

Learning Target: Demonstrate understanding of theme or message and supportive details

Examples of Multiple-choice Items

1. What do you think the author is telling readers in this story?
 - A. The correct response is the best statement of the message of the story.
 - B. An incorrect response may contain an idea not included in the passage.
 - C. An incorrect response may contain an unimportant idea that is stated in the passage.
2. The message of this poem has to do with sharing. Which of the following ideas from the poem helps get this message across?
 - A. The correct response is a detail that supports the message.
 - B. An incorrect response may be a detail in the poem that does not support the message.
 - C. An incorrect response may be a detail that appears to support the message but is not actually included in the selection.

Example of Short Answer Item

What do you think the author is telling readers in this poem? Refer to the poem to explain your answer.

Learning Target: Demonstrate understanding of major ideas and supportive details

Example of Multiple-choice Item

Which sentence gives the most important idea in the (selection)?

- A. The correct response is the major idea in the selection.
- B. An incorrect response may be an idea that is contained in the selection but is not the major idea.
- C. An incorrect response may be an idea that is related in some way to the major idea, but is not in the selection.

Examples of Short Answer Items

1. (Give diagram with a circle and three arms branching out from the circle; each arm ends with a box; two boxes have write-in lines. Supply the major idea and one of the supporting ideas in the diagram.) The article's most important idea is in the circle. Write two more details that relate to this idea.
2. Write a question about an important idea in the article. Then write a good answer for your question.

Learning Target: Summarize text

Example of Multiple-choice Item

Which sentence best summarizes what this (selection) is about?

- A. The correct response is the best summary.
- B. An incorrect response may contain an idea not included in the passage.
- C. An incorrect response may contain an idea from the passage that is too narrow to be acceptable as a summary.

Examples of Short Answer Items

1. *Informational*: Summarize the main points of this selection in your own words.
2. *Literary*: Summarize what happens in this story in your own words.

Learning Target: Make inferences or predictions

Examples of Multiple-choice Items

1. *Inference*: Which idea does this selection suggest?
 - A. The correct response is an idea that can reasonably be inferred from the text.
 - B. An incorrect response may contain an idea that appears to derive from the text but that the selection does not really support.

2. *Prediction*: What do you think (character) will do now that (cite circumstances at end of story)?
 - A. The correct response is an outcome that can reasonably be predicted given the information in the text.
 - B. An incorrect response is not appropriate given the information in the text.

Examples of Short Answer Items

1. *Inference*: Why do you think (character) did (action)?
2. How did (character) feel when (event) happened? How do you know how she felt?
3. *Prediction*: What do you think (character) will do now that (cite circumstances at end of story)? What in the story makes you think this?

Learning Target: Compare/contrast elements of the text or make connections within the text

Examples of Multiple-choice Items

1. *Compare/contrast*: Which sentence tells how (two characters in the story) are alike?
 - A. The correct response identifies an appropriate similarity.
 - B. Incorrect responses do not identify similarities; they may focus on something that is true of one character or the other, but not both.
2. *Connections within text*: Which sentence explains why (event) happened?
 - A. The correct response is a reasonable statement of causation.
 - B. Incorrect responses cite events that thoughtful reading reveals are not really the cause.

Examples of Short Answer Items

1. *Compare/contrast*: How are (two elements in the selection) alike?
2. *Connections within text*: Explain why (event) happened

Examples of Extended Response Items

1. *Compare/contrast*: Students fill in 2-column chart (with characters' names at the top) with words that tell about the two characters. They write about ways in which the characters are alike and ways in which they are different.
2. *Connections within text*: Explain all the things that led up to (event in the selection).

Learning Target: Compare/contrast or make connections between or among texts or synthesize information from a variety of resources

Examples of Multiple-Choice Items

1. *Compare/contrast between/among texts*: How does (story character's) feeling about (subject) compare to the poet's feeling about (subject)?
 - A. The correct response identifies an appropriate similarity.
 - B. Incorrect responses identify elements that exist in one passage but not in the other(s).
2. *Cause/effect between/among texts*: After reading both the story and the article, what seems to be the reason for (event)?
 - A. The correct response is a reasonable statement of causation that may be gleaned from reading two or more selections carefully.
 - B. Incorrect responses are statements of causation that careful reading of two or more selections reveals to be unsound.

Examples of Short Answer Items

1. *Compare/contrast between/among texts*: Which character is most like the speaker in the poem? Explain how they are alike.
2. *Synthesize*: How important was (item) to people at the time the story was set? Use the story and the article to answer this question.

Example of Extended Response Item

Compare/contrast between/among texts: In the chart compare the ideas you get about (subject) from the poem and the ideas you get from the article. (Give 2-column chart to help students organize this information.) Which selection gives you more information about (subject)? Which selection tells you more about how people might feel about (subject)?

Learning Target: Analyze author’s purpose and evaluate effectiveness for different audiences

Example of Multiple-choice Item

Which sentence in this advertisement is an example of author’s use of a “bandwagon” argument, that is, urging people to do something because everyone is doing it?

- A. The correct response identifies an appropriate sentence.
- B. Incorrect responses identify sentences that do not represent this type of argument; they may represent other types of arguments, or they may not be representative of any type of argument at all.

Example of Short Answer Item

How do you think the poet wants readers to feel when they read this poem? Do you feel this way? Explain your feeling, citing references from the poem.

Example of Extended Response Item

What does the author think about (issue discussed in the selection)? List the main arguments for his point of view. How do you think he would feel about (related issue)? Refer to the selection to explain your answer.

Learning Target: Evaluate reasoning and ideas/themes related to the text

Example of Multiple-choice Item

What is wrong with (character’s) reasoning in this story?

- A. The correct response identifies a problem with the reasoning demonstrated by the character.
- B. Incorrect responses may identify a problem with another character’s reasoning or a problem in reasoning that is not a part of the story.

Examples of Short Answer Items

1. Is the following a reasonable conclusion that may be drawn from the selection? Refer to the selection to support your answer. (Then state a conclusion that may or may not be reasonably drawn from the selection.)
2. After reading the first paragraph of the selection, you might make the generalization that (state a generalization that might be reasonably made from reading the first paragraph). Does the rest of the selection support this generalization? Explain your answer with details from the selection.

Example of Extended Response Item

What arguments does the writer make to get her point across in this essay? How strong is each argument? How might readers answer each argument if they disagree with the writer's ideas?

Learning Target: Extend information beyond text

(make generalizations beyond the text to a broader idea or concept, or apply information to other texts or situations, or give a response to reading)

Example of Multiple-choice Item

After reading this article, which of the following generalizations can you make?

- A. The correct response identifies a generalization that can be logically made from reading the selection.
- B. An incorrect response may identify a generalization that is too broad or based on too little evidence.
- C. An incorrect response may identify a generalization that appears to be reasonable but is flawed in its logic.

Example of Short Answer Item

Would you have wanted to travel west as pioneers did in the story? Support your answer with specific references from the story.

Example of Extended-response Item

Apply: How could you use what you learned about (subject) in this selection to (do a particular task)? Refer to the selection to explain your ideas.

Source: Adapted from *Washington Assessment of Student Learning 4th-Grade Reading Test and Item Specifications*, 1998, Olympia, WA: Office of the Superintendent of Public Instruction, <http://www.k12.wa.us/assessment/WAS/reading7rdspecs.aspx>. Adapted with permission.