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<th>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.</th>
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<td>Target 9. CENTRAL IDEAS: Identify central ideas, key events, or procedures and details that support them.</td>
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| **Appropriate Stems:** | • Which sentence *best* tells the main idea of the passage?  
• Which sentence *best* tells the main problem in the passage?  
• Which sentence *best* describes the author’s message/main idea (Optional: in [section of the passage])?  
• Read the sentence(s)/paragraph from the passage and the directions that follow.  
  [text excerpt]  
  What is the main idea of the sentence(s)/paragraph?  
• What happens when/after/during [text event or procedure]? |
| **Appropriate Stems for Dual-Text Stimuli Only:** | • What main idea can be found in both [text #1 name] and [text #2 name]? NOTE: This stem can only be used with two informational passages.  
• What main idea from [text #1 name] is made clear by the description of [idea/event] in [text #2 name OR literary text name]? |
<p>| <strong>Scoring Rules:</strong> | Correct response: 1 point; Incorrect response: 0 points |</p>
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| **Item Type:** Evidence-based Select Response, two-part multiple choice response (EBSR)  
**DOK:** 2 | **Stimulus:** Texts will be informational and may be of low to high complexity at grade level. Texts will develop a central idea, key events, and/or procedure(s). |
| **Task Description:** |  |
| The *item stem* of PART A will pose a question that requires the student to identify a central idea of the text.  
The *answer choices* of PART A will present four options of similar structure. The correct answer will be a clearly discernible and correct description of a central idea of the text. The distractors will be statements that may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.  
The *item stem* of PART B will prompt the selection of detail(s) from the text that provide evidence for the identification the student made in PART A.  
The *answer choices* of PART B will present four or five options if there is one correct answer or five to eight options if there are two correct answers. The correct answer(s) will be text detail(s) that support the central idea identified in Part A. The distractors will be text details that provide plausible support for the distractors in PART A. |
| **Distractors** will reflect common student errors.  
**Rationales** should state the justification for the type of plausible distractor. |  |
| **Target Evidence Statement:** |  |
| 1. The student will identify a central idea, key event, or procedure in a text. |  |
| **Lead-In:** The following question has two parts. First, answer part A. Then, answer part B. |  |
| **Appropriate Stems for PART A:** |  |
| • Which sentence *best* tells the main idea of the passage?  
• Which sentence *best* tells the main problem in the passage?  
• Which sentence *best* describes the author’s message/main idea [Optional: in [section of the passage]]?  
• Read the sentence(s)/paragraph from the passage and the directions that follow.  
[Text excerpt]  
What is the main idea of the sentence(s)/paragraph? |  |
| **Appropriate Stems for PART B:** |  |
| • Which sentence/detail from the passage *best* supports/is an example of your answer in part A?  
• Which two sentences/details from the passage *best* support/are examples of your answer in part A?  
• Which sentence/detail from the passage shows the same main idea you chose in part A? |  |
| **Appropriate Stems for Dual-Text Stimuli Only:** |  |
PART A:
- What main idea can be found in both [text #1 name] and [text #2 name]? NOTE: This stem can only be used with two informational passages.
- What main idea from [text #1 name] is made clear by the description of [idea/event] in [text #2 name OR literary text name]?

PART B:
- Which [sentence/detail] from [text #1 name] best [supports/is an example of] your answer in part A?
- Which [sentences/details] from [text #1 name] [text #2 name OR literary text name] best [support/are an example of] your answer in part A?

**Scoring Rules:** Correct response for both parts: 1 point; Incorrect response for either or both parts: 0 points
Task Models

| Task Model 3 | Stimulus: Texts will be informational and may be of low to high complexity at grade level. Texts will develop a central idea, key events, and/or procedure(s).

**Task Description:**
The item stem will pose a question that requires the student to select detail(s) that reveal a central idea. The item stem may directly state the number of correct answers the student must click, but this is not a requirement for all items.
The answer choices will be delimited text that consists of whole selections (e.g., sections or paragraphs) taken directly from the text. The correct answer(s) will be delimited text detail(s) that reveal the central idea(s) of the text. The distractors will be other delimited text details within the text selection. The distractors may be plausible to students who 1) misinterpret details in the text or 2) make erroneous analyses about the significance of ideas and details.

**Distractors** will reflect common student errors.
**Rationales** should state the justification for the type of plausible distractor.

**Target Evidence Statement:**
1. The student will identify a central idea, key event, or procedure in a text.

**Appropriate Stem:**
- Click on the {Optional: [number]} sentence(s) that best show the main idea of the passage/[passage title].

**Scoring Rules:** Correct response: 1 point; Incorrect response: 0 points

**Format Example:**
Note that delimited text is a whole, continuous section of text. The Format Example includes a sample of hot text from a grade 8 item and is included to provide guidance regarding formatting purposes only.

Click on the sentence of text that best reveals the central idea of the text.

**Collapse**
[Just when it seemed Atari was set for long-term success, the North American video game market crashed.] [Interest in home gaming systems waned, and Atari was sold.] [Years later, Japanese video game companies Sega and Nintendo reignited the flames of playing video games at home.] [Today, the popularity of gaming spreads across countries, cultures, and age groups.] [None of that would have been possible without Pong, though.] [A simple game of electronic tennis started a revolution in entertainment.]
Task Model 4
Item Type: Short Text, constructed response (ST)
DOK: 3

Stimulus: Texts will be informational and may be of low to high complexity at grade level. Texts will develop a central idea, key events, and/or procedure(s).

Task Description:
The item stem will prompt the student to determine a central idea of the text and support their response with evidence from the text.
Exemplars will reflect common student responses.

Target Evidence Statement:
1. The student will identify a central idea, key event, or procedure in a text.

Appropriate Stems:
- What is the main idea of the passage/in [section of the passage]? Use details from the passage to support your answer. (Note: A section of the text will be referenced only if it is easily identifiable; students will not be required to count several paragraphs into the text.
- What is the author’s message about [text detail]? Use details from the passage to support your answer.
- Read this paragraph and the directions that follow. [Text excerpt] What is the author’s main idea in this paragraph/section? Use details from the paragraph/section to support your answer.

Appropriate Stems for Dual-Text Stimuli Only:
- What main idea can be found in both [text #1 name] and [text #2 name]? Use details from the passage to support your answer. NOTE: This stem can only be used with two informational passages.
- What main idea from [text #1 name] is made clear by the description of [idea/event] in [text #2 name OR literary text name]? Use details from the passage to support your answer.

Scoring Rules: Items are worth a possible two points (0,1,2) and responses are hand-scored. Rubrics will be item-specific.

Rubric Template:

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
</tr>
</thead>
</table>
| 2     | A response:  
- Gives sufficient evidence of the ability to justify interpretations of information  
- Includes specific examples that make clear reference to the text  
- Adequately supports examples with clearly relevant information from the text |
| 1     | A response:  
- Gives limited evidence of the ability to justify interpretations of information  
- Includes some examples that make clear reference to the text  
- Supports examples with limited information from the text |
| 0     | A response gets no credit if it provides no evidence of the ability to justify |
interpretations of information, includes no relevant information from the text, or is vague.

Format Example:
The Rubric Example includes a sample short text rubric from a grade 8 item and is included to provide guidance regarding formatting purposes only.

<table>
<thead>
<tr>
<th>Score</th>
<th>Rationale</th>
<th>Exemplar</th>
</tr>
</thead>
</table>
| 2     | A response:  
- Gives sufficient evidence to justify the inference made.  
- Includes specific examples that make clear reference to the text. Examples can include  
  --- prevalence of games on smartphones and other modern technology  
  --- the way games have changed over the years  
  --- how different Pong is from modern technology  
  --- how popular modern technology is now |
|       | The author wanted to make sure the reader could understand the article. Mentioning smartphones and the popularity of modern technology reminds people how far games have come. The comparison between today's games and the simple game of Pong makes it seem even more special. |
| 1     | A response:  
- Gives limited evidence to support interpretations of information  
- Includes some examples that make clear reference to the text.  
- Supports examples with limited information from the text. Examples can include those identified in two-point rationale. |
|       | The author wanted to make sure the reader realized how we are surrounded by games today to show how people in the past were not. |
| 0     | A response:  
- Provides no evidence to support the inference made  
- Includes no relevant information from the text or is vague. |
|       | The author wanted people to know that Pong wasn't as good as games now. |