

*Kansas Assessment of Modified Measures
Item Specifications
With Test Specifications*

**ASSESSABLE INDICATORS FROM THE
KANSAS READING STANDARDS**
(Organized by Grade Level)

DRAFT

(This document is the finalization of the specifications for Multiple Choice items.
Specifications for Multiple Measure items are under development for inclusion in future assessments.)

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Key for Coding and Test Specification Abbreviations

Standards Coding Scheme:

R = Reading/literature standards
HS = High School

The code that precedes each assessable indicator is constructed as follows:

Subject . Grade Level . Standard Number . Benchmark Number . Indicator Number

For Example, the code R.8.1.4.5 stands for the following: Reading, Grade 8, Standard 1, Benchmark 4, Indicator 5.

Item Types:

MC = Multiple-choice items
MM= Modified Measure items
PB = Passage-based items (i.e. items that are based on a reading passage of one or more pages)
NPB = Non-passage-based items (i.e. items that are based on one or two sentences or a short paragraph)

Passage Types:

N = Narrative
E = Expository
T = Technical
P = Persuasive

Miscellaneous

TBD = To be determined
CA= Correct Answer
AC= Answer Choice

Additional Item Notes:

- KAMM MC items have one correct answer and two distractors for a total of three answer choices.
- KAMM MC items use positive, rather than negative, structure. That is, a KAMM item would not contain, “Which of the following is NOT...” or “...all of the following except.”
- KAMM MM items are designed for response through a variety of means. Therefore “identify” can be through such means as signing, speaking, pointing, highlighting, etc.
- The KAMM assesses (via MC or MM) all indicators covered in the general assessment with the following exceptions:
 - R 4.2.1.3 – This indicator will begin to be assessed in the 5th grade.
 - R 6.1.4.14 and 7.1.4.14 – Persuasive text is not tested on the KAMM until 8th grade and these indicators are tied to persuasive text.

Test Specifications

		3rd	4th	5th	6th	7th	8th	HS
MC & MM	Readability (avg. Lexile)	330	445	565	665	735	805	855
	Max. words per paragraph	50	60	70	80	90	100	125
MC	Genre Types and #	Narrative 2 Expository 2	Narrative 2 Expository 2	Narrative 2 Expository 2 Technical 1	Narrative 2 Expository 2 Technical 1	Narrative 2 Expository 2 Technical 1	Narrative 2 Expository 1 Technical 1 Persuasive 1	Narrative 2 Expository 1 Technical 1 Persuasive 1
	Indicators assessed	1.3.2, 1.3.5, 1.4.2, 1.4.8, 1.4.9, 1.4.11, 2.1.1, 2.1.2	1.3.1, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.11, 2.1.1, 2.1.2	1.3.1, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.11, 1.4.15, 2.1.1, 2.1.2, 2.1.3	1.3.1, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.11, 1.4.15, 2.1.1, 2.1.2, 2.1.3	1.3.1, 1.3.3, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.15, 2.1.1, 2.1.2, 2.1.3	1.3.1, 1.3.3, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.14, 1.4.15, 2.1.1, 2.1.2, 2.1.3	1.3.1, 1.3.3, 1.3.4, 1.4.2, 1.4.7, 1.4.8, 1.4.10, 1.4.14, 1.4.15, 2.1.1, 2.1.2, 2.1.3
	Max. words per passage	300	400	500	600	700	800	900
	Max. word count section	1000	1500	2000	2500	3000	3500	3500
	Min. # items per indicator	4	4	4	4	4	4	4
	Min. # items per passage	4	4	4	6	6	6	6
	Max. # standalones	8	9	9	10	11	13	13
	Max. # standalones by indicator	1.3.5-4, 1.4.2-2, 2.1.1-1, 2.1.2-1	1.3.1-1, 1.3.4-4, 1.4.2-2, 2.1.1-1, 2.1.2-1	1.3.1-1, 1.3.4-4, 1.4.2-2, 2.1.1-1, 2.1.2-1	1.3.1-1, 1.3.4-4, 1.4.2-2, 2.1.1-1, 2.1.2-1, 2.1.3-1	1.3.1-1, 1.3.3-4, 1.3.4-1, 1.4.2-2, 2.1.1-1, 2.1.2-1, 2.1.3-1	1.3.1-1, 1.3.3-4, 1.3.4-1, 1.4.2-2, 1.4.14-2, 2.1.1-1, 2.1.2-1, 2.1.3-1	1.3.1-1, 1.3.3-4, 1.3.4-1, 1.4.2-2, 1.4.14-2, 2.1.1-1, 2.1.2-1, 2.1.3-1
Total MC items	32	36	44	44	44	48	48	

Multiple Measure Item Specifications are under development for inclusion in future assessments.

MM	Indicators assessed	1.4.5, 1.4.6, 1.4.10	1.4.5, 1.4.6, 1.4.9, 1.4.14	1.4.5, 1.4.6, 1.4.9	1.3.5, 1.4.5, 1.4.6, 1.4.9	1.4.5, 1.4.6, 1.4.9, 1.4.11	1.4.5, 1.4.6, 1.4.9, 1.4.11	1.4.5, 1.4.6, 1.4.9, 1.4.11
	Max. Word per Passage	NA	NA	NA	300	350	400	450
	Min. # of items per indicator	4	4	4	4	4	4	4
	Indicators allowed assessed w/ other MM indicators NPB	1.4.5, 1.4.6, 1.4.10	1.4.5, 1.4.6, 1.4.9, 1.4.14	1.4.5, 1.4.6, 1.4.9	1.3.5, 1.4.5, 1.4.6	1.4.5, 1.4.6, 1.4.11	1.4.5, 1.4.6, 1.4.11	1.4.5, 1.4.6, 1.4.11
	Indicators allowed assessed w/ other MM indicators PB	N/A	N/A	N/A	N/A	N/A	1.4.9, 1.4.11	1.4.9, 1.4.11
	Total MM Items	12	16	12	16	16	16	16

Grade 7

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.3.1 ▲ determines meaning of words or phrases using context clues (e.g., definitions, restatements, examples, descriptions, comparison-contrast, clue words) from sentences or paragraphs.</p>	<ul style="list-style-type: none"> • MC • PB <u>and</u> NPB • Passage types: N, E • Tested words should be at least 1 grade level, and preferably no more than 2 grade levels, above the student’s grade level. • Phrases are not tested. • Avoid difficult or unusual names and words: (e.g., foreign terms, highly technical terms, etc.) • There must be sufficient context for students to determine the meaning of the tested word. Generally speaking, the higher the tested word is above the student’s grade level, the more explicit the context clues should be. • Use context clues from a single sentence. If necessary, may use the sentence before or after in the stem, but no more than two sentences.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Read the sentence below from the passage. <p>The soup was boiling in a large <u>cauldron</u> that hung from a hook in the fireplace.</p> <p>In the sentence, the word <u>cauldron</u> means</p>	<ul style="list-style-type: none"> • Do not test words defined in a glossary. • A grade-level word with a meaning above grade level can be tested.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.3.3 ▲ determines meaning of words through structural analysis, using knowledge of ▲ Greek, ▲ Latin, and Anglo-Saxon ▲ roots, ▲ prefixes, and ▲ suffixes to understand complex words, including words in science, mathematics, and social studies.</p>	<ul style="list-style-type: none"> • MC • NPB • Roots: grade-appropriate root words • Prefixes: only test mid-, post-, semi-, super- • Suffixes: only test -ess, -ism, -ist • Tested word can be at or 1 grade level above the student's grade level. • Do not use -ist and -ess together as answer choices.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Read this sentence. My mother is a violin____. Which suffix should be added to violin to make a word that means someone who plays a violin? 	<ul style="list-style-type: none"> • Only test e.g. list marked with ▲. • Only test prefixes and suffixes listed above.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.3.4 ▲ identifies and determines the meaning of figurative language, including ▲ similes, ▲ metaphors, ▲ analogies, ▲ hyperbole, ▲ onomatopoeia, ▲ personification, and idioms.</p>	<ul style="list-style-type: none"> • MC • PB <u>and</u> NPB • Passage types: N, E, T • Passage-based items should focus on interpreting the meaning of figurative language and not identifying the type. • Non passage-based items may focus on identification. • For identifying figurative language, use a complete sentence in the stem. • Limit identification to metaphors and similes. • Do not test idioms. • Do not test onomatopoeia. • ACs should not contain both simile and metaphor. • The first bullet is the format for non passage-based items. The second bullet is for passage-based items.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Read the sentence below. The snow was a white blanket on the ground. The sentence is an example of which type of figurative language? • Read the sentence below from the passage. Victor’s voice sounded as clear as a bell. This means that Victor spoke 	<ul style="list-style-type: none"> • Only test examples marked with ▲. • Make sure there is only one possible CA (e.g., if the simile is “winter is like an angry giant,” do not use personification as a distractor).

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.2 ▲ understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions, sidebars, underlining, numbered or bulleted lists) and uses such features to locate information in and to gain meaning from appropriate-level texts.</p>	<ul style="list-style-type: none"> • MC • Primarily PB; NPB acceptable for certain text features and uses of those features (e.g., using graphs/charts, table of contents, glossary, title, and indexes to locate information in text). • Passage types: N, E, T • Use the language of the indicator in stem and answer choices. • For passage-based items, contents of graphs, charts, and pictures/illustrations must be directly related to the text, not inferred. • Neither stems nor ACs should contain Roman numerals.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • The bulleted list at the beginning of the recipe helps the reader understand • The purpose of the sidebar is to • According to the sidebar, where do butterflies go when it rains? • The purpose of the title is to <ul style="list-style-type: none"> A. introduce the topic of the passage. B. explain the importance of the passage. C. inform the reader about the author of the passage. CA: A • The purpose of the picture is to show the reader CA: the way a cat jumps. • The phrase <i>Raging Sea</i> is printed in italics because it is <ul style="list-style-type: none"> A. the title of a book. B. difficult to pronounce. C. the most important phrase. CA: A • Under which subheading can the reader find information about volcanoes? • The author uses subheadings mainly to CA: divide information into different topics. • According to information under the subheading “Special Delivery,” the main purpose of the Pony Express was to 	<ul style="list-style-type: none"> • Test only text features in the e.g. list. • Use the name of the text feature in the stem or ACs. • Subheadings used as ACs should be in the same order as subheadings in the passage.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.5 ▲ uses information from the text to make inferences and draw conclusions.</p>	<ul style="list-style-type: none"> • MM • NPB • Items may ask students to identify a conclusion (clearly based on 2 or 3 details in the passage) or to identify a detail that supports an inference or a conclusion.
Sample Item Shells	Item Specification Notes (recommended)

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.6 ▲ analyzes how text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect) helps support comprehension of text.</p>	<ul style="list-style-type: none"> • MM • NPB • Acceptable responses should be directly stated in the text (not inferential).
Sample Item Shells	Item Specification Notes (recommended)

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.7 ▲ compares and contrasts varying aspects (e.g., characters' traits and motives, themes, problem-solution, cause-effect relationships, ideas and concepts, procedures, viewpoints, authors' purposes) in one or more appropriate-level texts.</p>	<ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Unlike other mammals, bats are able to • During the chess match, Justin's feelings about his opponent changed from • The father and son are similar because they both • In the passage, what is the main difference between the first summer and the second summer? 	<ul style="list-style-type: none"> • Test only aspects in the e.g. list.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.8 ▲ explains cause-effect relationships in appropriate-level narrative, expository, technical, and persuasive texts.</p>	<ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • The cause and effect must be literally stated within the context of the passage (not inferential). • The item should refer to one cause and effect relationship, not multiple relationships.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • How did Emily's absence affect her teammates? • Based on the passage, what causes the moths to stay away from the wool sweaters? 	

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.9 ▲ uses paraphrasing and organizational skills to summarize information (e.g., stated and implied main ideas, main events, important details) from appropriate-level narrative, expository, technical, and persuasive texts in logical order.</p>	<ul style="list-style-type: none"> • MM • PB • Passage type: N, E, T
Sample Item Shells	Item Specification Notes (recommended)

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.10 ▲ identifies the topic, main idea(s), supporting details, and theme(s) in text across the content areas and from a variety of sources in appropriate-level text.</p>	<ul style="list-style-type: none"> • MC • PB • Passage types: N, E, T • For narrative (fictional) passages, main idea questions must focus on the main idea of the whole passage. Main idea questions may not be asked about parts (e.g., important paragraphs or sections, sidebars) of fictional passages. • For expository and technical passages, main idea questions may focus on the main idea of the whole passage or parts (i.e. important paragraphs or sections, sidebars) of the passage. • Supporting details are details that support the topic, main idea(s), and/or theme(s) of a whole passage or part of a passage. Keep in mind that important (vs. trivial) details in a passage are not always supporting details.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Which is a main theme of the passage? • What is the main idea of the passage? • The passage is mainly about • What is the main topic of the passage? • Which detail from the passage best supports the main idea? • According to the passage, where do sparrows make their homes? • What was the first thing Glen did after he won the game? 	<ul style="list-style-type: none"> • The last three sample items ask about supporting details.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.11 ▲explains the relationship between elements of an author's style in a text (e.g., word choice, sentence structure) and his or her purpose for writing the text.</p>	<ul style="list-style-type: none"> • MM • NPB
Sample Item Shells	Item Specification Notes (recommended)

UNDER DEVELOPMENT

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.1.4.15 ▲distinguishes between fact and opinion, and recognizes propaganda (e.g., advertising, media, politics, warfare), bias, and stereotypes in various types of appropriate-level texts.</p>	<ul style="list-style-type: none"> • MC • PB • Passage types: E, T • Reading passages should not include examples of stereotypes; therefore, students' ability to recognize stereotypes will not be tested. • Items may ask students to identify a fact or an opinion. • Do not test bias or propaganda.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Which sentence from the passage is a fact? • Which statement based on the passage is an opinion? 	<ul style="list-style-type: none"> • In the first sample item, ACs are exact sentences from the passage with quotation marks. • In the second sample item, ACs are paraphrased parts of the passage with no quotation marks. Paraphrases should be one sentence in length.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.2.1.1 ▲ describes different aspects of major and minor characters (e.g., their physical traits, personality traits, feelings, actions, motives) and explains how those aspects influence characters' interactions with other characters and elements of the plot, including resolution of the major conflict.</p>	<ul style="list-style-type: none"> • MC • PB <u>and</u> NPB • Passage types: N • Items may request to describe or to explain, not necessarily both. • Non-passage-based items—attempt to limit to three sentences or less with low complexity sentences with a maximum of five sentences. • No inferential items.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • Why did Grandpa tell Mary to share the money with her sister? • After the tournament, Cathy felt • Why did Cindy think Tim was conceited when she first met him? • Which is the reason Alex brought the newspaper home? 	<ul style="list-style-type: none"> • Test only aspects in the e.g. list.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.2.1.2 ▲ identifies and describes the setting (e.g., environment, time of day or year, historical period, situation, place) and analyzes connections between the setting and other story elements (e.g., character, plot).</p>	<ul style="list-style-type: none"> • MC • PB <u>and</u> NPB • Passage types: N • Items should focus on identifying and describing the setting, not analyzing connections between the setting and the other story elements. • No inferential items.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • What is the setting of the passage? • The passage takes place during which time of day? 	<ul style="list-style-type: none"> • Do not ask about how much time has passed. • Test only types of setting in the e.g. list.

Grade 7 (cont'd)

Assessable Indicator	Item Specification Notes (official)
<p>R.7.2.1.3 ▲ identifies major and minor elements of the plot (e.g., problem or conflict, climax, resolution, rising action, falling action, subplots, parallel episodes) and explains how these elements relate to one another.</p>	<ul style="list-style-type: none"> • MC • PB <u>and</u> NPB • Passage types: N • Items may request to identify or describe plot elements. • Items should focus on conflict, resolution, rising action, and falling action. • Do not ask about climax.
Sample Item Shells	Item Specification Notes (recommended)
<ul style="list-style-type: none"> • By resolving her problem, Anita was able to • The major conflict in the story is resolved when • What is the major conflict in the passage? • Which is the resolution of the story? 	<ul style="list-style-type: none"> • The word “story” may be used if “passage” sounds awkward.