

# ALIGNMENT

Alignment



How to Unpack  
a Standard

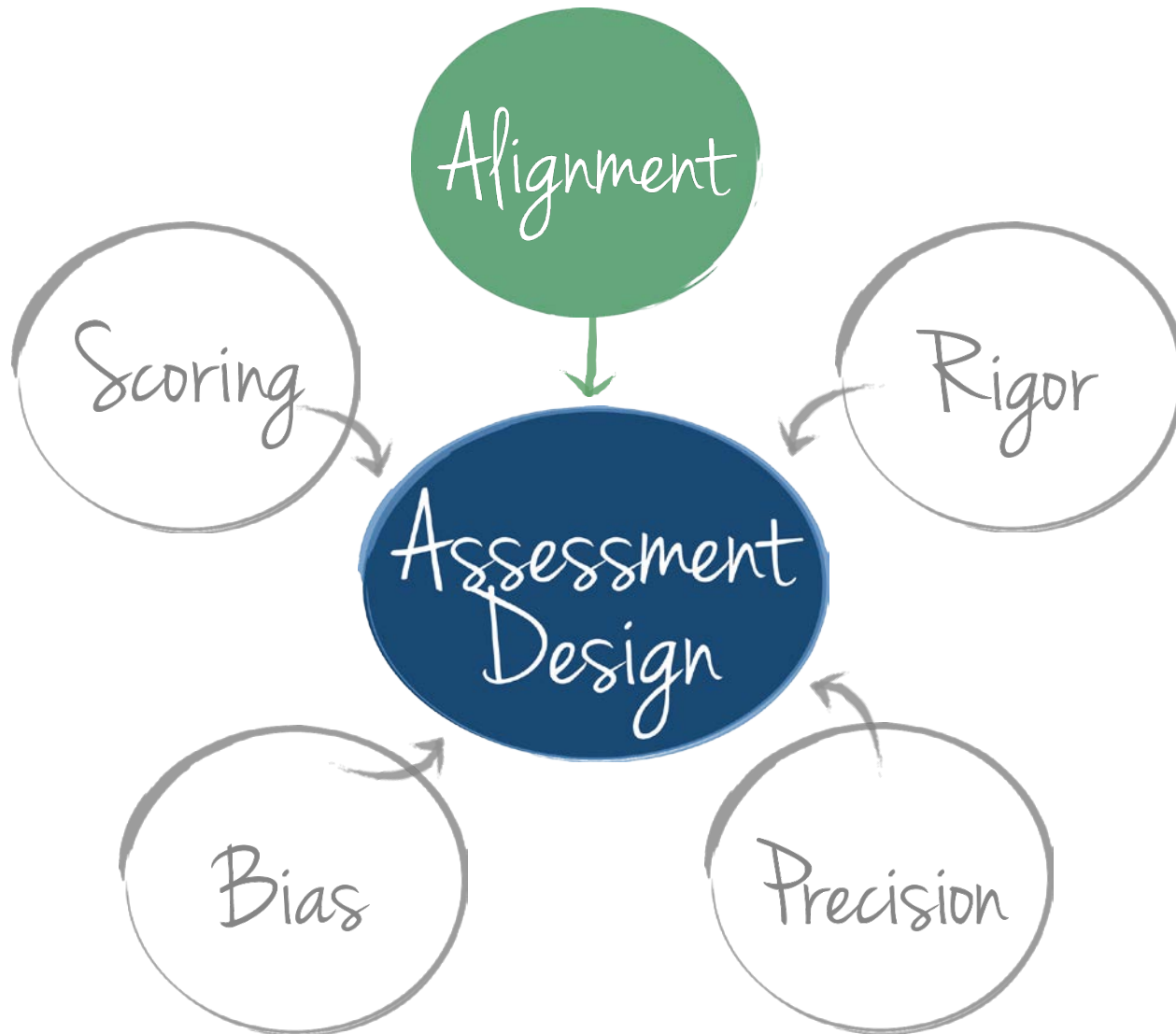


How to Design  
Aligned  
Assessment Items



How to Use  
the Assessment  
Blueprint

# INTRODUCTION AND PURPOSE



# INTRODUCTION AND PURPOSE



Define **ALIGNMENT** for the purpose of these modules and explain why it is important



Explain how to **UNPACK A STANDARD** to understand its content



Use the **ASSESSMENT BLUEPRINT** to document skills

# KEY CONCEPTS

Alignment

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a Standard

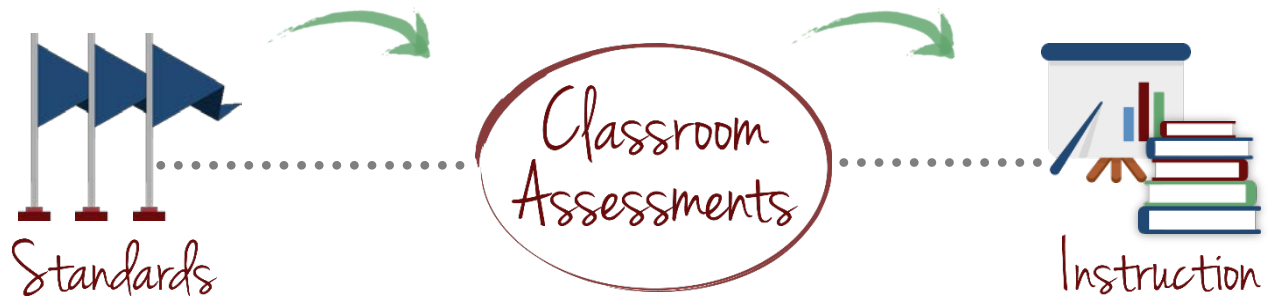
How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



## alignment

degree to which the content of an assessment is aligned with the content of the standards you intend to measure and what you plan to teach in the classroom



**Sources:** Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



## content

core concepts and procedures in a standard, assessment or assessment item

**Sources:** Kansas State Department of Education, Assessment Literacy Project; Ohio Department of Education, "Assessment Literacy: Identifying and Developing Valid and Reliable Assessments" (2013).

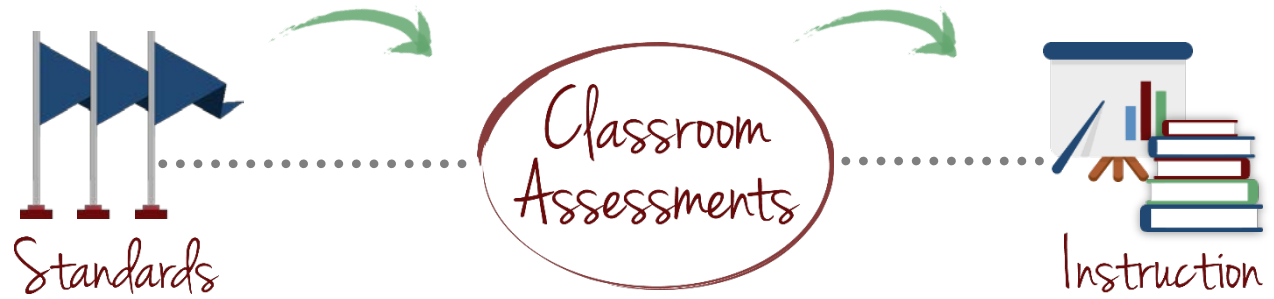
# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



Source: Moody, Michael, and Jason Stricker, *Strategic Design for Student Achievement* (2008).

## KEY CONCEPTS

How to Unpack  
a Standard



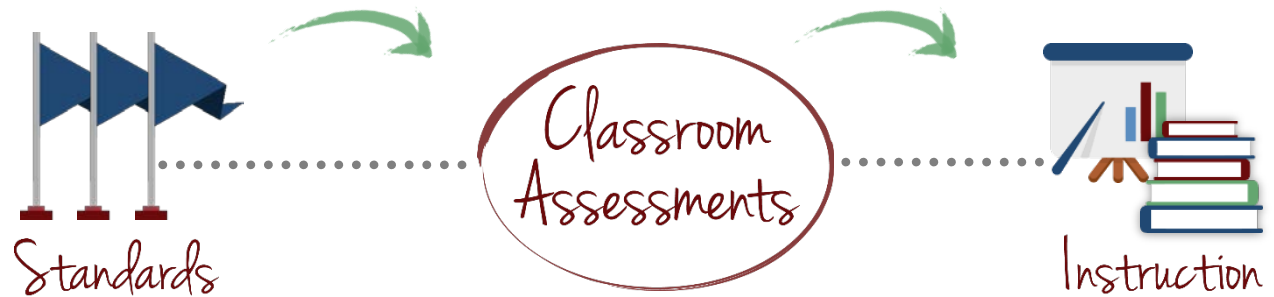
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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

 Standard

 Skill(s)

→ a

 Standard

 Skill(s)

→ a

→ b

→ c



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



## Standard

Interpret whole-number quotients of whole numbers, (for example, interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each). For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .

**Source:** Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 3" (2010).

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Skill(s)

→ Interpret whole-number quotients of whole numbers.

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



Standard

Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

**Source:** Tennessee Department of Education, "Tennessee's State Mathematics Standards: Grade 4" (2010).



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Skill(s)



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Skill(s)

- Solve a multistep word problem with whole numbers.
- 
- 
- 
-

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Skill(s)

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- 
- 
-



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How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Skill(s)

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# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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## Skill(s)

- Solve a multistep word problem with whole numbers.
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-

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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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- Use equations with a letter standing for the unknown quantity.
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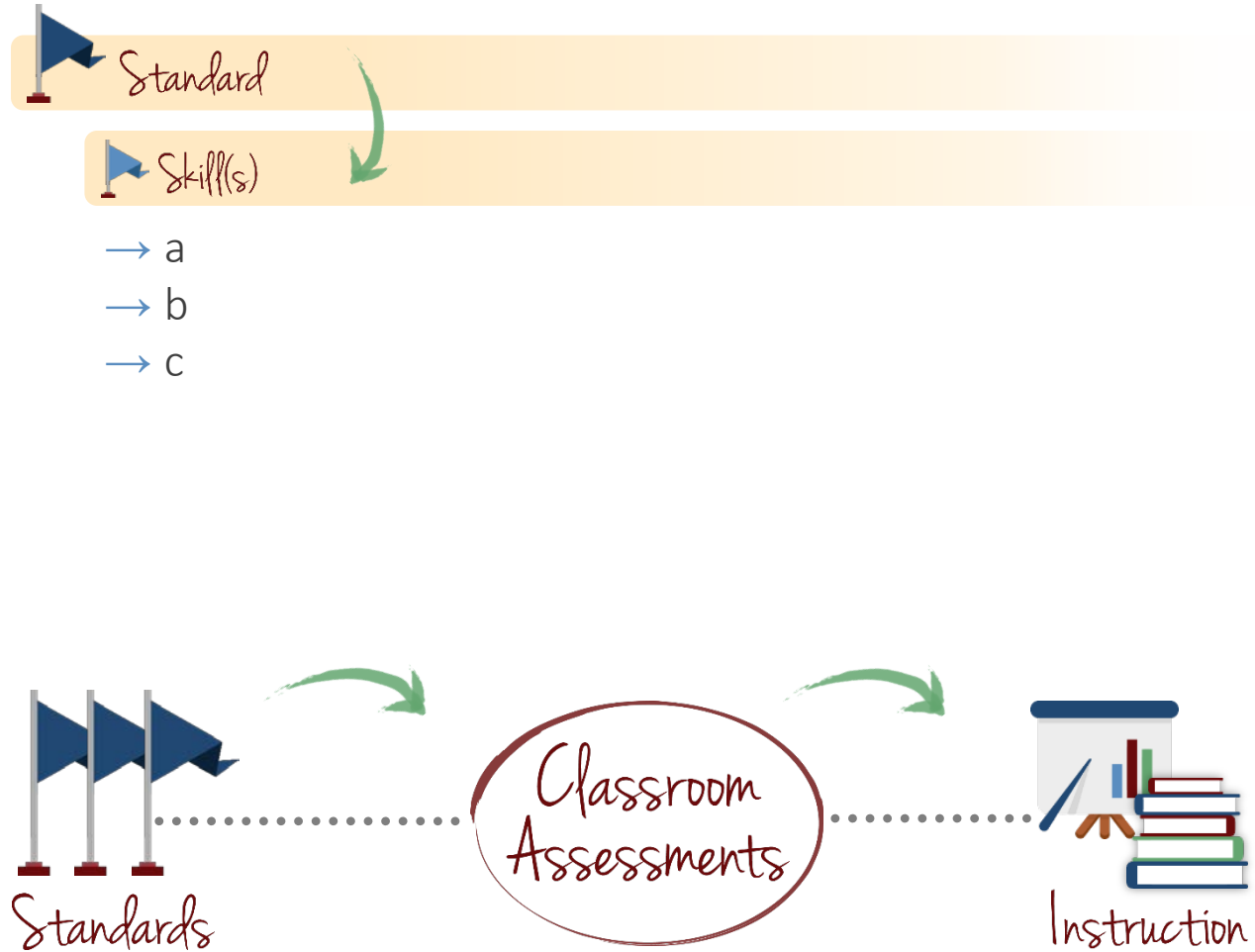
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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



# KEY CONCEPTS

How to Design  
Aligned  
Assessment Items



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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Assessment Item

What is  $12 \div 5$ ?

# KEY CONCEPTS


Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



 Skill(s)

→ Interpret whole-number quotients of whole numbers.



Assessment Item

What is  $12 \div 5$ ?



Answer

2.4 or 2 with a remainder of 2



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Assessment Item

What is  $12 \div 3$ ?

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



 Skill(s)

→ Interpret whole-number quotients of whole numbers.



Assessment Item

What is  $12 \div 3$ ?



Answer

4

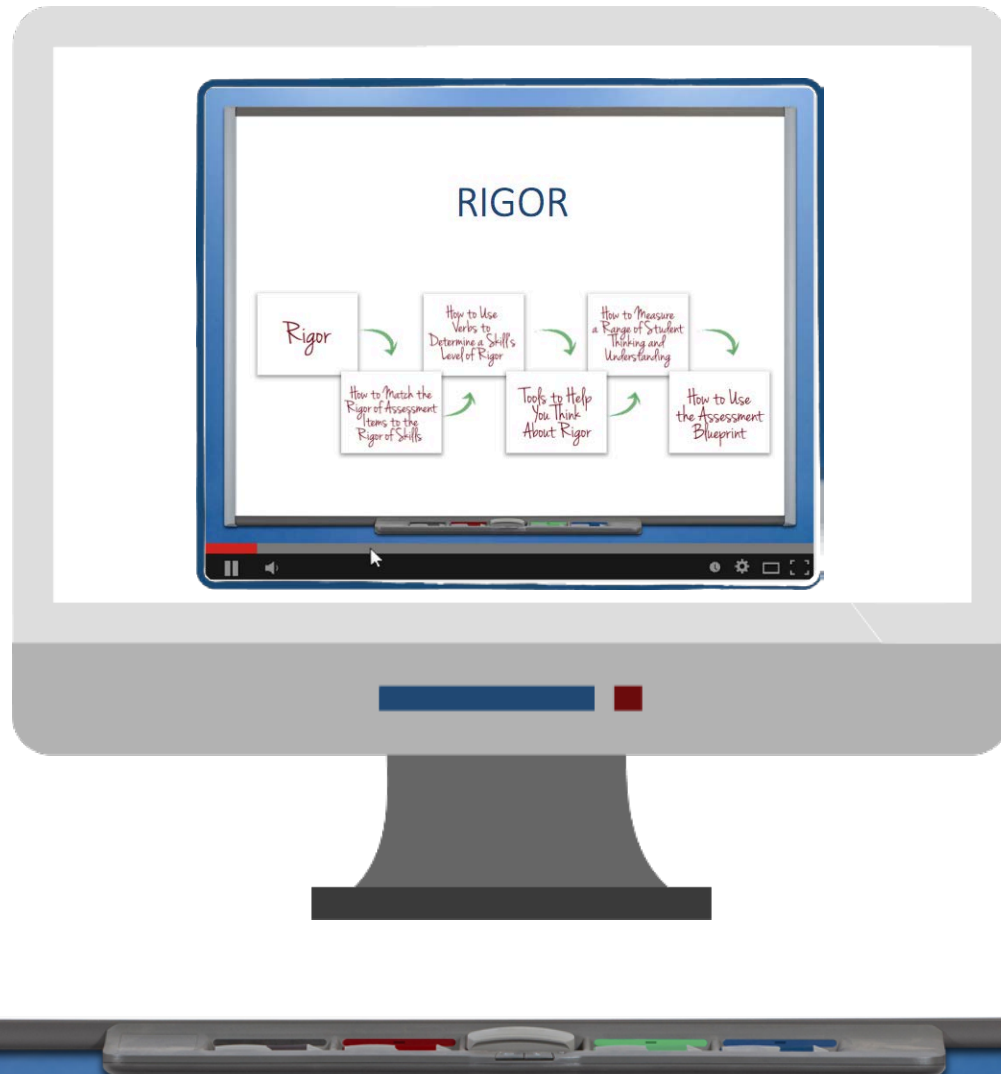
# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



# KEY CONCEPTS


Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



 Skill(s)

→ Interpret whole-number quotients of whole numbers.



Assessment Item

What is  $12 \div 3$ ?



Answer

4

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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## Assessment Item

Peter made the statement shown below:

“The number 32 is a multiple of 8. That means all of the factors of 8 are also factors of 32.”

Is Peter’s statement correct? In the space below, use numbers and words to explain why or why not.

Source: Louisiana Department of Education, “Mathematics Grade 4—Unit 1 (Sample).”

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

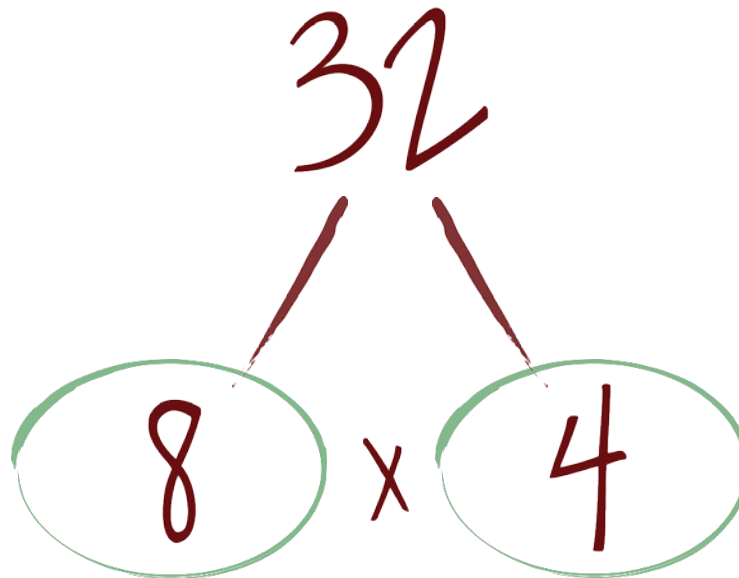
How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



## factor

a whole number you can multiply with another whole number to get a third number



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



**multiple**

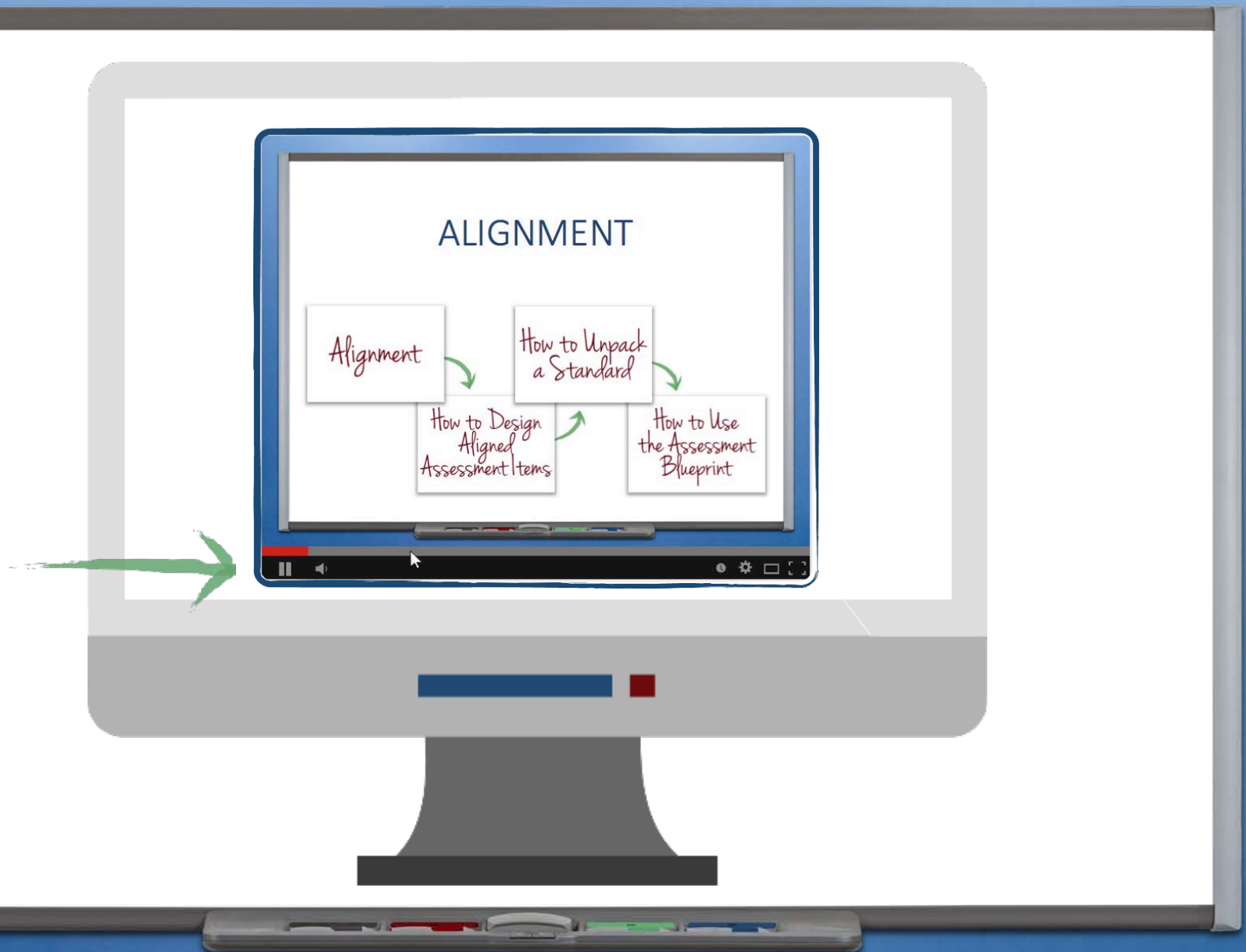
the result of multiplying a number by a whole number

A hand-drawn diagram illustrating multiplication. At the top, the number 32 is circled in green. Two lines branch down from the circle to the numbers 8 and 4. Between the 8 and 4 is a multiplication symbol (x).

$$8 \times 4 = 32$$



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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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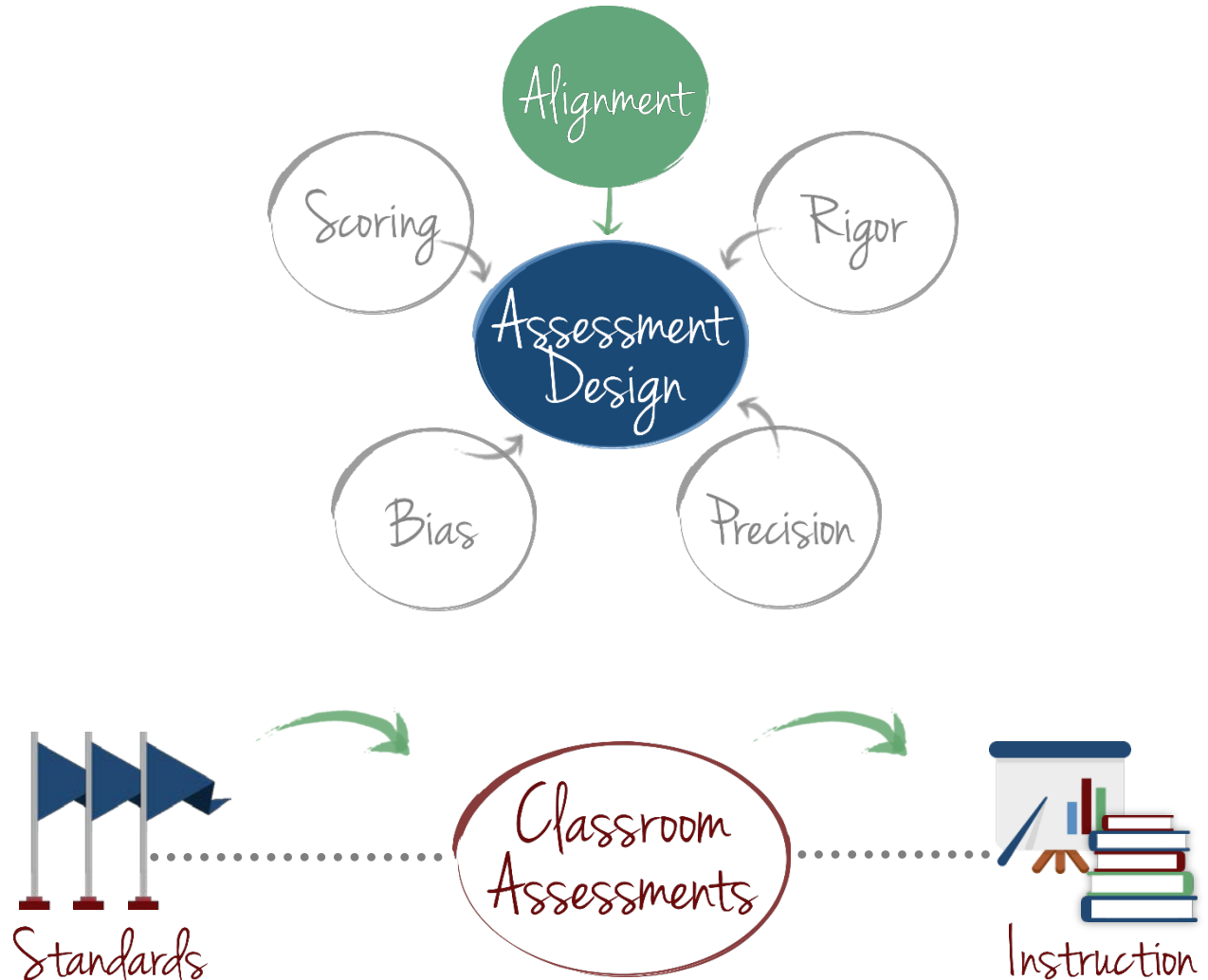
# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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## Assessment Item

Mr. Torres sold a total of 30 boxes of sports cards at his store on Monday. These boxes contained only baseball cards and football cards.

Each box contained 25 sports cards. He earned \$3 for each sports card he sold. He earned a total of \$1,134 from the football cards he sold.

What amount of money did Mr. Torres earn from the baseball cards he sold? In the space below, use pictures, numbers and/or words to show how you got your answer.

Source: Oregon Department of Education, "Grade 4 Mathematics Sample ER Item Claim 2."



# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



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Skill(s)

- Solve a multistep word problem with whole numbers.
- Use the four operations.
- Interpret remainders.
- Use equations with a letter standing for the unknown quantity.
- Use mental computation and estimation strategies, including rounding.

# KEY CONTENT

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint



## Standard

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# KEY CONCEPTS

How to Use  
the Assessment  
Blueprint

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

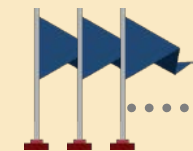
How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

5th Grade

Reading and Writing  
about Informational Texts

4 weeks



Standards

Classroom  
Assessments



Instruction

**Sources:** Ohio Department of Education, "Ohio's New Learning Standards: English Language Standards" (2010); Student Achievement Partners, "Mini-Assessment for *Who Was Marco Polo?* by Joan Holub and *The Adventures of Marco Polo* by Russell Freedman" (2014).

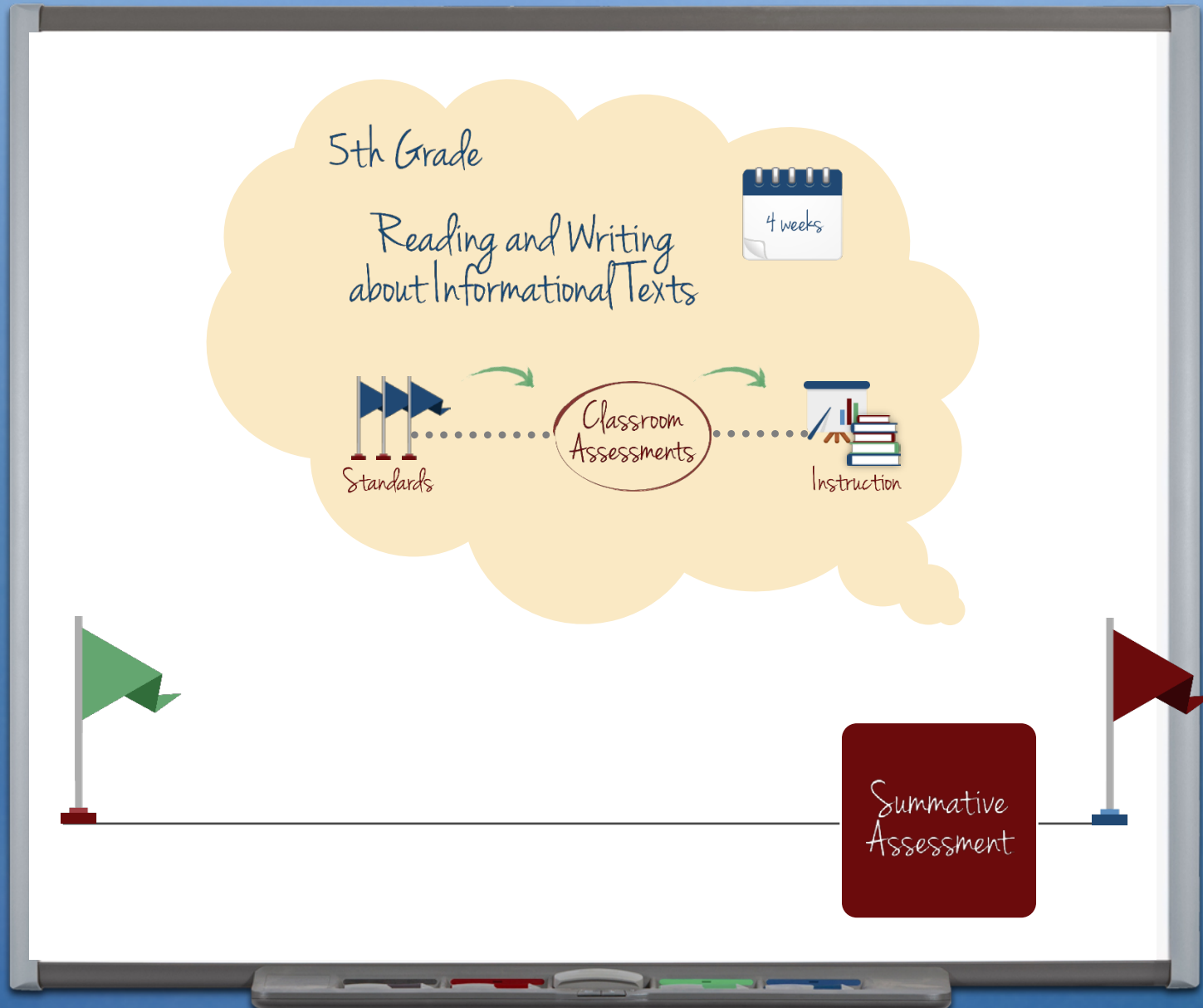
# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint





# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

1. Primary Purpose of the Assessment					
2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items		
					
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL					

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

1. Primary Purpose of the Assessment		Summative			
2. Standard(s) (one per row)	3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items		
<b>Reading Informational Text 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.					
<b>Reading Informational Text 2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.					
<b>Reading Informational Text 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.					
<b>Reading Informational Text 8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).					
<b>Writing 1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.					
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

## 2. Standard(s) (one per row)

### Reading Informational Text 1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### Reading Informational Text 2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Reading Informational Text 4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

### Reading Informational Text 8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### Writing 1:

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.




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Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

1. Primary Purpose of the Assessment			Summative		
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Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
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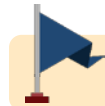
Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

2. Standard(s) (one per row)	3. Skill(s) (one per row)
<b>Reading Informational Text 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote accurately from the text (explicitly and when making inferences).
<b>Reading Informational Text 2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
<b>Reading Informational Text 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
<b>Reading Informational Text 8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
<b>Writing 1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	



Standard

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.



Skill(s)

→ Quote accurately from the text (explicitly and when making inferences).

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

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<b>Reading Informational Text 8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	
<b>Writing 1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Write opinion pieces on topics or texts. Support your point of view with reasons and information.



Standard

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



Skill(s)

- Write opinion pieces on topics or texts.
- Support your point of view with reasons and information.

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

## 2. Standard(s) (one per row)

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## 3. Skill(s) (one per row)

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

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### Reading Informational Text 1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

### Reading Informational Text 2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### Reading Informational Text 4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

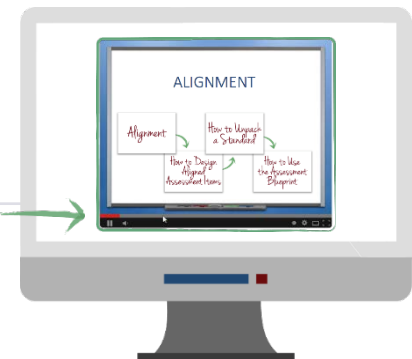
### Reading Informational Text 8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

### Writing 1:

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

## 3. Skill(s) (one per row)





# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

## 2. Standard(s) (one per row)

## 3. Skill(s) (one per row)

### Reading Informational Text 1:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Quote accurately from the text (explicitly and when making inferences).

### Reading Informational Text 2:

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Identify main ideas and how key details support them.

### Reading Informational Text 4:

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

Determine the meaning of new vocabulary words.

### Reading Informational Text 8:

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

Explain how the author uses evidence to support his or her claims.

### Writing 1:

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

Write an opinion piece on texts.

Support your point of view with evidence.

# KEY CONCEPTS

Alignment

How to Unpack  
a Standard

How to Design  
Aligned  
Assessment Items

How to Use  
the Assessment  
Blueprint

1. Primary Purpose of the Assessment			Summative		
2. Standard(s) (one per row)		3. Skill(s) (one per row)	4. Level(s) of Rigor	5. Possible Type(s) of Items	
<b>Reading Informational Text 1:</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		Quote accurately from the text (explicitly and inferences).	Level(s) of Rigor	Type(s) of Items	
<b>Reading Informational Text 2:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		Identify main idea how key details su them.			
<b>Reading Informational Text 4:</b> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.		Determine the meaning of new vocabulary words.			
<b>Reading Informational Text 8:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		Explain how the author uses evidence to support his or her claims.			
<b>Writing 1:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		Write an opinion piece on texts.			
		Support your point of view with evidence.			
6. Write and/or Select Assessment Items					
Item #	Standard(s) and/or Skill(s)	Type of Item	Level(s) of Rigor	# of Points	% of Assessment
TOTAL					

# CHECK FOR UNDERSTANDING

Alignment



How to Unpack  
a Standard



How to Design  
Aligned  
Assessment Items



How to Use  
the Assessment  
Blueprint

# CHECK FOR UNDERSTANDING



Define **ALIGNMENT** for the purpose of these modules and explain why it is important



Explain how to **UNPACK A STANDARD** to understand its content



Use the **ASSESSMENT BLUEPRINT** to document skills

# CHECK FOR UNDERSTANDING



Assessment Items



# CHECK FOR UNDERSTANDING



## Assessment Item

1. Why is alignment critical to a well-designed assessment? What might happen if an assessment item is not aligned in terms of content?

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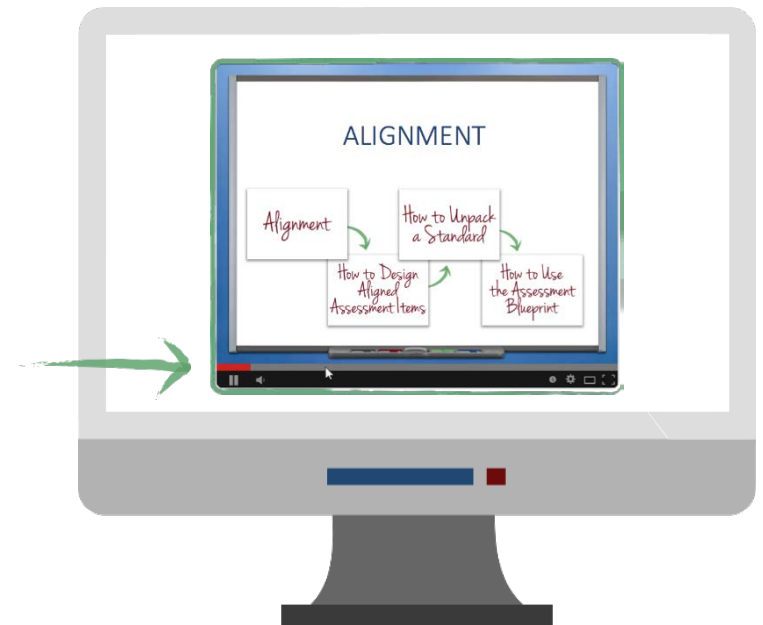
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# CHECK FOR UNDERSTANDING



## Assessment Item

1. Why is alignment critical to a well-designed assessment? What might happen if an assessment item is not aligned in terms of content?



# CHECK FOR UNDERSTANDING



## Answer

1. Why is alignment critical to a well-designed assessment? What might happen if an assessment item is not aligned in terms of content?

*Alignment is critical to a well-designed assessment because it ensures that an assessment measures what teachers intend it to measure. If the content in an assessment is different from the content in the standards and skills a teacher intends to measure, she may unintentionally measure her students' ability to do something else. For example, if a teacher were to write an assessment item to measure her students' ability to add fractions, she could unintentionally measure her students' advanced reading ability if she uses vocabulary that is well above grade level.*

# CHECK FOR UNDERSTANDING



## Assessment Item

2. Consider whether the assessment item is aligned with the content in this writing standard from Hawaii: *Create an organizational structure that lists reasons and provide reasons that support the opinion.*

Here is the item:

Read the paragraph and complete the task that follows it.

Children should choose their own bedtime. There are things to do, and most have homework. Some people need more sleep, but children like talking to friends. The time to go to bed should be children's decision when they are tired they go to bed earlier. There are activities to go to, so children learn to be responsible.

Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.

# CHECK FOR UNDERSTANDING



## Assessment Item

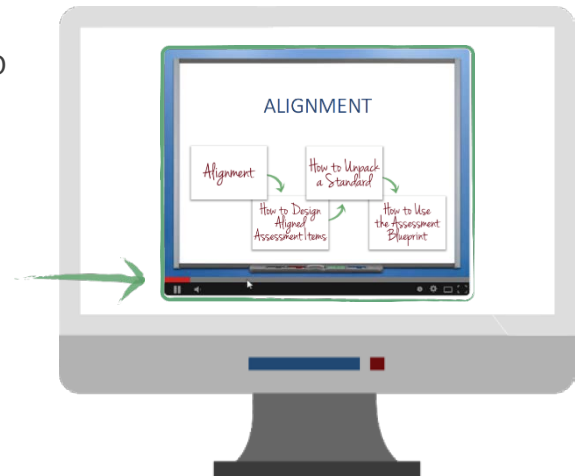
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Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.





# CHECK FOR UNDERSTANDING



Answer

2. Rewrite the paragraph by organizing it correctly and adding ideas that support the opinion that is given.

*The standard includes two skills: The item is well aligned to the standard. The standard includes two skills: Create an organizational structure that lists reasons and provide reasons that support the opinion. The item asks students to reorganize the paragraph, which measures mastery of the first skill. It also asks students to add ideas that support the opinion that is given, which measures mastery of the second skill.*

# CONCLUSION

