

Nevada Grade 12 Reading Item Specifications

Grade 12 CRT Item Specifications –Literary Text		
Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.		
Assessed Indicators	Depth of Knowledge Essence (*)	Item Specifications and Assessment Development Notes
<p>3.12.1 Setting and Plot a. Analyze the interrelationships among elements of plot.</p> <p>b. Analyze the interrelationships between plot and setting.</p>	DOK 2	<p>Items may require students to analyze the interrelationships among elements of plot. Items will require students to make a connection between two or more elements of plot (e.g., conflict, exposition, rising action, turning point, climax, falling action, resolution, flashback, foreshadowing). Items related to just one element of plot align, but are below the intent of the indicator.</p> <p>Items may require students to analyze the interrelationships between plot and setting. Items will require students to make a connection between setting and an element of plot (e.g., conflict, exposition, rising action, turning point, climax, falling action, resolution, flashback, foreshadowing). Items related to just one element of plot align, but are below the intent of the indicator.</p>
<p>3.12.2 Characterization Evaluate the author’s methods of characterization</p>	DOK 3	<p>Items will require students to evaluate the author’s methods of characterization, including their effectiveness. Methods of characterization include what the character says, does, or thinks; how the character interacts with others; and what other characters think or say about a character. Items requiring inferences, the drawing of conclusions, or analysis of the methods of characterization align, but are below the intent of the indicator.</p>
<p>3.12.3 Theme Analyze theme to show the text’s connections to human experience and/or lessons learned in text.</p>	DOK 2	<p>Items will require students to analyze a theme to show the passage’s connections to human experience and/or lessons learned in the passage. Items requiring identification, comparison, or analysis of theme or lesson align, but are below the intent of the indicator.</p>
<p>3.12.4 Point of View Analyze elements of plot when the point of view is changed.</p>	DOK 3	<p>Items will require students to analyze elements of plot when the point of view is changed. Students will be required to connect a change in point of view to a specific element of plot, such as the climax or rising action. Items requiring identification of the point of view align, but are below the intent of the indicator.</p>

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<p>3.12.5 Language Analyze the author’s use of language and/or syntax.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to analyze how and why an author uses language and/or syntax (e.g., sensory words, similes, personification, sound devices, symbolism, hyperbole, metaphor).</p> <p>Items requiring students to recognize types of figurative language, interpret figurative language, interpret symbolism, or show understanding of reasons for inclusion of specific words, sentences, or ideas that incorporate figurative language align, but are below the intent of the indicator.</p>
<p>3.12.6 Tone, Mood, and Irony a. Explain the author’s stylistic devices to create tone and/or mood.</p> <p>b. Explain the author’s use of irony.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items may require students to make inferences or draw conclusions about the author’s use of stylistic devices to create tone or mood at various points in the passage or in the passage as a whole. Items requiring students to draw conclusions about tone or mood without connecting them to stylistic devices align, but are below the intent of the indicator.</p> <p>Items may require students to make inferences or draw conclusions about the author’s use of irony (verbal, dramatic, and/or irony of situation). For example, items may require students to understand how specific details reinforce the irony in a passage, or which words most likely indicate that an author is using irony. Students are responsible for recognizing the terms “verbal irony,” “dramatic irony,” and “irony of situation.”</p>
<p>3.12.7 Cultures and Time Periods Analyze the influence of culture on an author’s work.</p>	<p style="text-align: center;">DOK 2</p>	<p>Items will require students to analyze how culture is reflected in or related to passages. For example, they may require students to determine what a passage reveals about what is valued in a community or to draw conclusions about the influence of cultural periods on the author.</p>

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<p>4.12.3 Organizational and Structural Patterns Determine important information, main idea, and supporting details with a focus on</p> <ul style="list-style-type: none"> a. political essays b. research articles c. workplace documents d. consumer documents e. nostalgic pieces f. commentaries g. special interest articles <p>h. Analyze the author’s use of organizational structure.</p> <p>i. Analyze the logic and/or support of an author’s argument, viewpoint or perspective.</p>	<p>DOK 2</p>	<p>Items may require students to make inferences, draw conclusions, or make predictions about the main idea and supporting details in passages, with a focus on the indicated text types. Some items may require students to show simple understanding of important information in the passage. Both kinds of items align to the intent of the indicator.</p> <p>Items may require students to identify the reasons for the inclusion of details that support the main idea.</p> <p>Items may require students to analyze the author’s use of organizational structure. This may include, for example, how the organizational structure of a passage or part of a passage supports its purpose. It may include evaluating the effectiveness of the author’s use of organizational structure. Items requiring identification of the organizational structure align, but are below the intent of the indicator.</p> <p>Items may require students to analyze the logic and/or support in an author’s argument, viewpoint, or perspective. Items may require students to identify logical flaws, unsupported ideas, or unstated author assumptions or to analyze ways to improve an author’s argument. Author’s viewpoint or perspective may be represented in a variety of texts; this is not limited to explicitly persuasive texts.</p>
<p>4.12.4 Cultures and Times Analyze the influence of culture on an author’s work.</p>	<p>DOK 2</p>	<p>Items will require students to analyze how culture is reflected in or related to passages. For example, they may require students to analyze an author’s attitude toward a cultural period, how a cultural period influenced the author, or what a passage reveals about a specific culture.</p>

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