

Nebraska State Accountability - 2017 ELA Table of Specifications

DRAFT

LA 5.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 5 Reading Vocabulary				
LA 5.1.5	Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.	Passage Type	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 5.1.5.a	Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).	L/I	MC ASCR	1, 2	1 — 4	
LA 5.1.5.b	Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.	L/I	MC ASCR	2	2 — 5	
LA 5.1.5.c	Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.	Assessed only as a component of the TDA rubric				
LA 5.1.5.d	Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.	L/I	MC ASCR	1, 2	2 — 4	
LA 5.1.5.e	Determine meaning using reference materials.	Assessed at the local level				
Grade 5 Vocabulary Total					6 — 8	8 — 10

LA 5.1	Reading: Students will learn and apply reading skills and strategies to comprehend text.	Grade 5 Reading Comprehension				
LA 5.1.6	Comprehension: Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.	Passage Type	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 5.1.6.a	Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.	L/I	MC ASCR EBSR TDA*	2, 3	2 — 4	
LA 5.1.6.b	Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).	L	MC ASCR EBSR TDA*	2, 3	2 — 6	
LA 5.1.6.c	Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).	L/I	MC ASCR EBSR TDA*	1, 2, 3	2 — 4	
LA 5.1.6.d	Summarize and analyze a literary text and/or media, using key details to explain the theme.	L	MC ASCR EBSR TDA*	2, 3	1 — 5	
LA 5.1.6.e	Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.	I	MC ASCR EBSR TDA*	2, 3	1 — 3	
LA 5.1.6.f	Use text features to locate information and explain how the information contributes to an understanding of print and digital text.	L/I	MC ASCR EBSR TDA*	2, 3	2 — 4	
LA 5.1.6.g	Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.	L/I	MC ASCR EBSR TDA*	2, 3	1 — 4	
LA 5.1.6.h	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.	L/I	MC ASCR EBSR TDA*	2, 3	0 — 3	
LA 5.1.6.i	Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.	L/I	MC ASCR EBSR TDA*	1, 2, 3	2 — 5	

LA 5.1.6.j	Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).	I	MC ASCR EBSR TDA*	2, 3	1 — 4	
LA 5.1.6.k	Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.	Assessed at the local level				
LA 5.1.6.l	Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.	Assessed at the local level				
LA 5.1.6.m	Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.	Assessed at the local level				
LA 5.1.6.n	Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.	Assessed at the local level				
LA 5.1.6.o	Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).	Assessed at the local level				
LA 5.1.6.p	Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.	Assessed at the local level				
Grade 5 Comprehension Total				MC, ASCR, EBSR	20 — 22	22 — 24
				TDA*	1	4

LA 5.2	Writing: Students will learn and apply writing skills and strategies to communicate.	Grade 5 Writing Skills/Text Dependent Analysis			
LA 5.2.1	Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 5.2.1.a	Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.	Assessed at the local level			
LA 5.2.1.b	Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.	MC ASCR EBSR	2, 3	0 – 2	
LA 5.2.1.c	Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.	MC ASCR EBSR	2, 3	1 – 2	
LA 5.2.1.d	Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.	MC ASCR EBSR	2, 3	0 – 2	
LA 5.2.1.e	Revise to improve and clarify writing through self-monitoring strategies and feedback from others.	Assessed only as a component of the TDA rubric			
LA 5.2.1.f	Provide oral, written, and/or digital descriptive feedback to other writers.	Assessed at the local level			
LA 5.2.1.g	Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.	Assessed at the local level			
LA 5.2.1.h	Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).	Assessed only as a component of the TDA rubric			
LA 5.2.1.i	Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.	MC ASCR EBSR	2, 3	0 – 2	
LA 5.2.1.j	Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).	Assessed at the local level			

LA 5.2		Grade 5 Writing Skills/Text Dependent Analysis			
Writing: Students will learn and apply writing skills and strategies to communicate.					
LA 5.2.2	Writing Modes: Students will write in multiple modes for a variety of purposes and audiences across disciplines.	Eligible Item Types	DOK Levels Tested	Total Items	Total Points
LA 5.2.2.a	Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.	Assessed only as a component of the TDA rubric			
LA 5.2.2.b	Provide evidence from literary or informational text to support analysis, reflection, and research.	MC ASCR EBSR	2, 3	0 – 2	
LA 5.2.2.c	Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.	Assessed at the local level			
LA 5.2.2.d	Use precise word choice and domain-specific vocabulary to write in a variety of modes.	MC ASCR EBSR	2, 3	0 – 2	
LA 5.2.2.e	Compare various mentor texts and/or exemplars to create a similar piece.	Assessed at the local level			
Grade 5 Writing Skills/Text Dependent Analysis Total			MC, ASCR, EBSR	8	12
			TDA*	1	4

Passage Type (50% Literary/50% Informational)

L	Literary (poems, narratives, realistic fiction, historical fiction, fantasy, legends/myths, etc.)
I	Informational (biographies, instructional/how-tos, articles, essays, science and social studies topics, etc.)

Item Type

MC	Multiple-choice, single select
ASCR	Multiple-select, hot spot highlight, drag and drop
EBSR	Evidence-based selected response
TDA*	Text Dependent Analysis - One constructed response item aligned to a reading comprehension indicator as well as the indicators designated on the TDA rubric

TDA Rubric Indicators (TDA*)

Analysis of Text	1.6.i
	One of the following: 1.6.a, 1.6.b, 1.6.c, 1.6.d, 1.6.e, 1.6.f, 1.6.g, 1.6.h, 1.6.j
Use of Evidence	1.6.i, 2.1.c, 2.2.b, 4.1.a
Writing Skills	1.5.c, 2.1.b, 2.1.d, 2.1.e, 2.1.h, 2.1.i, 2.2.a, 2.2.d, 4.1.b