

ISTAR English/Language Arts Sample Items for Grades 3-8 and 10

This document provides examples of the types of items on the *ISTAR Assessment*. The sample items can serve as models when teachers are constructing items for classroom assessment. It should be noted that this document is not a practice test.

On this website, <http://www.doe.in.gov/assessment/alternate-assessments>, you may access other critical English/Language Arts information related to the ISTAR Assessments, such as:

- Test Blueprints
- Instructional and Assessment Guidance, including the Content Connectors

Because students with significant cognitive disabilities are a diverse population with a variety of needs, it was important to develop items across a broad range of abilities. Three levels of items were created, called "tiers."

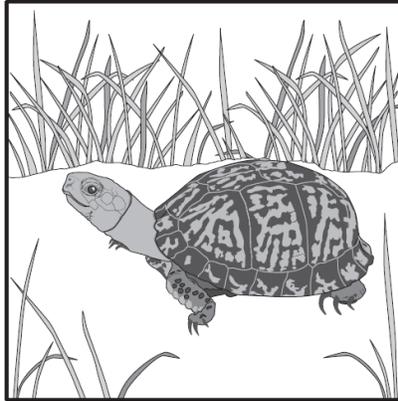
- **Tier 1** - Tier 1 questions use simple and direct language. Graphics are provided for most answer choices, along with text, which give students a visual support to answer the questions.
- **Tier 2** - Tier 2 questions are more complex than those in Tier 1. More introductory phrases may be included in the questions and fewer graphics in the answer choices than in Tier 1. There is a greater level of complexity in how students respond to the questions than in Tier 1.
- **Tier 3** - Tier 3 includes more detailed directions and questions. There is more text and few to no graphics in the answer choices. There may be more abstract ideas and inferencing in Tier 3. There is more complexity in how students respond to the questions than in Tier 2.

These samples are representative of passage-based reading comprehension items and stand-alone writing items that appear in Part 1 (Jan/Feb) and 2 (April/May) of the ISTAR English/Language Arts Assessment. There are six sample questions with two items at each tier for each grade band written to targeted standards and the corresponding content connectors, which show how the standard would be assessed differently for each tier.

Grade Band 3-4 Samples

Tier 1 Passage

Box Turtles

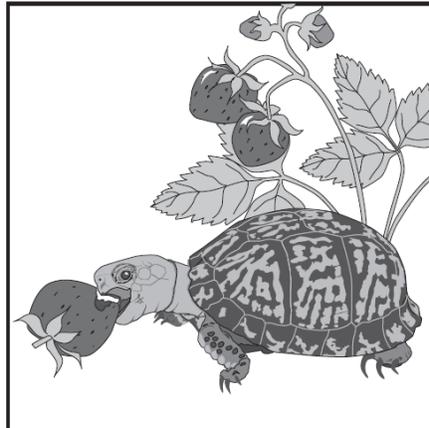


What animal has a shell? A turtle!

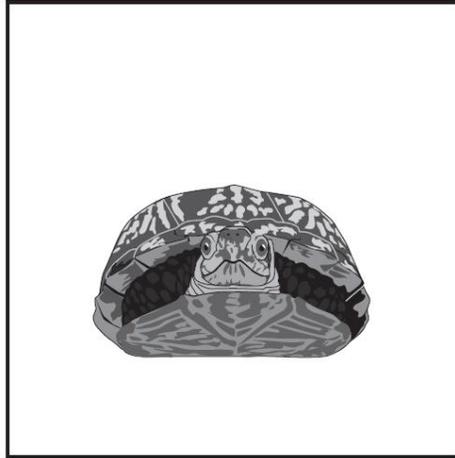
One kind of turtle is the box turtle.

A box turtle lives where there are trees and grass. They crawl under leaves and on grassy land. They live near water.

Box turtles can live to be 100 years old! That is a long time!



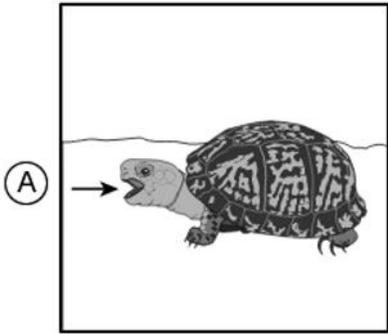
Box turtles eat many things. They eat bugs. They eat roots and berries. They even eat worms.



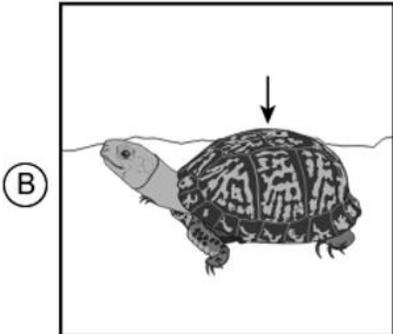
A box turtle's shell is hard. The shell protects the turtle. If a turtle is scared, it will pull its head into the shell. It will pull in its legs and tail too. Then it closes its shell. Now the turtle is safe.

Sample Item Information for Teachers	
Grade Band: 3-4	Tier: 1
Key: B	Depth of Knowledge: 1 Link to DOK Wheel
Indiana Academic Standard: 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Content Connector: 3.RN.2.2.a.2 Recount the key details and explain how they support the main idea.
Passage-Based Item: Box Turtles	

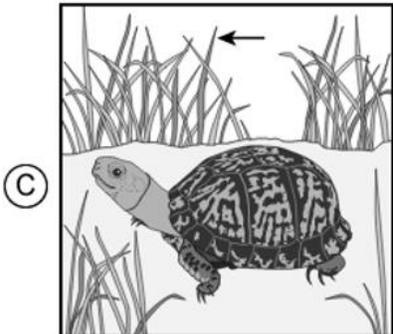
Which part of a box turtle keeps it safe?



mouth



shell



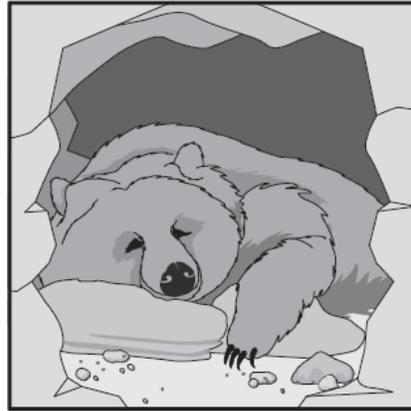
grass

Tier 2 Passage

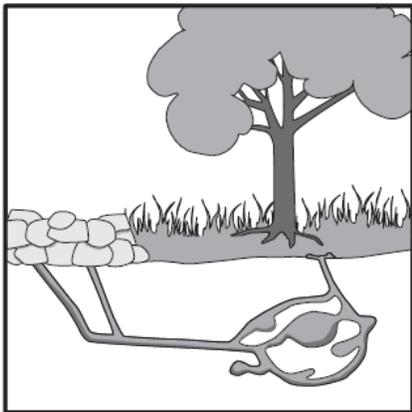
Animal Homes



Bird Nest



Bear Cave



Chipmunk burrow



Beaver Lodge

Animal homes are different than homes for people.

Squirrels and birds live in nests in trees or on the ground. Squirrels build nests high in trees. Some birds build nests in trees. Others build them on the ground. Nests are made of grass and sticks.

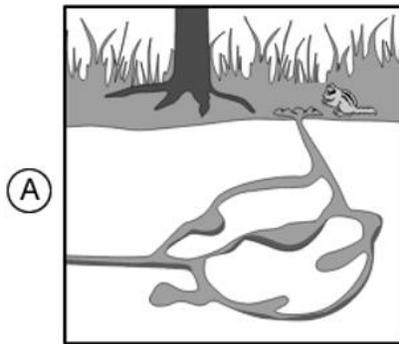
Bears live in dens. Dens are made with piles of sticks or in caves. Bears can even build their dens in piles of leaves.

Chipmunks live under the ground. They dig burrows where they hide and sleep. They also keep their food in their burrows for the winter.

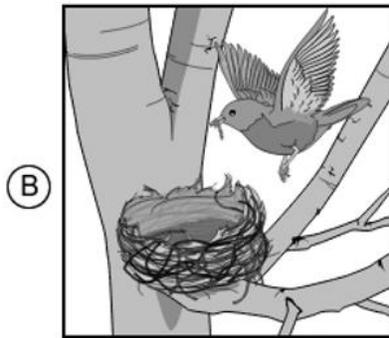
Beavers make their homes on the water. They build lodges. Beavers work hard to make their lodges. A lodge is made of sticks and mud. They carry mud with their paws. They carry sticks between their teeth. Beavers swim under the water to get into their homes.

Sample Item Information for Teachers	
Grade Band: 3-4	Tier: 2
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Content Connector: 3.RN.2.2.a.1 Determine the main idea of a text.
Passage-Based Item: Animal Homes	

What is the passage **MOSTLY** about?



how animals build homes



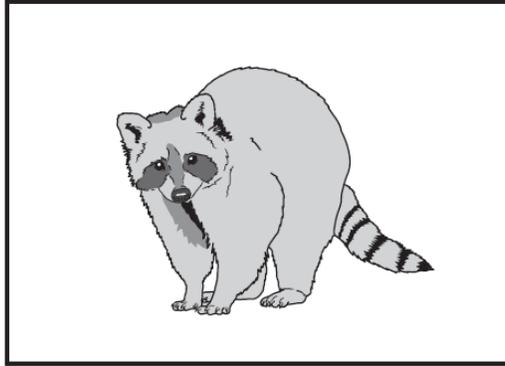
where animals keep food



how animals stay warm

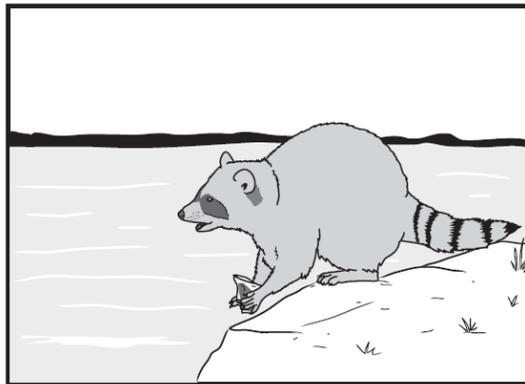
Tier 3 Passage

Indiana's Most Likable Animal: The Raccoon



The raccoon has black markings across its eyes. It looks like it is wearing a mask. And, it has black rings on its tail. The raccoon is a small animal. It is about the size of a big house cat.

What makes the raccoon the most likable animal in Indiana? Is it their masked face? The way they waddle when they walk? Whatever it is, the people of Indiana like their raccoons.



Raccoons eat plants and animals. They are good at fishing and hunting for food. They eat frogs, crayfish, and eggs. Raccoons dip their food in water. They are not washing their food. They are feeling it. They want to make sure there is nothing in the food that is bad for them.

Raccoon babies are tiny. The mother makes the family's home inside a hole in a tree. She teaches her babies how to search for food. She also teaches them how to stay safe.

Raccoons can be seen near streams, rivers, and ponds. But if you do see a raccoon, don't go near it. It is a wild animal. You should watch it from far away.

Sample Item Information for Teachers	
Grade Band: 3-4	Tier: 3
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 3.RN.2.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	Content Connector: 3.RN.2.2.a.2 Recount the key details and explain how they support the main idea.
Passage-Based Item: Indiana's Most Likable Animal: The Raccoon	

Which sentence from the passage tells what a raccoon looks like?

- (A) "The raccoon has black markings across its eyes."
- (B) "Raccoons can be seen near streams, rivers, and ponds."
- (C) "It is a wild animal."

Sample Item Information for Teachers	
Grade Band: 3-4	Tier: 1
Key: B	Depth of Knowledge: 1 Link to DOK Wheel
Indiana Academic Standard: 3.W.6.2d Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.	Content Connector: 3.W.6.2d.a.1 Use conventional spelling for high-frequency and other studied words.
Stand-alone item	

Which word is spelled correctly and goes in the blank?



This is a _____.

- (A) gardine
- (B) garden
- (C) jardan

Sample Item Information for Teachers	
Grade Band: 3-4	Tier: 2
Key: C	Depth of Knowledge: 1 Link to DOK Wheel
Indiana Academic Standard: 3.W.6.2d Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.	Content Connector: 3.W.6.2.d.a.1 Use conventional spelling for high-frequency and other studied words.
Stand-Alone Item	

Which word is spelled correctly and goes in the blank?

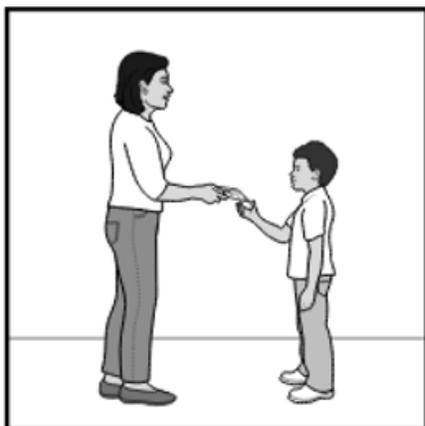


Julia is wearing a warm _____.

- (A) cot
- (B) cote
- (C) coat

Sample Item Information for Teachers	
Grade Band: 3-4	Tier: 3
Key: B	Depth of Knowledge: 1 Link to DOK Wheel
Indiana Academic Standard: 3.W.6.2d Using conventional spelling for high-frequency and other studied words and for adding affixes to base words.	Content Connector: 3.W.6.2d.a.1 Use conventional spelling for high-frequency and other studied words.
Stand-Alone Item	

Which word is spelled correctly and goes in the blank?



Mom gives Sam some _____ for lunch.

- (A) mony
- (B) money
- (C) monie

Grade Band 5-6 Samples

Tier 1 Passage

Too Scared



Josh wanted to go down the snowy hill on his sled with his dad, but he was scared. The hill was slippery, and Josh knew they would go fast.

At first, Josh didn't want to tell his dad that he was scared. But, he finally told him, and his dad understood.

Josh's dad pointed to another hill that was not as steep. The two slid down the smaller hill several times.

Then, Josh told his dad that he was ready to try the big hill.



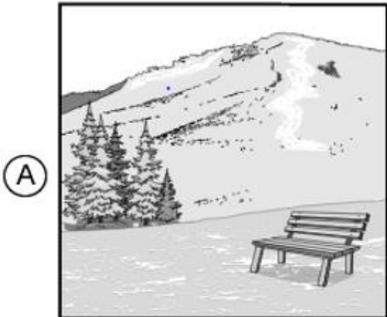
Josh and his dad slid down the big hill, and they laughed the whole way.

Sample Item Information for Teachers	
Grade Band: 5-6	Tier: 1
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Content Connector: 5.RV.2.1.a.1 Use context and text features to determine the meanings of unknown words.
Passage-Based Item: Too Scared	

Read the sentences from the story.

**Josh's dad pointed to another hill that was not as steep.
The two slid down the smaller hill several times.**

What is the meaning of the word steep?



(A)

high



(B)

cold



(C)

snowy

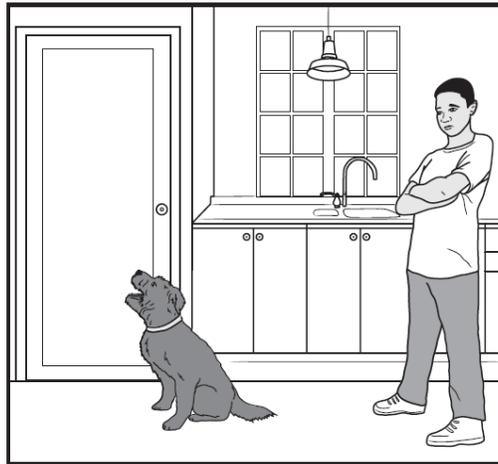
Tier 2 Passage

Keep Trying

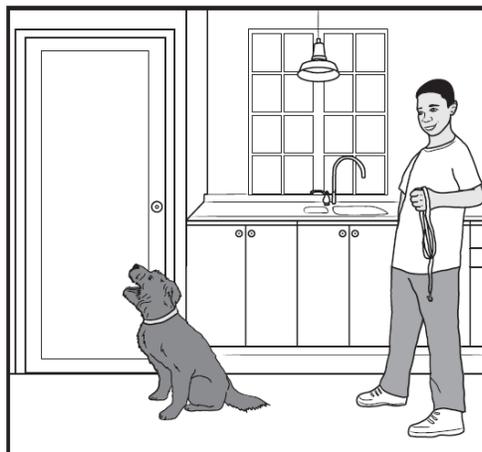
James was excited. He was going to take care of Mr. Miller's dog for the day.

Mr. Miller and Bella arrived early. Bella sat on the floor watching the door as Mr. Miller said goodbye and left.

"Bella," said James, "let's go play." Bella wouldn't move. She stared at the door. Then she started barking.



James tried everything to make Bella stop barking. He petted Bella and scratched her ears, but she just looked at the door and kept on barking. Then James offered Bella a treat, but she wouldn't take it.



Then James thought of something else. "I'll take you for a walk," said James.

James hooked the leash onto Bella's collar and opened the door. Bella rushed out the door with James holding tight to the leash. James walked down the sidewalk as Bella happily trotted along.

When they got back home, Bella happily ate a treat. She snuggled next to him as James petted her curly fur.

Sample Item Information for Teachers	
Grade Band: 5-6	Tier: 2
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Content Connector: 5.RV.2.1.a.1 Use context and text features to determine the meanings of unknown words.
Passage-Based Item: Keep Trying	

Read the sentence from the story.

James walked down the sidewalk as Bella happily trotted along.

What is the meaning of the word trotted?

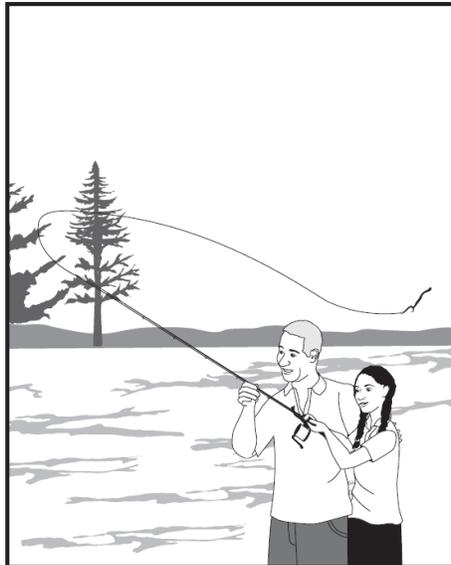
- (A) jogged
- (B) chased
- (C) stopped

Tier 3 Passage

Just Wait



Kim held her fishing pole. Grandpa put a worm on the hook. “Will I catch a fish, Grandpa?” Kim asked.



“You might,” Grandpa answered. He helped Kim swing her fishing line into the water. Kim watched and waited. She did not feel a fish pull on her pole.

“Just wait,” Grandpa said. So, Kim waited. Still no fish.

“Just wait,” Grandpa said again. And again, Kim waited. Still no fish.

Non-Secure Item*Non-Secure Item***Non-Secure Item***Non-Secure Item**
ISTAR Sample for Classroom Use

“Grandpa, this is no fun. I’m ready to go home.” Kim was sad that she hadn’t caught a fish.

“Just wait,” Grandpa said. But Kim didn’t think she could wait any more.

Then suddenly, Kim felt a tug on her fishing line. “Oh, Grandpa. I think I’ve caught a fish!” Grandpa helped Kim pull on her fishing pole. She slowly reeled in the fish.



“It’s a blue gill!” Grandpa said. “Good job, Kim.”

“Wow, this is so much fun,” exclaimed Kim. “Let’s catch another one!”

Sample Item Information for Teachers	
Grade Band: 5-6	Tier: 3
Key: B	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 5.RV.2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.	Content Connector: 5.RV.2.1.a.1 Use context and text features to determine the meanings of unknown words.
Passage-Based Item: Just Wait	

Read the sentences from the story.

Grandpa helped Kim pull on her fishing pole. She slowly reeled in the fish.

What is the meaning of the word reeled?

- (A) caught
- (B) wound
- (C) threw

Sample Item Information for Teachers	
Grade Band: 5-6	Tier: 1
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
<p>Indiana Academic Standard: 5.W.3.2 Write informative compositions on a variety of topics that introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic; employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics; connect ideas within and across categories using transition words (e.g., therefore, in addition); include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension; use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience; provide a concluding statement or section related to the information or explanation presented.</p>	<p>Content Connector: 5.W.3.2.a.2 Introduce a topic; organize sentences and paragraphs logically, in an organizational form appropriate to the topic.</p>
Stand-Alone Item	

Read the paragraph.

Indiana has many kinds of weather. In the winter it is cold and snowy. There are rain storms in the spring. Summer is hot and sunny.

What is the topic of this paragraph?

- (A) weather
- (B) rain
- (C) sports

Sample Item Information for Teachers	
Grade Band: 5-6	Tier: 2
Key: C	Depth of Knowledge: 3 Link to DOK Wheel
Indiana Academic Standard: 5.W.3.2 Write informative compositions on a variety of topics that introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic; employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics; connect ideas within and across categories using transition words (e.g., therefore, in addition); include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension; use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience; provide a concluding statement or section related to the information or explanation presented.	Content Connector: 5.W.3.2.a.2 Introduce a topic; organize sentences and paragraphs logically, in an organizational form appropriate to the topic.
Stand-Alone Item	

Read the paragraph.

Long ago, all dogs were wild. They hunted for their food. They lived together in groups.

What is the **BEST** topic sentence for this paragraph?

- (A) Meat is the right food for dogs.
- (B) Some people are afraid of dogs.
- (C) Dogs have not always been pets.

Sample Item Information for Teachers	
Grade Band: 5-6	Tier: 3
Key: C	Depth of Knowledge: 3 Link to DOK Wheel
<p>Indiana Academic Standard: 5.W.3.2 Write informative compositions on a variety of topics that introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic; employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics; connect ideas within and across categories using transition words (e.g., therefore, in addition); include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension; use appropriate language, vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience; provide a concluding statement or section related to the information or explanation presented.</p>	<p>Content Connector: 5.W.3.2.a.2 Introduce a topic; organize sentences and paragraphs logically, in an organizational form appropriate to the topic.</p>
Stand-Alone Item	

Read the paragraph.

Bessie Coleman was the first black woman to earn a pilot's license. She performed tricks while flying. People everywhere wanted to watch her air show.

What is the **BEST** topic sentence for this paragraph?

- (A) Bessie Coleman went to school at an early age.
- (B) Bessie Coleman was liked by many people.
- (C) Bessie Coleman was a famous pilot.

Grade Band 7-8 Samples

Tier 1 Passage

Becoming a Chef

Would you like to cook for a job? A career as a chef might be for you!

What Chefs Do



Chefs prepare food, cook it, and present it. They often do much more than cook. Many chefs plan menus, shop for the ingredients, and work out the cost of the food. Great chefs make meals taste and look fantastic.

Where Chefs Work

Chefs work mainly in restaurants. Some work in hospitals, in nursing homes, or on boats. Some even open their own restaurants.

When Chefs Work

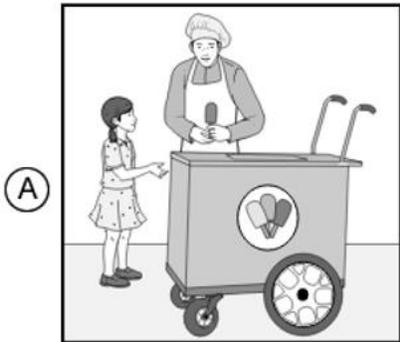


Chefs who work in popular restaurants often work in the afternoon and long into the night. Many chefs work weekends and holidays, too.

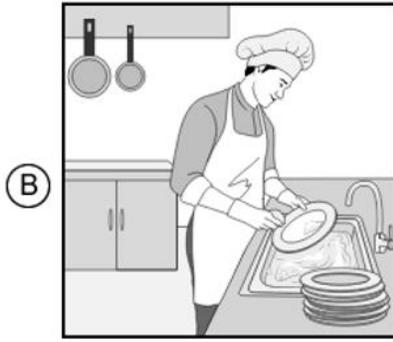
If you want to be a chef, get ready for plenty of cooking and late hours!

Sample Item Information for Teachers	
Grade Band: 7-8	Tier: 1
Key: C	Depth of Knowledge: 1 Link to DOK Wheel
Indiana Academic Standard: 7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Content Connector: 7.RN.2.1.a.1 Refer to details and examples in a text when explaining what the text says explicitly.
Passage-Based Item: Becoming a Chef	

What does a chef do?



A chef sells food.



A chef cleans up.



A chef prepares food.

Tier 2 Passage

Don't Feed Wild Animals



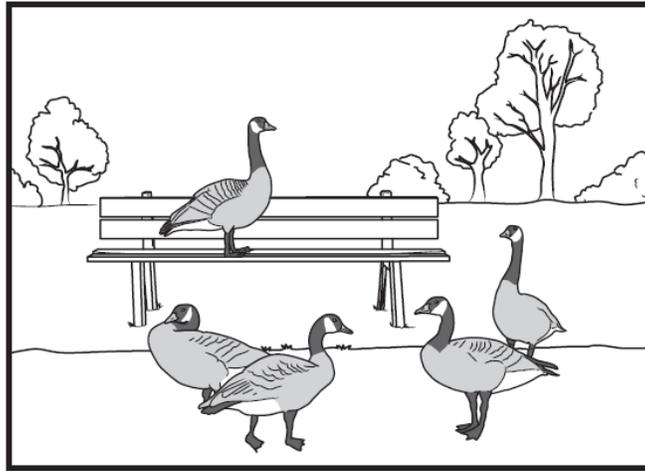
You are sitting at a park. The geese in the pond look friendly, so you throw a piece of popcorn or some bread at them. A squirrel looks cute, so you toss more of your snack at the squirrel. The animals may seem to like the snacks, but the snacks are not good for them. Feeding the animals is bad for the park, too.

Wild Animals Should Not Eat Food Made for People

Feeding animals is bad. Foods that people eat can harm animals. In fact, some foods we eat, such as white bread and popcorn, cause wild animals to get sick.

Feeding wild animals can make a park less safe. A wild animal that has been fed by people will go up to other people for food.

Feeding Animals Can Harm a Park



Large groups of animals change a park. The park gets crowded. More animals mean a bigger chance that the animals will fight for food. It also means a bigger chance of sickness. Disease can spread among the animals. It can spread to pets and people, too. Then the park turns into a bad place for both people and animals.

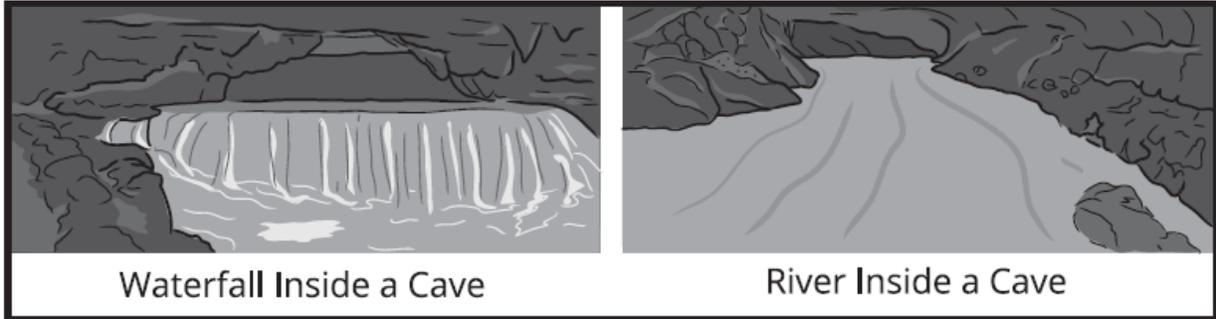
Sample Item Information for Teachers	
Grade Band: 7-8	Tier: 2
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Content Connector: 7.RN.2.1.a.1 Refer to details and examples in a text when explaining what the text says explicitly.
Passage-Based Item: Don't Feed Wild Animals	

Which sentence from the passage shows why you should not feed wild animals?

- (A) "The geese in the pond look friendly, so you throw a piece of popcorn or some bread at them."
- (B) "A squirrel looks cute, so you toss more of your snack at the squirrel."
- (C) "Feeding wild animals can make a park less safe."

Tier 3 Passage

Indiana's Caves



Southern Indiana is a very special and surprising place. There is a secret world under the ground there. It consists of caves, streams, and rivers. Some of the caves are huge and seem to go on forever. Some even have waterfalls inside! This underground world formed slowly over thousands of years. It is now home to unusual forms of life. This special and surprising place is also very important.

How Did the Caves Form?

The caves formed very slowly over long periods of time. Mainly the caves are the result of rainwater. The rainwater picked up acid over many years. The rain gradually ate away at the soft rock of southern Indiana.

What Lives in the Caves?

Many unusual plants and animals live in Indiana's caves. These animals are unusual because some of them live in complete darkness. Many kinds of insects live in the caves, too.

Why Are the Caves Important?

Cave systems are important to us. We get a large amount of our drinking water from those storage areas. They carry and store water that we need to live. First, rainwater soaks into the ground. The streams and rivers there carry the water. Then, the water goes to storage areas underground.

Sample Item Information for Teachers	
Grade Band: 7-8	Tier: 3
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 7.RN.2.1 Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.	Content Connector: 7.RN.2.1.a.1 Refer to details and examples in a text when explaining what the text says explicitly.
Passage-Based Item: Indiana's Caves	

Which sentence from the passage explains why caves are important to people?

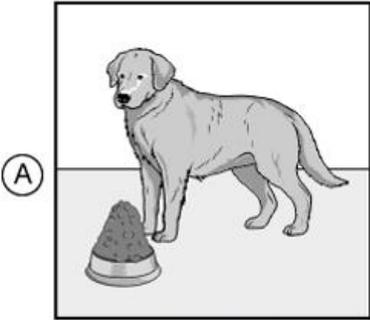
- (A) "There is a secret world under the ground there."
- (B) "Many unusual plants and animals live in Indiana's caves."
- (C) "They carry and store water that we need to live."

Sample Item Information for Teachers	
Grade Band: 7-8	Tier: 1
Key: B	Depth of Knowledge: 3 Link to DOK Wheel
<p>Indiana Academic Standard: 7.W.3.1 Write arguments in a variety of forms that introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; establish and maintain a consistent style and tone appropriate to purpose and audience; use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Content Connector: 7.W.3.1.a.3 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p>
Stand-Alone Item	

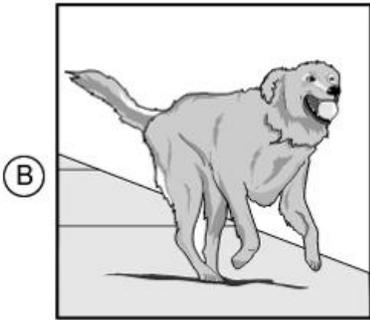
Read the sentences.

Dogs make great pets. They can be very friendly. You can teach them tricks.

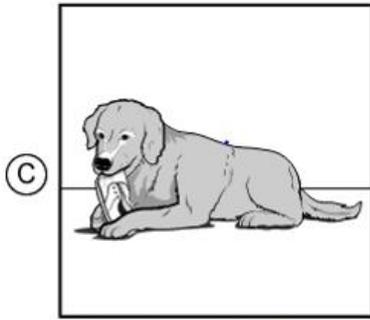
Which sentence would **BEST** fit with these sentences to support the idea that dogs make great pets?



A Dogs eat a lot of food.



B Dogs are fun to play with.



C Dogs can ruin your shoes.

Sample Item Information for Teachers	
Grade Band: 7-8	Tier: 2
Key: A	Depth of Knowledge: 3 Link to DOK Wheel
Indiana Academic Standard: 7.W.3.1 Write arguments in a variety of forms that introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; establish and maintain a consistent style and tone appropriate to purpose and audience; use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence; provide a concluding statement or section that follows from and supports the argument presented.	Content Connector: 7.W.3.1.a.3 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Stand-Alone Item	

Read the paragraph.

Getting enough sleep is important. It helps you pay attention in school. Sleep helps your body grow. Your brain needs sleep to develop.

Which sentence could be used in the paragraph to support the claim that getting enough sleep is important?

- (A) Sleep helps you stay healthy.
- (B) It is a good idea to get up early.
- (C) Sleeping late can ruin your day.

Sample Item Information for Teachers	
Grade Band: 7-8	Tier: 3
Key: C	Depth of Knowledge: 3 Link to DOK Wheel
Indiana Academic Standard: 7.W.3.1 Write arguments in a variety of forms that introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures; support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; establish and maintain a consistent style and tone appropriate to purpose and audience; use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence; provide a concluding statement or section that follows from and supports the argument presented.	Content Connector: 7.W.3.1.a.3 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Stand-Alone Item	

Read the paragraph.

It is important to use water carefully. People, plants, and animals all need water to live. When there is no rain, rivers and lakes become dry. Then, there is not enough water for everyone.

Which sentence could be used in the paragraph to support the claim that it is important to use water carefully?

- (A) Animals need more water than people.
- (B) Fresh water is healthier than soda pop.
- (C) Water supplies sometimes become low.

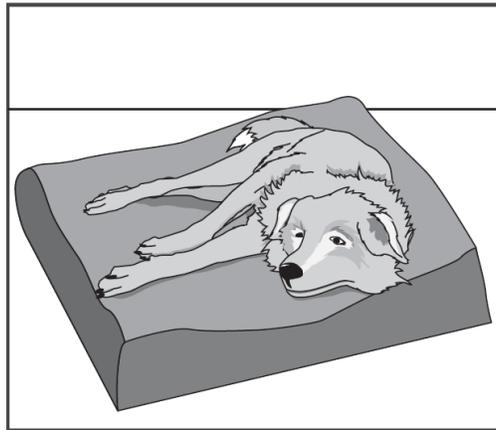
Grade10 Samples

Tier 1 Passage

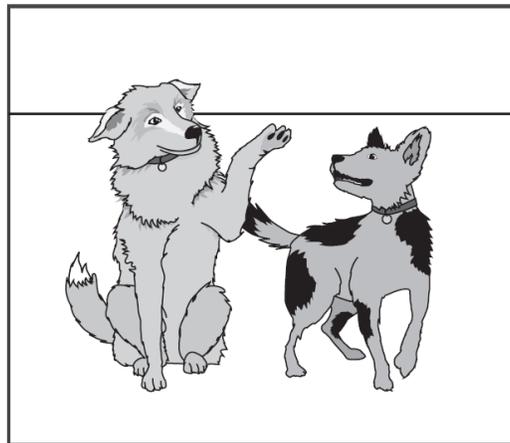
Peanut Butter and Jelly

Mr. Johnson and his son Josh went to the animal shelter to get their first dog. The dog was brown and lovable, so Josh named it after one of his favorite foods. He called the dog Peanut Butter.

At the shelter, Peanut Butter was happy. He barked at all the other dogs. He jumped and wagged his tail. Once he got home, Peanut Butter seemed sad. He did not run and jump. He seemed lonely for the other dogs.



The Johnsons did not know what to do. For days, Peanut Butter was quiet and did not wag his tail at all. Finally, the Johnsons decided that Peanut Butter needed a friend. They went back to the shelter to get another dog.



As soon as they got a second dog, Peanut Butter was happy. He ran, jumped, and wagged his tail like crazy. Mr. Johnson said, "These dogs make a great pair!" Then he asked, "What should we name the new dog?"

Josh thought to himself, "What goes well with peanut butter?" He thought about how well peanut butter and jelly mixed together in a sandwich. So he said, "I agree that these dogs make a great pair. So let's call the new dog Jelly!"

Sample Item Information for Teachers	
Grade: 10	Tier: 1
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 9-10.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	Content Connector: 9-10.RL.2.1.a.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
Passage-Based Item: Peanut Butter and Jelly	

Which sentence from the story shows that Peanut Butter was happy to have a friend?

- (A) "He seemed lonely for the other dogs."
- (B) "They went back to the shelter to get another dog."
- (C) "He ran, jumped and wagged his tail like crazy."

Tier 2 Passage

Anthony Tries Something New

When Anthony's mom told him he was going to Grandma's house for the day, Anthony did not like the idea. He complained, "There is nothing to do at Grandma's! I don't want to go!"

His mother said, "There is always something to do at Grandma's! You might be surprised at the activities you will enjoy with your grandma."



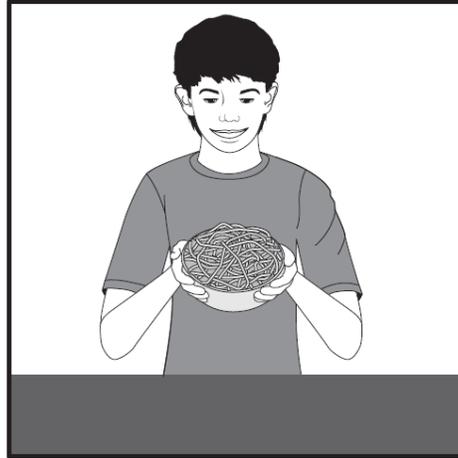
When Anthony arrived at Grandma's house, he could smell tomato sauce cooking on the stove. It smelled great. Grandma loved making food. She hugged Anthony and asked him to keep her company in the kitchen. Anthony thought that would be boring. He asked to watch TV instead.

About an hour later, the smells coming from the kitchen were amazing. Anthony had an idea. "Grandma," he said, "can I help you cook?"

Anthony thought it might be fun to learn how to make pasta. He washed his hands. Then he helped Grandma mix some flour, salt, and eggs together to make the pasta dough. Grandma showed him how to make the dough into a ball.



Next, Grandma showed Anthony how to roll out the dough. He enjoyed rolling the dough into long, flat sheets. Then Grandma showed Anthony how to cut the dough into long, thin strips like spaghetti. Finally, Grandma and Anthony had a big pile of pasta in front of them. Now it needed to be cooked. Grandma put the pasta into a pot of boiling water.



Anthony looked at the cooked noodles and smiled with pride. "That was fun, Grandma," he said. "What else can we make?"

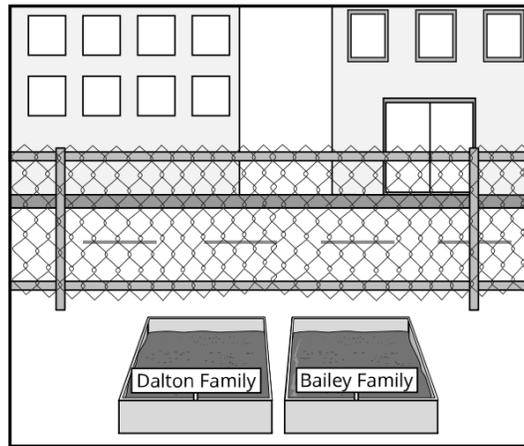
Sample Item Information for Teachers	
Grade: 10	Tier: 2
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 9-10.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	Content Connector: 9-10.RL.2.1.a.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
Passage-Based Item: Anthony Tries Something New	

Which sentence from the story shows that Anthony was glad he had tried something new?

- (A) "You might be surprised at the activities you will enjoy with your grandma."
- (B) "Grandma showed him how to make the dough into a ball."
- (C) "Anthony looked at the cooked noodles and smiled with pride."

Tier 3 Passage

The Garden



Everyone was excited. The empty lot on Harding Street had been turned into a community garden. All last fall, people had cleared the trash and weeds from it. In late winter, the city had dumped good soil on the lot and divided into different areas. Now, on a fine April morning, the neighbors who signed up to get an area could finally start planting. The light breeze and warm sun of spring seemed to put everyone in a happy, hopeful mood.

Ally Dalton looked at her area of the garden proudly. Her family had not yet started work in it yet, but she said confidently, "There's nothing to this garden stuff. You throw some seeds in the ground and when you return a few months later, you have tons of vegetables."

Ivan Bailey and his family were already hard at work hoeing and planting. Ivan said, "Our whole family will come regularly on Saturdays to water and weed. I plan to come whenever I can on weekdays, too."

Ally finally returned to the garden in August, she found a few vegetable plants growing in her family's area, but weeds were growing over them. In fact, her whole area looked a little like the empty lot that had been cleared last year.

For Ivan and his family, August was a great month of harvest. In the neat rows of their area, all the plants were bursting with fresh foods to pick: squash, tomatoes, beans, broccoli, corn, peppers, and more.



"Hey, Ally!" Ivan's mother called out happily, pointing to their overflowing garden. "What can I share with you?"

Sample Item Information for Teachers	
Grade: 10	Tier: 3
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: 9-10.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.	Content Connector: 9-10.RL.2.1.a.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly.
Passage-Based Item: The Garden	

Which sentence from the story shows that Ally should have worked harder on her garden?

- (A) "In late winter, the city had dumped good soil on the lot and divided into different areas."
- (B) "The light breeze and warm sun of spring seemed to put everyone in a happy, hopeful mood."
- (C) "In fact, her whole area looked a little like the empty lot that had been cleared last year."

Sample Item Information for Teachers	
Grade: 10	Tier: 1
Key: A	Depth of Knowledge: 2 Link to DOK Wheel
<p>Indiana Academic Standard: 9-10.W.3.3 Write narrative compositions in a variety of forms that engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; use narrative techniques, to develop experiences, events, and/or characters; use a variety of techniques to sequence events so that they build on one another to create a coherent whole; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Content Connector: 9-10.W.3.3.a.5 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>
Stand-Alone Item	

Read the paragraph.



**Jake's legs were really tired. The trail kept going up and up.
He thought he would never get to the top of the _____ hill.**

Which word belongs in the sentence to describe the hill?

- (A) steep
- (B) shallow
- (C) interesting

Sample Item Information for Teachers	
Grade: 10	Tier: 2
Key: B	Depth of Knowledge: 2 Link to DOK Wheel
<p>Indiana Academic Standard: 9-10.W.3.3 Write narrative compositions in a variety of forms that engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; use narrative techniques, to develop experiences, events, and/or characters; use a variety of techniques to sequence events so that they build on one another to create a coherent whole; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Content Connector: 9-10.W.3.3.a.5 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>
Stand-Alone Item	

Read the paragraph.

Carly was going on a picnic with her friends. She decided to buy each friend a _____ treat. She got a cookie for Jena and a brownie for Megan.

Which word belongs in the sentence to describe the treats?

- (A) cheerful
- (B) deilcious
- (C) generous

Sample Item Information for Teachers	
Grade: 10	Tier: 3
Key: C	Depth of Knowledge: 2 Link to DOK Wheel
Indiana Academic Standard: Indiana Academic Standard: 9-10.W.3.3 Write narrative compositions in a variety of forms that engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events; use narrative techniques, to develop experiences, events, and/or characters; use a variety of techniques to sequence events so that they build on one another to create a coherent whole; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Content Connector: 9-10.W.3.3.a.5 Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Stand-Alone Item	

Read the paragraph

Aunt Jenny brought over a birdcage covered with a blanket. In the cage was a red and blue parrot. “What _____ feathers it has!” Ben said. He had never seen such a beautiful bird.

Which words would **BEST** describe the bird's feathers?

- (A) unusually long
- (B) carefully hidden
- (C) brightly colored