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| **CENTRAL FLORIDA ASSESSMENT COLLABORATIVE** |
| Individual Test Item Specifications |
| Creative Writing 1 |
| 2014 |

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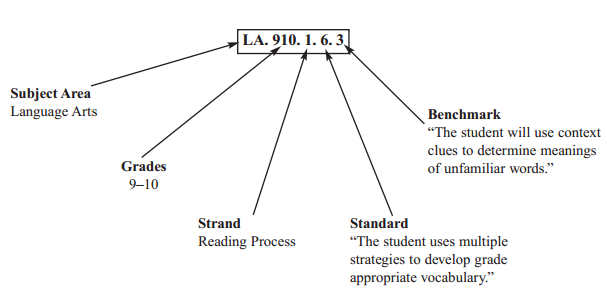
**I. Guide to the Individual Benchmark Specifications**

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and LAFS. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

**Benchmark Classification System**

Each NGSSS benchmark is labeled with a system of letters and numbers.

* The two letters in the *first position* of the label identify the **Subject Area**.
* The number(s) in the *second position* represents the **Grade Level**.
* The letter in the *third position* represents the **Strand** or **Body of Knowledge.**
* The number in the *fourth position* represents the **Standard**.
* The number in the *last position* identifies the specific **Benchmark**.



Each LAFS benchmark is labeled with a system of letters and numbers.

* The four letters in the first position of the label identify the Subject Area (e.g., LA for Language Arts, MA for Mathematics) and identify this as a Florida Standard (FS) benchmark.
* The number in the second position represents the Grade Level (e.g., 1112 for Grades 11-12).
* The number or letter in the third position represents the Reporting Category to which that benchmark belongs.
* The number in the fourth position shows the specific Benchmark that falls under the specified reporting category and within the standard.



**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| |  |  | | --- | --- | | **Reporting Category** | refers to groupings of related benchmarks from the Florida Standards that are used to summarize and report achievement. | | **Standard** | refers to the standard statement presented in the NGSSS or domain in the Florida Standards. | | **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) | | **Item Types**  **Cognitive Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which the item should be assessed. | | **Benchmark Clarifications**  **Content Focus** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.  defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. | | **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. | | **Text**  **Attributes** | define the types of texts that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark. The texts may also contain certain stimuli that contribute to the development of items (e.g., illustrations with captions, charts, graphs). | | **Distractor Attributes** | give specific descriptions of the distractors for items at each grade level. | | **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. | |  |
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**II. Individual Benchmark Specifications**

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| Reporting Category | Writing |
| Standard | Text Types & Purposes |
| Benchmark Number | LAFS.910.W.1.3 |
| Benchmark | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  a. 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.  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.  c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.  d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.  e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.  Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| Benchmark Clarification | The student will be able to develop narratives from real or imagined experiences. Student will utilize effective techniques, well-chosen details, and event sequences in order to engage and orient the reader. |
| Content Focus | Items will focus on the students’ ability to develop narratives by utilizing text structure, point of view, characterization, plot, details, sensory language, theme development, plot elements, and similar writing techniques. |
| Content Limits | Items will be limited to the students’ ability to develop real or imagined narratives. |
| Text Attributes | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| Distractor Attributes | For Selected Response items, the distractors should be plausible but clearly incorrect responses and common student misconceptions. |

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| Sample Item | Selected Response Sample Item  Which sentence should be added to conclude a narrative essay on a field trip to the zoo?   1. Many of the animals at the zoo are endangered animals. . 2. The zoo is a wonderful place to visit, and everyone should visit the zoo. 3. Bats are nocturnal animals that sleep during the day and feed during   the night.  D. The manatee is an endangered species that is protected by state and  federal laws.  **Answer: B** |
| Sample Item | Extended Response Sample Item  Write a short story between 1200-3000 words. The story may be fiction or non-fiction. While writing, exhibit your craftsmanship by:   1. create a plot that includes a problem, smoothly develops, and includes well-chosen details and structured even sequences 2. create and establish narrator(s) 3. use a clear point of view, either singular or multiple 4. use several, but not necessarily all, narrative techniques such as    * dialogue    * pacing    * description    * reflection    * multiple plot lines 5. create a clear and coherent sequence of events while utilizing appropriate transitions 6. utilize precise words and phrases, telling details, and sensory language to convey a vivid picture of the experience, event, setting, and/or character 7. provide a conclusion that logically concludes and reflects on what has been experienced, observed, or resolved over the course of the narrative |

**General Scoring Guide**

4 – Student response offers a well-focused response to the prompt. These responses address the

prompt with an *accurate thesis*, have a *defined organizational structure*, provide *evidence and*

*support* where appropriate, provide a *persuasive analysis* that addresses the type of response

(argumentative, informative, or narrative), and demonstrate an effective control of *language*.

3 - Student response offers a focused and/or reasonable response to the prompt. These responses have

an organizational structure, provide evidence and support that may be less accurate or convincing

than the five (5) responses, provide an analysis that addresses the type of essay (argumentative,

informative, or narrative), and demonstrate an adequate control of language.

2 - Student response demonstrates a partial understanding of the prompt. These responses may have

issues with structure, evidence and support, organization, and language. While the response

provides analysis that addresses the type of essay (argumentative, informative, or narrative), the

analysis may be less complete than the four and five (4-5) responses.

1 – Student response demonstrates a less than adequate understanding of the prompt. These responses

lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a

less than adequate control of language. The response fails to address the type of response

(argumentative, informative, or narrative) and does not provide adequate analysis.

0 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these responses

lack a defined organizational structure, lack appropriate evidence and support, provide superficial

or no analysis, and demonstrate an ineffective control of language.

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| Reporting Category | Reading Literature |
| Standard | Craft & Structure |
| Benchmark Number | LAFS.910.RL.2.4 |
| Benchmark | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response |
| Benchmark Clarification | The student will be able to determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. |
| Content Focus | |  | | --- | | Items will focus on the use of context clues to understand words and phrases as they are used in the text. Items will also focus on the students’ ability to determine how figurative and connotative language affect tone and meaning. | |
| Content Limits | Items should be limited to the students’ ability to determine the meaning of words and phrases as they are used in the text. Items should not focus on the students’ ability to determine the theme or central idea of a text. |
| Text Attributes | Texts must be literary and grade level appropriate. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | In the following sentence from Martin Luther King Jr.'s famous "I Have a Dream" speech, which answer choice accurately describes the connotation of words such as "crippled," "manacles," and "chains”?  "One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination."   1. African Americans continue to be imprisoned and enslaved.   B. African Americans are saddened by their position in society  C. Martin Luther King Jr. is angry about the treatment of African  Americans in the United States.   1. African Americans have been treated unfairly and have little to no options for making their lives better because of this treatment.   **Answer: A** |

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| Reporting Category | Reading: Literature |
| Standard | Craft & Structure |
| Benchmark Number | LAFS.910.RL.2.5 |
| Benchmark | Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response |
| Benchmark Clarification | The student will be able to identify structural elements of a text and analyze how these elements affect the text as a whole and create such effects as mystery, tension, or surprise. |
| Content Focus | Items will focus on how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. |
| Content Limits | Items should be limited to the students’ ability to analyze how an author utilizes text structure, order of events, and time to create such effects as mystery, tension, or surprise. |
| Text Attributes | Texts must be literary and grade level appropriate. |
| Distractor Attributes | Distractors may include but are not limited to an incorrect analysis of how the author uses text structure, order of events, and time to create such effects as mystery, tension, or surprise. |

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| Sample Item | Martin Luther King Jr.'s "I Have a Dream" speech excerpt:   "I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."  I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.  I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.  I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.  I have a dream today!"  What is the effect of King’s use of anaphora/repetition in this selection of his speech?   A. The repetition makes the words lyrical and memorable.   1. The use of imagery in the selection helps audience members visualize different parts of the country.   C. The repetition of “I have a dream” over and over simplifies and  makes the message memorable.  D. The repetition of “I have a dream” creates tension as Martin  Luther King Jr. creates a sense of urgency.  **Answer: D** |

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| Reporting Category | Reading Informational Text |
| Standard | Key Ideas & Details |
| Benchmark Number | LAFS.910.RI.1.3 |
| Benchmark | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response, Essay Response, Portfolio Based Assessment, Performance Task |
| Benchmark Clarification | The students will be able to analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| Content Focus | Items will focus on the students’ ability to analyze how an author unfolds an analysis or series of ideas or events. |
| Content Limits | Items will be limited to the students’ ability to analyze how an author unfolds an analysis or series of ideas or events. |
| Text Attributes | Texts must be literary and grade level appropriate. |
| Distractor Attributes | Distractors may include, but are not limited to incorrectly analyzing how an author communicates information, a series of ideas, or opinions; incorrectly identifying an idea that is not a part of the text; incorrectly identifying details that do not determine the connections among ideas. |

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| Sample Item | An excerpt from Kate Chopin’s “Story of an Hour”:   “She arose at length and opened the door to her sister's importunities. There was a feverish triumph in her eyes, and she carried herself unwittingly like a goddess of Victory. She clasped her sister's waist, and together they descended the stairs. Richards stood waiting for them at the bottom.  Someone was opening the front door with a latchkey. It was Brently Mallard who entered, a little travel-stained, composedly carrying his grip-sack and umbrella. He had been far from the scene of the accident, and did not even know there had been one. He stood amazed at Josephine's piercing cry; at Richards' quick motion to screen him from the view of his wife.  When the doctors came they said she had died of heart disease--of the joy that kills.”  Which of the following best describes the effect of Chopin’s description of Louise Mallard’s actions?  A. The subtle descriptions and inferences about Louise Mallard’s state of mind and actions make the end mysterious.  B. Chopin’s description of Louise Mallard’s actions while descending the stairs with her sister make Louise’s death seem unimportant and trivial.  C. Louise Mallard’s actions reveal that she had accepted her husband’s death and when he walks through the door, she is overjoyed to the point that her heart cannot bear it and she dies.   D. Chopin’s step-by-step description of Louise Mallard’s physical actions builds the sense of triumph and achievement which is destroyed with the simple revelation that Brently Mallard is still alive.  **Answer: D** |

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| Reporting Category | Reading: Literature |
| Standard | Integration of Knowledge & Ideas |
| Benchmark Number | LAFS.910.RL.3.7 |
| Benchmark | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s “Landscape with the Fall of Icarus”). |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response, Essay Response, Portfolio Assessment, Performance Task |
| Benchmark Clarification | Students will be able to analyze the different representations of a subject by attending to the key elements that are emphasized or absent in each treatment and assessing the consequences of these elements. |
| Content Focus | Items should focus on the students’ ability to analyze the representation of a subject or key scene in two different artistic mediums. |
| Content Limits | The contents of the items will be limited to the analysis of the representation of the subject or key scene in the two different artistic mediums. |
| Text Attributes | Texts must share the same subject or key scene, be literary, grade level appropriate, and of different artistic mediums. |
| Distractor Attributes | Distractor may include, but are not limited to plausible but clearly incorrect analysis of the representation of a subject or key scene in two different media. |

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| Sample Item | In Breughel’s painting, “Landscape with the Fall of Icarus” and Auden’s poem “Musee des Beaux Arts,” how does the lack of emphasis on Icarus’ death contribute to the theme of both works?  A. The lack of emphasis on Icarus’ death shows that Greek mythology is no longer important in society.  B. The lack of emphasis on Icarus’ death shows that Icarus was not an important person and his death is insignificant.  C. The lack of emphasis on Icarus’ death depicts society’s ambivalence towards death.  D. The lack of emphasis on Icarus’ death shows that Breughel and Auden agreed that his death was not central to the meaning of the work.  **Answer: C** |

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| Reporting Category | Reading Literature |
| Standard | Key Ideas & Details |
| Benchmark Number | LAFS.910.RL.1.2 |
| Benchmark | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response, Essay Response, Portfolio Based Assessment, Performance Task |
| Benchmark Clarification | The students will be able to determine and analyze a theme or central idea of a text. |
| Content Focus | Items will focus on students’ ability to determine and analyze the theme or central idea of a text. |
| Content Limits | The contents of the items will be limited to the theme and central idea of a text. Items may require students to determine and analyze how a theme arises from details, conflict, characterization, dialogue, and events. |
| Text Attributes | Texts must be grade level appropriate and literary. |
| Distractor Attributes | Distractors may include, but are not limited to details that do not support the theme or central idea; plausible but incorrect interpretations of the theme or central idea; incorrect analysis of how a theme emerges through conflicts, characters’ thoughts or dialogue, or events; and, incorrect or incomplete summary statements. |

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| Sample Item | Extended Response Sample Item  One of the central ideas of “Mother” is that a mother is always waiting for her child to return home. Write one paragraph explaining how this central idea is developed. Use details from the passage for support.  Mother by [Madison Julius Cawein](http://www.public-domain-poetry.com/madison-julius-cawein)  Oh, I am going home again, Back to the old house in the lane, And mother! who still sits and sews, With cheeks, each one, a winter rose, A-watching for her boy, you know, Who left so many years ago, To face the world, its stress and strain Oh, I am going home again.  Yes, I am going home once more, And mother 'll meet me at the door With smiles that rainbow tears of joy, And arms that reach out for her boy, And draw him to her happy breast, On which awhile his head he 'll rest, And care no more, if rich or poor, At home with her, at home once more.  Yes, I am going home to her, Whose welcome evermore is sure: I have been thinking, night and day, How tired I am of being away! How homesick for her gentle face, And welcome of the oldtime place, And memories of the days that were Oh, I am going home to her.  Oh, just to see her face again A-smiling at the windowpane! To see her standing at the door And offering her arms once more, As oft she did when, just a child, She took me to her heart and smiled, And hushed my cry and cured my pain I'm going home to her again. |

Exemplar Item Response

[Madison Julius Cawein](http://www.public-domain-poetry.com/madison-julius-cawein) develops the idea that a mother is always waiting for her child to return home from the beginning. In the first stanza the narrator states that “Back to the old house in the lane,/And mother! who still sits and sews,/With cheeks, each one, a winter rose,/A-watching for her boy.” It is clear that the son is happy to return and the mother is waiting with open arms. In the second stanza the narrator states that “And mother’ll meet me at the door/With smiles that rainbow tears of joy.” Again, we see that mother is happy to see her son. The poem ends with the narrator waiting to see the mother “standing at the door/And offering her arms once more.” Cawein use description and imagery develops the central theme that a mother is always waiting for her child to return home.

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| **Scoring Rubric** | |
| 4 | Work demonstrates a **clear and complete** understanding of the concept and/or procedures required by the task. Appropriate strategy is shown with clear and complete explanations and interpretations. |
| 3 | Response demonstrates a **clear** understanding of the concepts and/or procedures but is not complete. Appropriate strategy is shown, but explanation or interpretation has minor flaws.  OR  Response is incorrect because of calculation errors. Work and strategy indicate a **clear** understanding of the concepts and/or procedures required by the task. |
| 2 | Response demonstrates a **partial** understanding of the concepts and/or procedures. Appropriate strategy is shown, but explanation or interpretation has minor flaws. |
| 1 | Response shows **minimal** understanding of the concepts and/or procedures or provides no explanation or interpretation for the solution or shows major flaws. |
| 0 | Response is irrelevant, inappropriate, or not provided. |

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| Reporting Category | Reading: Informational Text |
| Standard | Craft & Structure |
| Benchmark Number | LAFS.910.RI.2.6 |
| Benchmark | Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response |
| Benchmark Clarification | Students will be able to determine an author’s point of view and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Content Focus | Items will focus on the students’ ability to determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Content Limits | Item content will be limited to author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. |
| Text Attributes | Text must be grade level appropriate and informational. The text must display how an author uses rhetoric effectively. |
| Distractor Attributes | Distractors may include, but are not limited to incorrectly identifying the author’s point of view or purpose, incorrectly identifying rhetorical devices used by the author, or incorrectly analyzing how the rhetorical devices or strategies help the author communicate his or her point of view or purpose. |

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| Sample Item | Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.  Now we are engaged in a great civil war, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.  But, in a larger sense, we can not dedicate -- we can not consecrate -- we can not hallow -- this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us -- that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion -- that we here highly resolve that these dead shall not have died in vain -- that this nation, under God, shall have a new birth of freedom -- and that government of the people, by the people, for the people, shall not perish from the earth.  Abraham Lincoln  November 19, 1863  In Abraham Lincoln's *Gettysburg Address*, which of the following best describes his purpose?  A. to bury the soldiers who have died and dedicate the land to their memory  B. to persuade the resistant audience to continue fighting for the idea that all men are created equal  C. to promote his political career by identifying with the families and friends of the soldiers who nobly fought and died at Gettysburg  D. to honor the dead and motivate the audience to continue toward their goal of equality for all men and finish what the soldiers started  **Answer: D** |

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| Reporting Category | Reading: Informational Text |
| Standard | Integration of Knowledge & Ideas |
| Benchmark Number | LAFS.910.RI.3.7 |
| Benchmark | Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| Benchmark Clarification | The students will be able to combine information from various media, formats, or other texts in order to determine which details are emphasized in each account. |
| Content Focus | Items will focus on the students’ ability to analyze and combine information from various media. |
| Content Limits | Items will be limited to the analysis and comparison of various media to determine the details that are identified in each account. |
| Text Attributes | Texts must be grade level appropriate and informational. |
| Distractor Attributes | Distractors may include, but are not limited to incorrectly evaluating multiple sources of information presented in various media or formats or/and incorrectly determining how or what information is integrated in various media or formats. |

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| Sample Item | Which aspect of the African-American condition is emphasized in Hughes' "Minstrel Man" and Lawrence's "Tombstone"?   1. The economic hardships that African-American's faced during the early 1900s. 2. The feelings of isolation felt by African-Americans during   the early 1900s.   1. The struggles faced by African-American's that migrated to the North from the South. 2. The lack of educational opportunities available to African-   American's during the early 1900s.  **Answer: B** |

[](http://www.google.com/url?sa=i&rct=j&q=Lawrence's%20painting%20%22Tombstone%22&source=images&cd=&docid=gkfe698uaOHqYM&tbnid=8ENoKvPzglLoyM:&ved=0CAUQjRw&url=http://whitney.org/www/jacoblawrence/art/famcom.html&ei=pToXU8qKLNHwkQe0-oCwCA&bvm=bv.62286460,d.eW0&psig=AFQjCNE3IUTmPCO1GOX7ACEDTlOZlNCcgg&ust=1394117662786456)

**Minstrel Man**

Because my mouth  
Is wide with laughter  
And my throat  
Is deep with song,   
You do not think   
I suffer after  
I have held my pain  
So long?  
  
Because my mouth   
Is wide with laughter,   
You do not hear  
My inner cry?   
Because my feet  
Are gay with dancing,   
You do not know   
I die?

Langston Hughes

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| Reporting Category | Writing |
| Standard | Production & Distribution of Writing |
| Benchmark Number | LAFS.910.W.2.4 |
| Benchmark | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| Benchmark Clarification | Student will be able to produce clear and coherent writing that is appropriate to task, purpose, and audience. |
| Content Focus | None Specified |
| Content Limits | None Specified |
| Text Attributes | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | Sample Item  The purpose of this assignment is to focus on how task, purpose, and audience affect the writing process. The assignment will require that you write two separate and distinct letters. The first letter will be to your parents. The second letter will be to your congressman or congresswoman. The ***task*** and ***purpose*** of the two letters will be identical. Because of this, you may use the same reasons and examples. You must be mindful, however, that what may be convincing to one audience may not be convincing to another audience. Hence, the facts and details used may change in order to appeal to the specific audience. For example, facts and figures may appeal to the congresswoman but not to your parents. The idea is that you must use the correct tone, syntax, and diction appropriate to the specific audience. Please read the Task below.  Task  As part of the “war on drugs” and in reaction to an increase in school violence, many schools across the nation now conduct targeted searches of student lockers and backpacks. Although the Supreme Court has ruled that public school officials have the right to search students’ persons and property when they have reasonable cause to suspect weapons or drugs, many people feel this is a gross violation of students’ right to privacy. Others feel that since school officials are responsible for the well-being of students while they are in the building, they have the right to search for drugs or weapons at any time. How do you feel about this issue? State your position and explain your reasons with specific examples. |

**General Scoring Guide**

4 – Student response offers a well-focused response to the prompt. These responses address the

prompt with an *accurate thesis*, have a *defined organizational structure*, provide *evidence and*

*support* where appropriate, provide a *persuasive analysis* that addresses the type of response

(argumentative, informative, or narrative), and demonstrate an effective control of *language*.

3 - Student response offers a focused and/or reasonable response to the prompt. These responses have

an organizational structure, provide evidence and support that may be less accurate or convincing

than the five (5) responses, provide an analysis that addresses the type of essay (argumentative,

informative, or narrative), and demonstrate an adequate control of language.

2 - Student response demonstrates a partial understanding of the prompt. These responses may have

issues with structure, evidence and support, organization, and language. While the response

provides analysis that addresses the type of essay (argumentative, informative, or narrative), the

analysis may be less complete than the four and five (4-5) responses.

1 – Student response demonstrates a less than adequate understanding of the prompt. These responses

lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a

less than adequate control of language. The response fails to address the type of response

(argumentative, informative, or narrative) and does not provide adequate analysis.

0 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these responses

lack a defined organizational structure, lack appropriate evidence and support, provide superficial

or no analysis, and demonstrate an ineffective control of language.

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| Reporting Category | Writing |
| Standard | Production & Distribution of Writing |
| Benchmark Number | LAFS.910.W.2.5 |
| Benchmark | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response |
| Benchmark Clarification | The student will develop writing by planning, revising, editing, rewriting, or trying a new approach. |
| Content Focus | The student will focus on pre-writing and post-writing strategies on addressing what is most significant for purpose and audience. |
| Content Limits | None Specified |
| Text Attributes | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | Because of the research, the scientists have found out that their original ideas were incorrect**.**  The writer would like to use a more appropriate word for “have found out.”  Which word should the writer use?  A. discovered  B. endorsed  C. exposed  D. rendered  **Answer: A** |
| Reporting Category | Language |
| Standard | Conventions of Standard English |
| Benchmark Number | LAFS.910.L.1.1 |
| Benchmark | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Use parallel structure. 2. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response |
| Benchmark Clarification | Student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| Content Focus | Items will focus on the students’ mastery of the conventions of standard English grammar and usage when writing or speaking. |
| Content Limits | Items will be limited to the students’ mastery of conventions of standard English grammar and usage when writing or speaking. |
| Text Attributes | Text should be grade level appropriate. Text may be literary or informational. Text may be fiction or non-fiction. |
| Distractor Attributes | Distractors will consist of plausible yet incorrect responses typical of the types of errors students are most likely to make. |

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| Sample Item | Sample Item  Read the sentence below.    “Each of the students in Mrs. Smith's science class appear surprised that their is one frog and several butterflies in the display-case that appears to be alive. “  Which choice corrects all errors in grammar?   1. “Each of the students in Mrs. Smith's science class appears surprised   that their is one frog and several butterflies in the display-case that  appear to be alive. “     1. “Each of the students in Mrs. Smith's science class appears surprised   that there is one frog and several butterflies in the display-case that  appears to be alive. “     1. “Each of the students in Mrs. Smith's science class appears surprised that there is one frog and several butterflies in the display-case that appear to be alive. “      1. No change is necessary   **Answer: C**  Sample Item  Which sentence below is grammatically correct?   1. During his campaign visits to several states, the politician vowed   to decrease taxes, to decrease unemployment, and to reduce government spending.   1. During his campaign, the politician vowed to decrease taxes,   to decrease unemployment, and do as much as he could to decrease government spending.   1. During his campaign visits to several states, the politician vowed   to decrease taxes, to decrease unemployment, and do as much as he could to reduce government spending.   1. During his campaign visits to several states, the politician vowed   to decrease taxes, to decrease unemployment, and do as much as he could to decrease government spending.  **Answer: A** |
| Reporting Category | Language |
| Standard | Conventions of Standard English |
| Benchmark Number | LAFS.910.L.1.2 |
| Benchmark | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Spell correctly. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response |
| Benchmark Clarification | Students will demonstrate knowledge of the conventions of standard English regarding capitalization, punctuation, and spelling.  Students will demonstrate mastery of the proper use of the semicolon and colon. |
| Content Focus | Items will focus on the conventions of standard English grammar and usage pertaining to capitalization, punctuation, and spelling.  Items will focus on master of the proper use of the semicolon and colon. |
| Content Limits | Text items should be grade-appropriate.  Text items should be of interest and appropriate for students. |
| Text Attributes | Text may be literary or informational (fiction or nonfiction). |
| Distractor Attributes | Items will be limited to the conventions of standard English for capitalization, punctuation, and spelling.  Items may also assess the students’ ability to use the semicolon and colon properly. |
| Sample Item | Which sentence is grammatically correct and features the correct punctuation?  A. She tried to complete her project however she still missed her deadline.  C. She tried to complete her project, however she still missed her deadline.  B. She tried to complete her project; however, she still missed her  deadline.  D. She tried to complete her project however; she still missed her  deadline.  **Answer: C** |
| Reporting Category | Language |
| Standard | Knowledge of Language |
| Benchmark Number | LAFS.910.L.2.3 |
| Benchmark | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   1. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Constructed Response, Extended Response |
| Benchmark Clarification | The students will understand how language functions in context and be able to make effective choices in vocabulary and language to affect meaning and style.  The students will also be able to write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| Content Focus | Items will focus on the students’ understanding of how language functions in context and how students can make effective choices in vocabulary and language to affect meaning and style.  The content of the items may also focus on the students’ ability to write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| Content Limits | None Specified |
| Text Attributes | Texts will be grade appropriate and literary. Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | The following is an excerpt from the Associated Press Stylebook.  In general, spell out all numbers under 10 and write numbers above nine as figures, except in these cases:   * Use figures for ages, sums of money, time of day, percentages, years, days of the month, temperature degrees, proportions, speeds, and dimensions. * Spell out a number that begins a sentence, unless it is a year. * Spell out designations like million or trillion; eg. 33 million, seven million.   Which of the following sentences does not correctly adhere to the guidelines in the Associated Press Style Book excerpt?   1. There are 118 elements in the Periodic Table of Elements. 2. There are one hundred eighteen elements in the Periodic Table of Elements. 3. Ninety eight elements in the Periodic Table of Elements occur naturally in nature. 4. 1869 was the year that Dmitri Mendeleev published the first widely recognized periodic table.   **Answer: B** |

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| Reporting Category | Language |
| Standard | Vocabulary Acquisition & Use |
| Benchmark Number | LAFS.910.L.3.4 |
| Benchmark | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.   1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. 2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). 3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. 4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Constructed Response, Extended Response |
| Benchmark Clarification | The student will be able to determine or clarify the meaning of unknown and multiple-meaning words and phrases utilizing a range of strategies. |
| Content Focus | The items will focus on the students’ ability to determine the meaning of unknown words in context by using a variety of strategies, such as context clues. |
| Content Limits | None Specified |

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| Text Attributes | Text should be grade-level appropriate. Text should be fiction or non-fiction. Text should be literary or informational.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may also contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that Creative Writing students might be exposed to. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| Sample Item | Sample Item  Dwayne and Susan were at the carnival together. They were the best of friends and knew each other since first grade. They had been inseparable from elementary through high school. They were now high school seniors. They shared expenses. She drove him to the carnival and he paid for lunch. As they sat next to each other eating from the same plate, as they had millions of times, he gazed in her eyes. He saw something in her eyes that he had never saw before. And, he felt uneasy. It wasn’t a bad thing. It was a giddy nervousness. But, he did feel different. He never realized how fair Susan was.  What is the meaning of *fair* in this sentence?   1. adequate 2. average 3. beautiful 4. reasonable   **Answer: C**  Sample Item  Although his canvas was vast, the artist used brushstrokes so minute that it took weeks to complete his masterpiece.  What does the word ***minute*** mean in this sentence?   * 1. colorful   2. frequent   3. sixty seconds   4. tiny   **Answer: D** |

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| Reporting Category | Language |
| Standard | Vocabulary Acquisition & Use |
| Benchmark Number | LAFS.910.L.3.5 |
| Benchmark | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. 2. Analyze nuances in the meaning of words with similar denotations. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Constructed Response, Extended Response |
| Benchmark Clarification | Students will be able to demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  Students will also be able to interpret figures of speech and analyze nuances in meaning of words with similar denotations. |
| Content Focus | Items will focus on the students’ understanding of figurative language, word relationships, and nuances in word meanings. |
| Content Limits | None Specified |
| Text Attributes | Texts will be grade appropriate and literary.  Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | The class clown gave a \_\_\_\_\_\_\_\_\_\_ when she saw Mr. Stein bite into the plastic apple that she gave him for Teacher Appreciation day.  A. frown  B. glower  C. scowl  D. smirk  **Answer: D** |

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| Reporting Category | Language |
| Standard | Vocabulary Acquisition & Use |
| Benchmark Number | LAFS.910.L.3.6 |
| Benchmark | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response |
| Benchmark Clarification | Student will acquire and use general academic and domain specific words and phrases. |
| Content Focus | Items will focus on general academic and domain specific words. |
| Content Limits | Items will focus on the students’ ability to acquire and use accurately general academic and domain-specific words and phrases. |
| Text Attributes | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | Samantha is in Mr. Edittons Journalism course. She was confused about a statement that Mr. Edittons made and asked Carlos for help with the statement.  “As future journalists, you must be aware of the four cardinal sins in journalism. Our profession has no place for *fabrication*, *plagiarism*, *doctoring of photos or videos*, and *fictional devices*. In my opinion, plagiarism is the worse. I do not agree with John Burke that *if you steal from one author, it’s plagiarism. If you steal from two, it’s research*. You must be mindful to do your own work.”  Based on Mr. Edittons comment, what is plagiarism?   1. using more than one source to verify a story 2. doctoring documents in order to sensationalize a story 3. working on a research article or news story with another journalist 4. purposely using another author’s language, thoughts, ideas, or expressions without proper citation   **Answer: D** |

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| Reporting Category | Speaking & Listening |
| Standard | Comprehension & Collaboration |
| Benchmark Number | LAFS.910.SL.1.3 |
| Benchmark | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Constructed Response, Extended Response |
| Benchmark Clarification | The student will be able to evaluate a speakers evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.  The student will be able to identifying any fallacious reasoning or exaggerated or distorted evidence. |
| Content Focus | Items will focus on the students’ ability to evaluate a speaker’s point of view in order to identify any fallacious reasoning or exaggerated or distorted evidence. |
| Content Limits | The content of the items will be limited to the students’ ability to evaluate a speaker’s point of view in order to identify fallacious reasoning or exaggerated or distorted evidence. |
| Text Attributes | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | Passage Text  Excerpt from Susan B. Anthony’s speech that was delivered in twenty-nine of the Post Office Districts of Monroe, and twenty-one of the Ontario, in her canvass of those Countries, prior to her trial in June, 1873.  *Friends and Fellow-citizens:* I stand before you to-night, under indictment for the alleged crime of having voted at the last Presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my *citizen's right,* guaranteed to me and all United States citizens by the National Constitution, beyond the power of any State to deny.  Our democratic-republican government is based on the idea of the natural right of every individual member thereof to a voice and a vote in making and executing the laws. We assert the province of government to be to secure the people in the enjoyment of their unalienable rights. We throw to the winds the old dogma that governments can give rights. Before governments were organized, no one denies that each individual possessed the right to protect his own life, liberty and property. And when 100 or 1,000,000 people enter into a free government, they do not barter away their natural rights; they simply pledge themselves to protect each other in the enjoyment of them, through prescribed judicial and legislative tribunals. They agree to abandon the methods of brute force in the adjustment of their differences, and adopt those of civilization.  Nor can you find a word in any of the grand documents left us by the fathers that assumes for government the power to create or to confer rights. The Declaration of Independence, the United States Constitution, the constitutions of the several states and the organic laws of the territories, all alike propose to protect the people in the exercise of their God-given rights. Not one of them pretends to bestow rights.  “All men are created equal, and endowed by their Creator with certain unalienable rights. Among these are life, liberty and the pursuit of happiness. That to secure these, governments are instituted among men, deriving their just powers from the consent of the governed.”  Here is no shadow of government authority over rights, nor exclusion of any from their full and equal enjoyment. Here is pronounced the right of all men, and “consequently,” as the Quaker preacher said, “of all women,” to a voice in the government. And here, in this very first paragraph of the declaration, is the assertion of the natural right of all to the ballot; for, how can “the consent of the governed” be given, if the right to vote be denied. Again:  “That whenever any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it, ad to institute a new government, laying its foundations on such principles, and organizing its powers in such forms as to them shall seem most likely to effect their safety and happiness.”  Surely, the right of the whole people to vote is here clearly implied. For however destructive in their happiness this government might become, a disfranchised class could neither alter nor abolish it, nor institute a new one, except by the old brute force method of insurrection and rebellion. One-half of the people of this nation to-day are utterly powerless to blot from the statute books an unjust law, or to write there a new and a just one. The women, dissatisfied as they are with this form of government, that enforces taxation without representation,—that compels them to obey laws to which they have never given their consent,—that imprisons and hangs them without a trial by a jury of their peers, that robs them, in marriage, of the custody of their own persons, wages and children,—are this half of the people left wholly at the mercy of the other half, in direct violation of the spirit and letter of the declarations of the framers of this government, every one of which was based on the immutable principle of equal rights to all. By those declarations, kings, priests, popes, aristocrats, were all alike dethroned, and placed on a common level politically, with the lowliest born subject or serf. By them, too, me, as such, were deprived of their divine right to rule, and placed on a political level with women. By the practice of those declarations all class and caste distinction will be abolished; and slave, serf, plebeian, wife, woman, all alike, bound from their subject position to the proud platform of equality.  The preamble of the federal constitution says:  “We, the people of the United States, in order to form a more perfect union, establish justice, insure *domestic* tranquility, provide for the common defense, promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and established this constitution for the United States of America.”  It was we, the people, not we, the white male citizens, nor yet we, the male citizens; but we, the whole people, who formed this Union. And we formed it, not to give the blessings or liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.  The early journals of Congress show that when the committee reported to that body the original articles of confederation, the very first article which became the subject of discussion was that respecting equality of suffrage. Article 4th said:  “The better to secure and perpetuate mutual friendship and intercourse between the people of the different States of this Union, the free inhabitants of each of the States, (paupers, vagabonds and fugitives from justice excepted,) shall be entitled to all the privileges and immunities of the free citizens of the several States.”  Thus, at the very beginning, did the fathers see the necessity of the universal application of the great principle of equal rights to all—in order to produce the desired result—a harmonious union and a homogeneous people.  (Public Domain)  Which of the following does **not** correctly reflect how Susan B. Anthony appeals to her audience in order to communicate her point of view?   1. Susan B. Anthony appeals to her audiences’ emotions by declaring that governments can’t “give rights” they can only “propose to protect the people in the exercise of their God-given rights.” 2. Susan B. Anthony appeals to her audience’s emotions by recalling American history and asserting that “at the very beginning” the founding fathers’ saw “the great principle of equal rights applied to all.” 3. Susan B. Anthony appeals to her audiences’ logic by asserting that America was founded on “the consent of the governed” and it was her right to “abolish” any government that affects her “safety and happiness.” 4. Susan B. Anthony appeals to her audiences’ logic by establishing that while “under indictment for the alleged crime of having voted at the last presidential election” she simply “exercised” her “*citizen's right,* guaranteed to…all United States citizens by the National Constitution.”   **Answer: C** |

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| Reporting Category | Speaking & Listening | |
| Standard | Presentation of Knowledge & Ideas | |
| Benchmark Number | LAFS.910.SL.2.6 | |
| Benchmark | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) | |
| Also Assesses | Not Applicable | |
| Item Types | Selected Response, Constructed Response, Extended Response | |
| Benchmark Clarification | Students will be able to adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate | |
| Content Focus | Items will focus on the students’ ability to adapt speech to a variety of contexts.  Items may focus on the students’ ability to adapt speech between formal and informal settings. | |
| Content Limits | None Specified | |
| Text Attributes | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. | |
| Distractor Attributes | Distractors may consist of, but are not limited to, plausible yet incorrect responses typical of the types of errors students are most likely to make. | |
| Sample Item | | Thomas is writing an e-mail to his editor, and he is unsure how to proceed. Thomas and the editor have a strained relationship because Thomas has missed several datelines recently. They had a rather cordial relationship in the past. Thomas has been dealing with health issues and has not notified the Human Resources Department. He does not want to place further strain on his relationship with the editor, but he wants to continue keeping his health issues private. So, he wants the e-mail to be formal.  Which e-mail is best given the situation?   1. Sam, how are you buddy? I am sorry about my missed datelines. I have been dealing with health issues, and I didn’t want anyone in my business. I hope that ur not going to hold this against me. 2. Sam, as you know, I have missed several datelines lately. I have been sick as a dog. My illness is extremely private, and I want it to remain that way. I just wanted to let you know that I was sick and missed the datelines for a very good reason. 3. Mr. Scranton, I want you to know that my missed datelines were due   to a serious illness. It is an extremely private matter. While I would  like the matter to remain private, I will provide you with  documentation if you should still require it.   1. Mr. Scranton, how are you? I want you to know that my missed datelines were due to a serious illness. I wouldn’t miss datelines unless it was serious. Thankfully, I am back from the dead. I want the matter to remain private, so I won’t provide documentation unless required.   **Answer: C** |