. Based on information from the story/passage, which statement best completes the chart? (ES/MS)

\*R2C and R3C / Cause-Effect

Cause	Effect
?	John received a failing grade in class.

- a) John’s car was broken down and he missed class.
- b) John was grounded for making bad grades.
- c) John’s mother accidentally threw away his paper.
- d) John was not responsible for his own behavior.

**Performance Standard 1.7**—“Students will demonstrate within and integrate across all content areas the ability to **evaluate the accuracy of information and the reliability of its sources.**”

While this standard could deal broadly with the accuracy of information found in any communication (oral, written, or visual) and the reliability of the person or persons conveying that information, it is applied more narrowly for MAP/EOC purposes.

**Example Items:**

1. Analyze the author’s viewpoint/point of view/perspective on [the issue discussed in the passage]. Do you think the author is biased in [his or her] views? Explain why or why not using two details and/or examples from the passage. (MS or HS) \*R3C / Analyze Author’s Viewpoint
2. Explain how the author’s experience with [the subject matter] adds to [his or her] effectiveness in presenting [his or her] argument. Use two details and/or examples from the passage to support your answer. (HS) \*R3C / Evaluate for Accuracy and Adequacy of Evidence
3. The authors of these two passages obviously disagree about what should be done about [problem discussed in the two passages]. Based on what you know about the two authors, which one are you more inclined to believe? Use two details and/or examples from each passage to justify your choice. (HS) \*R3C / Evaluate Proposed Solutions and Accuracy and Adequacy of Evidence
4. Based on information presented in the article, do you feel this is an accurate account of [the situation, issue, etc.]? Explain why or why not using two details and/or examples from the passage. (HS) \*R3C / Evaluate for Accuracy and Adequacy of Evidence
5. Which of these two authors is more reliable? Use two details and/or examples from each passage to justify your choice. (HS) \*R3C / Evaluate for Accuracy and Adequacy of Evidence
6. Do you think the article is a reliable source of information? Explain why or why not using two details and/or examples from the passage. (MS or HS) \*R3C / Analyze and Evaluate Accuracy of Information
7. The passage is probably a reliable source of information because...  
(HS) \*R3C/ Analyze and Evaluate Accuracy of Information
  - A. It was written by a credible author.
  - B. The pictures are colorful and interesting.
  - C. The language used is convincing.
  - D. It contains several opinions of people.

**Performance Standard 1.8**—“Students will demonstrate within and integrate across all content areas the ability to **organize data, information and ideas into useful forms (including charts, graphs, outlines) for analysis and presentation.**”

For this standard, the amount of organizing done by the student is adjusted for grade level appropriateness. In grades 3-5, the term chart is used to refer to a graphic organizer. These types of items are scored by using a two-part scoring guide. One part evaluates reading content and the other part evaluates writing organization.

There are two types of items involved:

(1) a graphic organizer is provided for the student, without the title OR labels and **some or no** information is filled in (for this type of organizer, the student fills **in some or all** the content and adds a title or labels to the graphic organizer) (ES or MS)

(2) the student is given a blank space and is instructed to create a graphic organizer to compare/contrast, explain problems/solutions, etc. For this type, the student creates the entire organizer, with appropriate labels, and fills in the needed information (MS)

**NOTE: Constructed Response items that cue the student to create or label a chart or graphic organizer are scored using a 2-part scoring guide. The first part of the scoring guide may generate reading points for any one of the following process standards: 1.1, 1.4, 1.5, 1.6, 1.7, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8. The second part of the scoring guide generates the writing points for process standard 1.8 – IL1C / Record Information/Organizational Strategies.**

**Example Items:**

1. Complete the chart below to show three main points from the story. Use information from the story in your answer. Be sure to title the chart. (ES)

_____
1
2
3

2. Create a graphic organizer to show the development of the plot leading up to the climax of the story. Include three major events from the passage in your answer. Be sure to label the graphic organizer. (MS or HS)

3. Complete the graphic organizer to show two similarities and two differences between the way Mike solves problems and the way Joe solves problems. Use information from the passage in your answer. Be sure to label the graphic organizer. (MS or HS)

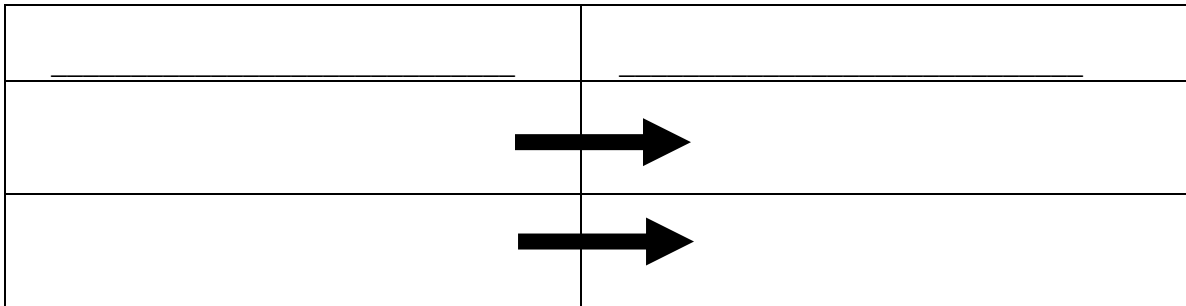
4. Create a graphic organizer to show the sequence of events that took place in the passage. You will need to address the beginning, middle, and end of the passage **and** include at least four main events. Be sure to title and label your graphic organizer. (MS or HS)

5. Finish the chart to show the major events of the story in the order that they happen. Be sure to label the chart. (ES)

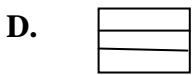
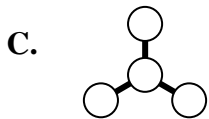
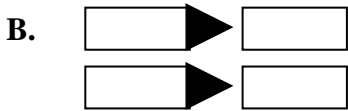
Order	Event
___	John decided to go to the supermarket.
___	
___	
___	
___	John was rewarded by the Major for his bravery.

6. Create a graphic organizer to show two pros and two cons of the different solutions offered by the author in this passage. Be sure to label your graphic organizer. (MS or HS)

7. Complete the chart/graphic organizer to show two different problems [the character] faced in the story/passage and the solution to **each** problem. Be sure to label the chart/graphic organizer. (ES or MS)



8. Which graphic organizer would work best to show cause-effect relationships? (MS, HS)



**Performance Standard 2.1**—“Students will demonstrate within and integrate across all content areas the ability to **plan and make written, oral and visual presentations for a variety of purposes and audiences.**”

For a statewide paper and pencil test there is a focus on *written* presentations for this standard (as opposed to visual and oral presentations). For constructed response items to be considered as a match for this standard, the item must specify a writing situation, identifying a distinct purpose and audience for the student’s response. Another consideration is *length* of response. A paragraph would be more in line with what might be considered a “presentation.” An item that requires a student to write a summary would be assigned to this standard. The essay (performance event) assessed in grades 3, 7, and EOC are also aligned to this standard.

**NOTE: Constructed Response items that cue the student to write a paragraph, letter, journal entry, note taking, outlining etc. are scored using a 2-3 part scoring guide. The first part of the scoring guide may generate reading points for any one of the following process standards: 1.1, 1.4, 1.5, 1.6, 1.7, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7, 3.8. The second and/or third part of the scoring guide generates writing points for process standard 2.1 – W3A / Write With Appropriate Format or W2A Awareness of Audience or IL1C / Organizational Strategies**

**Example Constructed Response Items:**

1. Imagine you are planning for an oral presentation (that you will present to the class) about the information contained in the passage. To help plan your talk, complete the outline below. (MS or HS)
  - I. Bicycles have many uses.
    - A. For work
    - B.
    - C.
  - II. Bicycles come in many styles.
    - A. Road bikes
    - B.
    - C.
  - III. Bicycles of the future will be different
    - A. Lighter weight
    - B.
2. Imagine you are John in the story. Write a letter to a friend telling him or her about the day you spent at your grandfather’s farm. Include an event from the beginning, middle, **and** end of the day. Be sure your letter is written like a letter and makes sense to your friend. (ES)
3. You have just read a story about saving money. Write a letter to a friend that tells three ways to save money. Use information from the story in your letter. Be sure your letter is written like a letter and makes sense to your friend. (ES)
4. Imagine you are John in the passage. Write a letter to a friend to tell three things you did during summer break. Be sure your letter uses correct letter writing format and addresses the intended audience. (MS or HS)

5. Pretend you are John in the passage. Write a letter to a friend to describe the day you spent in New Orleans. Include at least one detail from the beginning, middle, and end of the day. Be sure your letter uses correct letter writing format and addresses the intended audience. (MS or HS)

6. Imagine that the passage you have read was published in your local newspaper. Write a short letter to the editor to express your agreement or disagreement with the author of the passage. Use three details and/or examples from the passage in your letter. Be sure your letter uses correct letter writing format and addresses the intended audience. (MS or HS)

7. Imagine that you are a news reporter covering [name an event from the passage]. Write an opening paragraph for a news article about the [event]. Use three details from the passage in your article. OR Use one detail from the beginning, middle, and end of the [event]. Be sure your article is written for the intended audience. (MS or HS)

**NOTE: Performance event items that use a writing prompt to cue the students are scored using a holistic 4-point scoring guide.**

Example PERFORMANCE EVENTS/Writing Prompts *W3A / Write With Appropriate Format			
	Elementary	Middle School	High School
Narrative	Pretend you are outdoors and it begins to rain. Write a story for your teacher telling how you would spend the day.	Summer time is usually a fun time for students. Write a paper that describes the most exciting summer time activity that you did with your family.	Winter is a time when families spend a lot of time together. This is a time when memories are made. Write a paper that describes to your classmates your favorite winter memory.
Expository	Good friends are very important to have. Write a paper for your teacher that describes why it is important to have a good friend.	Helping other classmates makes everyone feel good about being in class. Write a paper for your classmates that describes what all classmates can do to be supportive of each other.	Summer vacation away from school is filled with endless opportunities to explore the outdoors. With so many opportunities to explore trees, fields, caves, etc., how can one choose? Write a paper for your teacher that describes how you would choose what to explore.
Persuasive	Imagine your school is thinking about not having recess. Write a paper for the principal that convinces him to continue having recess.	Journals are a great way to record information. Write a paper to a classmate that convinces a classmate to carry a journal on his/her next trip.	Many books are made into movies. A movie producer is thinking about making your favorite novel into a movie. Write a paper for a movie producer to convince him to turn your favorite novel into the next great movie.
Descriptive	If you could decorate your room any way you wish, how would you decorate it? Write a paper that describes what your room would look like and the things you would have in it.	Teenagers often express themselves in the type of clothing they wear. If you could have any type of outfit you want, what would it be? Write a paper that tells in detail about your new outfit and what it looks like.	Vehicles are often a source of pride for high school students. If you could have any type of vehicle you want, what would it be? Write a paper that tells in detail about your new vehicle and what it looks like.

**Performance Standard 2.2**—“Students will demonstrate within and integrate across all content areas the ability to **review and revise communications to improve accuracy and clarity.**”

Students are asked to revise their essays in the writing session of the Communication Arts test at grades 3, 7, and EOC--- but those essays are not scored for revision skills. The revised draft of the essay is scored holistically using the MAP/EOC scoring guide. Most of the items that assess standard 2.2 are multiple-choice items from the Terra Nova sections of the MAP or EOC exams that deal with spelling, grammar, punctuation, usage, and editing skills. Additionally, it would be possible to assess Standard 2.2 using constructed response items.

**Example Multiple-Choice Items:**

Stimulus: A paragraph with numbered sentences (ES,MS,HS).

1. Choose the sentence that best concludes the paragraph. (Answer choices)  
\*W1A / Revise Work for Content
2. Choose the sentence that best fits the blank in the paragraph. (Answer choices)  
\*W1A / Revise Work for Content
3. Choose the sentence that does not belong in the paragraph. (Answer choices)  
\*W1A / Revise Work for Content
4. Choose the best way to combine sentences 7 and 8. (Answer choices)  
\*W1A / Revise Work for Sentence Structure
5. Choose the sentence that is not written correctly. (Answer choices)  
\*W2E / Conventions-Sentences
6. Which word is misspelled/spelled correctly? (Answer choices)  
\*W2E / Conventions-Spelling
7. Which sentence is correctly/incorrectly written? (Answer choices)  
\*W2E / Conventions-Sentences

**Example Constructed Response Items:**

1. What type of additional information might be added to the passage that would give readers a better idea of what life was like in the Old West? Explain how this addition would give readers a better understanding of the topic. (MS or HS) \*W1A / Revise Work for Content
2. If you could change one thing about the passage to make it easier to understand, what would it be? Explain how this change would add clarity to the passage. (MS or HS) \*W1A / Revise Work for Content
3. Name two text features that the author could have used to make the information in the passage easier for readers to understand. Explain how **each** feature would add greater clarity. (MS or HS) \*W1A / Revise Work for Content

Text Feature	How It Would Add Clarity
1. <span style="float: right;">→</span>	1.
2. <span style="float: right;">→</span>	2.

**Performance Standard 2.4**—“Students will demonstrate within and integrate across all content areas the ability to **present perceptions and ideas regarding works of the arts, humanities and sciences.**”

This standard addresses perceptions and ideas about the *whole* work rather than about individual events, characters, etc., *within* the story. A movie or book review would be an example because it involves an overall evaluation of the movie or book and is supported by details from the text. MAP/EOC items that ask the student to discuss authorial choices such as point of view, choice of genre, and stylistic techniques also fall into this category. Items assessing this standard may ask students to present their perceptions regarding a single passage, or these items may be linking items across several passages, where the student compares and/or contrasts his or her perceptions about several works.

**Example Items:**

1. Name two techniques the writer uses to develop the frightful mood of the passage. Explain how **each** technique helps develop the mood. (MS or HS) \*R2B / Literary Techniques

Techniques	How Develops Mood
1.	1.
2.	2.

2. Why did the author most likely use headings? (MS/HS) \*R2A and R3A/Text Features

- A. To make the passage appear longer to readers
- B. To make the passage look appealing to readers
- C. To organize the material to make it easier to follow
- D. To draw the readers’ attention before reading

3. Complete the graphic organizer to explain how the author’s use of headings **and** sub-headings help readers better understand the passage. For **each** one, give a specific example from the passage. (MS or HS) \*R2A and R3A / Text Features

Headings	Sub-headings
Help reader:	Help reader:
Example:	Example:

4. Who is the intended audience of this passage? Use two details and/or examples to explain why you believe this to be the intended audience. (MS or HS) \*R2C / Author’s Purpose and Inferences; R3C / Author’s Purpose

5. Why did the author most likely write this passage? (MS/HS) \*R2A and R3A/Text Features

- A. To inform readers of the dangers of bike riding.
- B. To persuade bike riders to wear helmets
- C. To describe injuries resulting from cycling
- D. To convince children to wear helmets when cycling.

6. Why did the author write the story? Use two details from the story in your answer. (ES) \*R2C / Author’s Purpose; R3C / Author’s Purpose

7. Which of the two passages do you think was the better written? Explain the reason for your choice using one detail from each passage OR two details from either passage. (MS or HS) \*R2C / Compare Literary Elements; R3C / Compare Text Structures

8. What is the author's purpose in writing this passage? Use two details and/or examples from the passage to explain why you believe this to be the purpose. (MS or HS) \*R2C / Author's Purpose; R3C / Author's Purpose

9. Did the author's choice of vocabulary help or hinder you in understanding the passage? Explain the reason for your choice using two details and/or examples from the passage. (MS or HS) \*R2C / Author's Purpose; R3C / Author's Purpose

10. Was the title an appropriate choice for this passage? Explain why or why not using two details and/or examples from the passage. (MS or HS) \*R2A and R3A / Interpret Information in Title

11. What are two words the author uses to make the story seem scary? (ES) \*R2B and R3C/ Sensory Details

12. Explain how the author of the passage uses (dialect/jargon/slang) to capture the attention of the readers. Give two examples from the passage as support. (MS) \*R2B and R3B / Use of dialect, jargon, slang

13. Explain how the author's friendly **tone** helps convince readers of the necessity to conserve fuel. Give two examples from the passage as support. (HS) \*R2C / Tone

(Other **tone** words: straightforward, curt, distant, aggressive, reserved, conservative, jovial, etc.)

14. Is the title "John Wins Out" a good title for the story? Tell two reasons why or why not using information from the story. (ES) \*R2A and R3A / Interpret Information in Title

Was it a good title? YES or NO

Reasons Why: or Why Not:

1)

2)

15. Explain why the author's choice of the (name of genre) is an appropriate choice to inform readers about the negative effects of smoking. Use two details and/or examples from the (name of genre) to support your answer. (HS) \*R3C / Evaluate Author's Use of Text Features

16. How effective was the use of illustrations in this passage? Use two details from the passage and/or illustrations to support your answer. OR Use one detail from the passage and one detail from the illustrations to support your answer. (MS or HS) \*R2A and R3A / Interpret Text Features; R3C / Evaluate Use of Text Features

17. Which picture helps you better understand the story? Tell why, using a detail from the picture or the story? OR Tell why, using a detail from the picture and a detail from the story. (ES) \*R2A and R3A / Interpret Text Features-Illustrations

18. Explain two ways the author of the passage attempts to convince the reader of his or her point of view/viewpoint/perspective. (MS or HS) \*R2C and R3C / Point of View

19. Explain the impact the author's use of (flashback/foreshadowing/tone) has on the overall passage. Use two details and/or examples from the passage to support your answer. (MS or HS depending on content) \*R2C / Flashback-Foreshadowing; R2C / Tone

20. What is the overall tone of the passage? (HS) \*R2C/Tone

- A. Jovial
- B. Aggressive
- C. Straightforward
- D. Curt

**Performance Standard 3.1**—“Students will demonstrate within and integrate across all content areas the ability to **identify problems and define their scope and elements.**”

This standard deals with *identifying* and *defining* a problem. If a MAP/EOC item asks what a character’s main problem is in the story, the item is dealing with 3.1. Also, if the item asks the student to explain how a character *solves* the problem, it is still considered 3.1. If the item, however, asks the student to do something beyond this (for example, to *evaluate* the processes used to solve the problem), the item is going beyond 3.1 to deal with other standards.

**Example Items:**

1. What is [a character’s] main problem in the passage? Use two details and/or examples to tell why you believe this to be his/her main problem. (MS or HS) \*R2C and R3C / Identify Problem
2. What is John’s main problem in the story? Use two details from the story to explain your answer. (ES) \*R2C and R3C / Identify Problem
3. What is one of the main conflicts /the main conflict in the passage? Use two details and/or examples from the passage to tell why you believe this to be one of the main conflicts/the main conflict. (MS or HS) \*R2C and R3C / Make inferences and Problem-Main Conflict
4. Describe how the conflict develops in the passage. Use three details and/or examples from the passage in your answer. (MS or HS) \*R2C and R3C / Make inferences and Problem-Main Conflict
5. How does John solve his problem of not having any money? Use two details from the story to explain your answer. (ES) \*R2C and R3C / Identify Solution
6. Explain how [name of character] solves his/her problem. Use two details and/or examples from the passage as support in your explanation. (MS or HS) \*R2C and R3C / Identify Solution
7. What is the main conflict in the passage? (MS or HS) \*R2C and R3C/Make Inferences about Problem/Main Conflict
  - A. John vies against his brother for his mother’s attention.
  - B. The brother is jealous of the mother’s attention given to John.
  - C. The mother does not want to be around John.
  - D. John feels he is getting most of the mother’s attention.

**Performance Standard 3.4**—“Students will demonstrate within and integrate across all content areas the ability to **evaluate the processes used in recognizing and solving problems.**”

The two key words here are “evaluate” and “processes.” MAP/EOC items addressing this standard should ask students to *evaluate* the problem-recognition and/or problem-solving *processes* of characters. Students could give judgments on the effectiveness of the characters’ problem-solving abilities, could offer their thoughts on what processes the characters could have used that would have been more effective, and could explain their reasoning.

**Example Items:**

1. Was the way [a character] went about solving the problem a good process? Explain why or why not using two details and/or examples from the passage. (MS or HS)

\*R2C and R3C / Make Inferences about Solution

2. John decided to ask his mother for money to buy new shoes. Give two reasons from the story to tell why this was not a good idea. (ES) \*R2C and R3C / Make Inferences about Solution

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

3. [Name of character] chose to solve her problem by asking all of her friends for advice. Was this a good strategy for solving the problem? Explain why or why not using two details and/or examples from the passage. (MS and HS) \*R2C and R3C / Make Inferences about Solution

4. [Name of character] tried to solve his problem by looking in books. In your opinion, what would have been a better strategy and why? Use information from the passage to support your answer. (MS or HS) \*R2C and R3C / Make Inferences about Solution

Strategy: \_\_\_\_\_

Explanation: \_\_\_\_\_

5. Based on information from the passage, what most likely is the best solution to excessive injuries when cycling? (MS/HS)\*R2C and R3C/ Make Inferences about Solution

- A. Buy helmets for children and cyclists.
- B. Force all cyclists to buy a license.
- C. Pass a helmet law for cyclists.
- D. Educate cyclists about dangers of cycling.

**Performance Standard 3.5**—“Students will demonstrate within and integrate across all content areas the ability to **reason inductively from a set of specific facts and deductively from general premises.**”

This standard is often assessed on the MAP/EOC Communication Arts exams. It is measured by multiple-choice and constructed response items. If students are asked questions in which a general statement is made (about a character, viewpoint, or situation in a passage) and they are expected to support or refute the statement, they are using deductive reasoning. On the other hand, if students are asked to make inferences, generalizations, or predictions based on specific information in a text, they are using inductive reasoning.

**Example Items:**

1. Explain why the setting is important to the story. Use two details from the story to support your answer. (ES) \*R2C / Setting; R3C / Draw Conclusions
2. What is the main idea of the story? Use two details from the story to tell why you believe this to be the main idea. (ES) R1H / Main Idea; R3C / Main Idea
3. Explain why the setting is important to the passage. Use two details and/or examples from the passage to support your answer. (MS and HS) \*R1H / Draw Conclusions; R2C / Setting; R3C / Draw Conclusions
4. What is the (main idea/mood/theme) of the passage? Use two details and/or examples from the passage to tell why you believe this to be the (main idea/mood/theme). (MS or HS) \*R1H / Main Idea; R2C / Mood; R2C / Theme; R3C / Main Idea
5. What is the main idea of the passage? (ES,MS,HS)\* R1H/Main Idea
  - A. When life gets tough, work harder.
  - B. When uncertain, ask others for advice.
  - C. In a difficult world, one may not survive.
  - D. In a difficult world, cooperation is needed.
6. What is the mood of the passage? Use two details and/or examples from the passage to tell why you believe this to be the mood. (MS or HS) \*R2C / Mood
7. Explain how the title gives a clue to the plot of the passage. Use two details and/or examples from the passage to support your answer. (MS or HS) \*R2A / Apply Title; R3A / Interpret Title
8. How does the title give a clue to the plot of the passage? (MS or HS) \*R2A / Apply Title; R3A / Interpret Title
  - A. It tells what happened to John
  - B. It tells what happened to Mother.
  - C. It tells the outcome of the story.
  - D. It describes the climax of the story.
9. What was the most important event in the passage? Use two details and/or examples from the passage to explain why you believe this to be the most important event. (MS or HS) \*R1H / Draw Conclusions; R2C / Identify Events; R3C / Draw Conclusions

10. Explain how [name of character] changed from the beginning of the passage to the end of the passage. Use two details and/or examples from the passage to support your answer. OR Use a detail from the beginning of the passage and a detail from the ending of the passage to support your answer. (MS or HS) \*R1H / Draw Conclusions; R2C / Inferences about Character Traits
11. What did [name of character] mean when he/she said...? Use two details from the story in your answer. (ES) \*R1H / Draw Conclusions; R2C / Make Inferences about Characters
12. What did [name of character] mean when he/she said...? Use two details and/or examples from the passage to support your answer. (MS or HS) \*R1H / Draw Conclusions; R3C / Make Inferences
13. What is the author's perspective/viewpoint/point of view about [topic, situation, event]? Use two details and/or examples from the passage to explain why you believe this to be the author's perspective/point of view/viewpoint. (MS or HS) \*R2C / Point of View; R3C / Summarize Author's Ideas/Point of View
14. What part of the passage best communicates the author's message? Explain your choice using two details and/or examples from the passage. (MS and HS) \*R2C / Point of View; R3C / Summarize Author's Ideas
15. Predict what will happen to [a character] after the end of this story. Use two details and/or examples from the passage to explain why your prediction is logical. (MS or HS) \*R2C / \*R3C / Make Predictions
16. Write a short summary of the passage (3-4 sentences). (MS or HS) \*R1H / Summarize; R3C / Summarize
17. Which sentence best summarizes paragraph 7? (MS or HS)\*R1H / Summarize; R3C / Summarize
- Animals are unique and have different characteristics.
  - Different characteristics are important to animals.
  - Animals have features that allow them to live longer.
  - Different animals live in different habitats.
18. Write a summary of John's day at the farm. Use a detail from the beginning, middle, and end of the day as support in your summary. (ES,MS or HS)\*R1H / Summarize; R3C / Summarize
19. Summarize the information in the passage. Use two/three details from the passage as support in your summary. (MS or HS)\*R1H / Summarize; R3C / Summarize
20. The author clearly takes a stance in favor of raising the legal driving age across the country to 21. In a short paragraph and using at least three details from the passage, either support or refute this point of view/viewpoint/stance. (HS) \*R3C / Use Details from Text to Draw Conclusions; W3A / Write with Appropriate Format
21. The author's point of view/viewpoint/stance is stated clearly in the sentence [quote the thesis of the passage]. In a short paragraph, using at least three details from the passage, either support or refute

this point of view/viewpoint/stance. (HS) \*R2C / Point of View; W3A / Write with Appropriate Format

22. Imagine after reading this story, a friend of yours states the main character is [make a statement about the character]. Explain why you agree or disagree with your friend's statement. Use two details and/or examples from the passage to support your answer. (MS or HS) \*R2C / Making Inferences about Character Traits

23. The author's use of figurative language helps create a jovial mood. Give three examples that prove this statement to be true. (MS, HS) \*R2B and R3B / Literary Techniques in Text; R2C / Identify-Explain Mood

24. Read the facts about John.

- John has more dialogue than any character in the story.
- John is portrayed as a hero.
- John seems invincible.
- The reader knows what John is thinking.

Based on the facts, what conclusion might you draw? (MS/HS) \*R1H / Draw Conclusions

Conclusion: \_\_\_\_\_

25. What might be concluded from paragraph 3? (MS/HS) \* R1H/ Draw Conclusions

- A. Life is not always easy.
- B. When a person fails, he learns.
- C. Failure is a viable option.
- D. Learning is often difficult.

26. What part of the story do you feel to be the most exciting? Tell why, using information from the story. (ES) \*R1H / Draw Conclusions

27. Who is telling the story? Give one clue from the story that helped you figure out the answer. (ES) \*R2C / Identify the Narrator

28. What is the most important part of the story? Use information from the story to tell why you believe this part to be important. (ES) \*R1H / Main Idea and Supporting Details

Most important part: \_\_\_\_\_

Why? \_\_\_\_\_

29. What are three of John's character traits? (ES) \*R2C / Make Inferences about Character Traits

**Performance Standard 3.6**—“Students will demonstrate within and integrate across all content areas the ability to **examine problems and proposed solutions from multiple perspectives.**”

To assess this standard, MAP/EOC items must assess the student’s understanding of multiple perspectives *inside* stories, articles, poems, etc. That is, the *passage(s)* must provide multiple perspectives (from multiple characters) on the *same* problem or on the *same* proposed solution to a problem.

**Example Items:**

1. Explain two ways the solutions offered by [name of character] differ from those offered by [name of another character]? Use information from the passage in your answer. (MS or HS)

\*R2C and R3C / Make Inferences about Solutions

2. Tell two ways the solutions offered by [author of passage A] are similar to those offered by [author of passage B] **and** tell two ways their solutions are different. (MS or HS) \*R2C and R3C / Make Inferences about Solutions

3. Tell two ways [character’s] approach to [solving the problem of...] is different from/similar to [character’s] approach. (MS or HS) \*R2C and R3C / Make Inferences about Solutions

4. [Character’s] and [Character’s] approach to [solving the problem of...] are quite different. What do their different problem-solving approaches show about what is important to each of them? Use two details and/or examples from the passage to support your answer. (MS or HS) \*R2C and R3C / Make Inferences about Solutions

5. [Character A] and [Character B] have different opinions about [state the common problem shared by the characters]. Based on information from the passage and what you know about each character, explain **two differences in opinion.** (HS) \*R2C and R3C / Make Inferences about Solutions

6. John and Jane have different ideas about how to earn money to buy gifts. Complete the chart to show their different ideas. (ES) \*R2C and R3C / Make Inferences about Solutions

John’s Idea	Jane’s Idea

7. Tom’s mother and father disagree on the best way to care for the dog. Complete the chart to show their different ideas. (ES) \*R2C and R3C / Make Inferences about Solutions

Mother’s Idea	Father’s Idea

8. How is John’s approach to making a living different from Ann’s approach? (ES/MS/HS) \*R2C and R3C / Make Inferences about Solutions

- A. John has worked much harder for a longer period of time.
- B. John has figured out a quicker way to earn more money.
- C. John’s approach is more creative than Ann’s approach.
- D. John’s approach is less difficult than Ann’s approach.

**Performance Standard 3.7**—“Students will demonstrate within and integrate across all content areas the ability to **evaluate the extent to which a strategy addresses the problem.**”

The key word here, as in 3.4, is “evaluate.” For MAP/EOC items, the student must first read a passage that involves a problem and an attempted solution(s). The student must then, in order to answer the item, *evaluate* whether the attempted solution was good, bad, etc., and explain *why*, supporting his or her answer with evidence from the text. The teacher must distinguish between the evaluation of *processes* that is asked for in 3.4 and the evaluation of the effectiveness of the *strategy or solution* that is being asked for in 3.7. Many passages answer such questions for the reader within the text, which negates the student’s opportunity to truly evaluate, thus turning the item into a simple reading comprehension question (Goal Standard 1.5).

**Example Items:**

1. Was [character’s] solution to the problem a good one? Explain why or why not using two details and/or examples from the passage. (MS or HS) \*R2C and R3C / Make Inferences about Solutions
2. John decided to take money from his brother to buy candy. Was this a good solution to his problem? Tell why or why not using two details from the story. (ES) \*R2C and R3C / Make Inferences about Solutions
3. Of all of the characters in the story/passage, who came up with the best solution to solve the problem of not having any money? Explain the reason for your choice using two details from the story/passage. (ES, MS, HS) \*R2C and R3C / Make Inferences about Solutions

Choice: \_\_\_\_\_  
Explanation: \_\_\_\_\_

4. Of all the characters in the story/passage who offered advice on how to solve the problem of [name the problem], which one do you think offered the best advice? Explain the reason for your choice using two details and/or examples from the story/passage. (ES, MS, HS) \*R2C and R3C / Make Inferences about Solutions

Choice: \_\_\_\_\_  
Explanation: \_\_\_\_\_

5. Of all the characters in the story/passage, who offered the best advice on how to solve the problem of not having enough money to feed the animals? (ES, MS, HS) \*R2C and R3C / Make Inferences about Solutions

- A. The mother
- B. The father
- C. John
- D. Mary

**Performance Standard 3.8**—“Students will demonstrate within and integrate across all content areas the ability to **assess costs, benefits and other consequences of proposed solutions.**”

In 3.7, students are responding to events taking place *in* the passage; in 3.8 MAP/EOC items, students must go *beyond* what is given in the passage to tell how effective they think a strategy will be. To assess this standard, students need to evaluate the effectiveness of solutions mentioned in the passage. Or students may be asked to provide *another* way the problem could have been solved and evaluate if it would work better, and why.

**Example Items:**

1. Explain what course of action you would take if you were in [character’s] situation and explain why this would be a more effective course to take. Use two details and/or examples from the passage to explain why your course of action would be effective. (MS or HS) \*R2C and R3C / Evaluate Effectiveness of Solutions and Interpret Behaviors and Consequences of Characters’ Actions

2. If [character] follows the advice offered by [another character] in the passage, what do you think will happen? Tell why your prediction is logical using two details and/or examples from the passage. (MS or HS) \*R2C and R3C / Make Inferences about Problem-Solution

Prediction: \_\_\_\_\_

Explanation: \_\_\_\_\_

3. In the passage, John comes up with a solution to the problem of not having enough time to complete work. Was John’s solution an effective solution to the problem? Explain why or why not using two details and/or examples from the passage. (MS and HS) \*R2C and R3C / Evaluate Effectiveness of Solutions

4. Explain how [character from passage A] would solve the problem faced by [character in passage B]. Use two details and/or examples from the passage to support your answer. (HS) \*R2C and R3C / Evaluate Problem Solving Processes and Make Inferences about Problem-Solutions

5. If you had John’s problem, how would you earn money to buy the shoes? Use one detail from the story to tell why your idea is better than John’s idea. (ES) \*R2C and R3C / Make Inferences about Problem-Solution

Your idea: \_\_\_\_\_

Why it is better: \_\_\_\_\_

6. If Mike does what Tom says, what do you think will happen? Tell why, using one detail from the story. (ES) \*R2C / Predict Solutions; R3C / Make Inferences about Solutions

What will happen? \_\_\_\_\_

Why? \_\_\_\_\_

7. John’s solution to the problem of not having money was effective because...(ES) \*R2C and

R3C / Make Inferences about Problem-Solution

- A. It took less time than other solutions.
- B. It required little physical work.
- C. It allowed John to use his mind.
- D. It made John famous and rich.