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| **CENTRAL FLORIDA ASSESSMENT COLLABORATIVE** |
| Individual Test Item Specifications |
| Creative Writing 3-5 |
| 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 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 Specificationn**

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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. |

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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| **Strand** | is a broad category of knowledge within a content area in the NGSSS. The strands are the same for all grade levels. |
| **Standard** | refers to the standard statement presented in the NGSSS or domain in the LAFS. |
| **Benchmark** | refers to the benchmark statement presented in the NGSSS or standard statement in the LAFS. 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. |
| **Item Types** | are used to assess the benchmark or group of benchmark. |
| **Benchmark Clarifications** | 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. |
| **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. |

**II. Individual Benchmark Specifications**

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| Reporting Category | Language |
| Standard | Conventions of Standard English |
| Benchmark Number | LAFS.1112.L.1.1 |
| Benchmark | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 2. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response |
| Benchmark Clarification | Students will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Students will be able to apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. Students will also be able to resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. |
| 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 | Latoya is peer reviewing Jonathan’s short story for Mr. Crawley’s  *Creative Writing* class. She is currently working on the following sentences.  Which of the following sentences has no errors in the conventions of standard English grammar and usage?    A. While watering the garden, the bee stung Mrs. Darden.  B. While standing in line at the grocery store, the silence was troubling Mr. Darden.  C. After reaching a weight of 276 pounds, Dr. Smith insisted that Mr. Darden go on diet.  D. Since it was early and the streets were empty, Mrs. Darden decided to extend her walk beyond her usual three miles, and she was happy to experience the peace of mind that only time alone can bring.  **Answer: D** |

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| Reporting Category | Language |
| Standard | Conventions of Standard English |
| Benchmark Number | LAFS.1112.L.1.2 |
| Benchmark | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Observe hyphenation conventions.  b. 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 hyphenation to connect words, compound numbers, and certain prefixes and suffixes-and to prevent confusion. |
| 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 hyphenation. |
| 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 hyphens. |
| Sample Item | Which of the following sentences correctly uses a hyphen?  A. The television was quickly re-paired.  B. We were glad to re-cover the television quickly.  C. We were glad we didn’t need to re-cycle the television.  D. The television was re-wired to fix the problem of snow on the screen.  **Answer: D** |

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| Reporting Category | Language |
| Standard | Knowledge of Language |
| Benchmark Number | LAFS.1112.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. Vary syntax for effect, consulting references (e.g., Tufte’s Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. |
| 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, emphasis, clarity, rhythm, effect and style.  The students will also be able to vary syntax for effect, consult references (e.g., Tufte’s Artful Sentences) for guidance as needed, and apply an understanding of syntax to the study of complex texts when reading. |
| 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 vary syntax for effect, consult references (e.g., Tufte’s Artful Sentences) for guidance as needed, and apply an understanding of syntax to the study of complex texts when reading. |
| Content Limits | Items that require students to consult references must provide the student with an excerpt of the referenced material. The idea is for the items to assess the students’ ability to consult and apply the material in the references. |
| Text Attributes | Texts will be grade appropriate and literary. Texts may be fiction or non-fiction. |
| Distractor Attributes | Distractors will consist of plausible year incorrect responses typical of the types of errors students are most likely to make |

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| Sample Item | In the field of world policy I would dedicate this Nation to the policy of the good neighbor--the neighbor who resolutely respects himself and, because he does so, respects the rights of others-- the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors.  If I read the *temper* of our people correctly, we now realize as we have never realized before our interdependence on each other; that we cannot merely take but we must give as well; that if we are to go forward, we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made, no leadership becomes effective. We are, I know, ready and willing to submit our lives and property to such discipline, because it makes possible a leadership which aims at a larger good. This I propose to offer, pledging that the larger purposes will bind upon us all as a sacred obligation with a unity of duty hitherto evoked only in time of armed strife.  With this pledge taken, I assume unhesitatingly the leadership of this great army of our people dedicated to a disciplined attack upon our common problems.  First Inaugural Address of Franklin D. Roosevelt  What is the connotation of the word *temper* in the passage?  A. anger  B. disposition  C. feelings  D. impatience  **Answer: B** |

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| Reporting Category | Language |
| Standard | Vocabulary |
| Benchmark Number | LAFS.1112.L.3.4 |
| Benchmark | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 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., conceive, conception, conceivable). 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, its etymology, or its standard usage. 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. |

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| Content Limits | None Specified |
| 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. |
| Sample Item | Framton Nuttel endeavoured to say the correct something which should *duly* flatter the niece of the moment without *unduly* discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much towards helping the nerve cure which he was supposed to be undergoing.  The Open Window by Saki  What do the words *duly* and *unduly* express about Mr. Nuttle?  A. That Mr. Nuttle is afraid of the niece and aunt.  B. That Mr. Nuttle is very good in social situations.  C. That Mr. Nuttle is afraid to make a social mistake.  D. That Mr. Nuttle is very popular with his niece and aunt.  **Answer: C** |

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| Reporting Category | Language |
| Standard | Vocabulary |
| Benchmark Number | LAFS.1112.L.3.5 |
| Benchmark | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.   1. Interpret figures of speech (e.g., hyperbole, paradox) 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 | None Specified |
| 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. |

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| Sample Item | **A Soldier** by Robert Frost  He is that fallen lance that lies as hurled,  That lies unlifted now, come dew, come rust,  But still lies pointed as it plowed the dust.  If we who sight along it round the world,  See nothing worthy to have been its mark,  It is because like men we look too near,  Forgetting that as fitted to the sphere,  Our missiles always make too short an arc.  They fall, they rip the grass, they intersect  The curve of earth, and striking, break their own;  They make us cringe for metal-point on stone.  But this we know, the obstacle that checked  And tripped the body, shot the spirit on    Further than target ever showed or shone.  What does the metaphor in lines 1-3 convey?  A. It shows the soldier as a warrior who loses his equipment often.  B. It shows the soldier as a brave warrior who lost his lance in battle.  C. It shows the soldier as a strong warrior who died on the battlefield.  D. It shows the soldier as a piece of equipment that can be left at the scene of battle.  **Answer: D** |

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| Reporting Category | Reading: Informational Text |
| Standard | Key Ideas & Details |
| Benchmark Number | LAFS.1112.RI.1.3 |
| Benchmark | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course 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 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 informational 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 | 1. …I have called for personal sacrifice, and I am assured of the willingness of almost all Americans to respond to that call. A part of the sacrifice means the payment of more money in taxes. In my budget message I will recommend that a greater portion of this great defense program be paid for from taxation than we are paying for today. No person should try, or be allowed to get rich out of the program, and the principle of tax payments in accordance with ability to pay should be constantly before our eyes to guide our legislation. 2. If the Congress maintains these principles the voters, putting patriotism ahead pocketbooks, will give you their applause. 3. In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. 4. The first is freedom of speech and expression -- everywhere in the world. 5. The second is freedom of every person to worship God in his own way -- everywhere in the world. 6. The third is freedom from want, which, translated into world terms, means economic understandings, which will secure to every nation a healthy peacetime life for its inhabitants -- everywhere in the world. 7. The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor -- anywhere in the world. 8. That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called “new order” of tyranny, which the dictators seek to create with the crash of a bomb. 9. To that new order we oppose the greater conception -- the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear. 10. Since the beginning of our American history we have been engaged in change, in a perpetual, peaceful revolution, a revolution which goes on steadily, quietly, adjusting itself to changing conditions without the concentration camp or the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society. 11. This nation has placed its destiny in the hands and heads and hearts of its millions of free men and women, and its faith in freedom under the guidance of God. Freedom means the supremacy of human rights everywhere. Our support goes to those who struggle to gain those rights and keep them. Our strength is our unity of purpose. 12. To that high concept there can be no end save victory.   FDR 1941 State of The Union, (Four-Freedoms Speech)  In the excerpt from FDR’s speech, what affect does the order of presentation of the four-freedoms (sentences 4-7) have?  A. The order of presentation of the four-freedoms allows for a greater understanding of America entering a new millennium.  B. The order of presentation of the four-freedoms allows for a greater understanding of FDR’s goals for America and the world.  C. The order of presentation of the four-freedoms allows for a greater understanding of American and world values during the 1940’s.  D. The order of presentation of the four-freedoms allows for the understanding that the destiny of America was changed by this speech.  **Answer: B** |

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| Reporting Category | Reading: Informational Text |
| Standard | Craft & Structure |
| Benchmark Number | LAFS.1112.RI.2.6 |
| Benchmark | Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. |
| 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 | 1. …Certainly this is no time for any of us to stop thinking about the social and economic problems, which are the root cause of the social revolution, which is today a supreme factor in the world. For there is nothing mysterious about the foundations of a healthy and strong democracy. 2. The basic things expected by our people of their political and economic systems are simple. They are: 3. Equality of opportunity for youth and for others. 4. Jobs for those who can work. 5. Security for those who need it. 6. The ending of special privilege for the few. 7. The preservation of civil liberties for all. 8. The enjoyment -- The enjoyment of the fruits of scientific progress in a wider and constantly rising standard of living. 9. These are the simple, the basic things that must never be lost sight of in the turmoil and unbelievable complexity of our modern world. The inner and abiding strength of our economic and political systems is dependent upon the degree to which they fulfill these expectations. 10. Many subjects connected with our social economy call for immediate improvement. As examples: 11. We should bring more citizens under the coverage of old-age pensions and unemployment insurance. 12. We should widen the opportunities for adequate medical care. 13. We should plan a better system by which persons deserving or needing gainful employment may obtain it…   FDR 1941 State of The Union, (Four-Freedoms Speech)  What is FDR’s purpose in the excerpt?  A. FDR is informing the people that Americans are resilient and they should find the means to take care of themselves.  B. FDR is assuring the people that the expectations of the American people have changed and new solutions must be created.  C. FDR is informing the people that the government should find new ways to deal with the social and economic problems.  D. FDR is assuring the people that he is aware of the troubles that have occurred in America and that improvements are possible within the current system.  **Answer: D** |

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| Reporting Category | Reading: Informational Text |
| Standard | Integration of Knowledge & Ideas |
| Benchmark Number | LAFS.1112.RI.3.7 |
| Benchmark | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| 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. |
| Sample Item | ::LHTHconrad.jpg  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.  Martin Luther King “I have a Dream “ speech  Examine the political cartoon above, and read the quote by Martin Luther King.  What issue is being confronted in both the cartoon and the quote?  A. liberation  B. racism  C. segregation  D. separation of church and state  **Answer: C** |

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| Reporting Category | Reading: Literature |
| Standard | Key Ideas & Details |
| Benchmark Number | LAFS.1112.RL.1.2 |
| Benchmark | Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; 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. |
| Sample Item | Summer was dead, but autumn had not yet been born when the ibis came to the bleeding tree. It's strange that all this is so clear to me, now that time has had its way. But sometimes (like right now) I sit in the cool green parlor, and I remember Doodle.  Doodle was about the craziest brother a boy ever had. Doodle was born when I was seven and was, from the start, a disappointment. He seemed all head, with a tiny body that was red and shriveled like an old man's. Everybody thought he was going to die.  Daddy had the carpenter build a little coffin, and when he was three months old, Mama and Daddy named him William Armstrong. Such a name sounds good only on a tombstone.  When he crawled on the rug, he crawled backward, as if he were in reverse and couldn't change gears. This made him look like a doodlebug, so I began calling him 'Doodle.' Renaming my brother was probably the kindest thing I ever did for him, because nobody expects much from someone called Doodle.  From The Scarlet Ibis by James Hurst  What two themes are introduced in the passage above?  A. love and childhood  B. love and death  C. time and childhood  D. time and death  **Answer: D** |

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| Reporting Category | Reading: Literature |
| Standard | Key Ideas & Details |
| Benchmark Number | LAFS.1112.RL.1.3 |
| Benchmark | Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| Benchmark Clarification | Students will be able to analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). |
| Content Focus | Items will focus on the students’ ability to analyze elements of a story or drama, how the action is ordered, and how the characters are introduced and developed. |
| Content Limits | Items will be limited to the students’ ability to analyze elements of a story or drama, how the action is ordered, and how the characters are introduced and developed. |
| Text Attributes | Texts must be grade level appropriate and literary. |
| 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 | When Miss Emily Grierson died, our whole town went to her funeral: the men through a sort of respectful affection for a fallen monument, the women mostly out of curiosity to see the inside of her house, which no one save an old man-servant—a combined gardener and cook—had seen in at least ten years.  It was a big, squarish frame house that had once been white, decorated with cupolas and spires and scrolled balconies in the heavily lightsome style of the seventies, set on what had once been our most select street. But garages and cotton gins had encroached and obliterated even the august names of that neighborhood; only Miss Emily's house was left, lifting its stubborn and coquettish decay above the cotton wagons and the gasoline pumps—an eyesore among eyesores. And now Miss Emily had gone to join the representatives of those august names where they lay in the cedar-bemused cemetery among the ranked and anonymous graves of Union and Confederate soldiers who fell at the battle of Jefferson.  Alive, Miss Emily had been a tradition, a duty, and a care; a sort of hereditary obligation upon the town, dating from that day in 1894 when Colonel Sartoris, the mayor—he who fathered the edict that no Negro woman should appear on the streets without an apron—remitted her taxes, the dispensation dating from the death of her father on into perpetuity. Not that Miss Emily would have accepted charity. Colonel Sartoris invented an involved tale to the effect that Miss Emily's father had loaned money to the town, which the town, as a matter of business, preferred this way of repaying. Only a man of Colonel Sartoris' generation and thought could have invented it, and only a woman could have believed it.  From A Rose for Emily by William Faulkner  Why does William Faulkner begin the story with Miss Emily Grierson’s death?   1. William Faulkner begins with Mrs. Grierson’s death to convey how fleeting life can be. 2. William Faulkner begins with Mrs. Faulkner’s death to illustrate how   naïve Mrs. Grierson was.   1. William Faulkner begins the story with Mrs. Grierson’s death to convey Mrs. Grierson’s importance to Jefferson County. 2. William Faulkner begins with Mrs. Grierson’s death to show the   differences between the social classes in Jefferson County during Mrs. Grierson’s life.  **Answer: C** |

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| Reporting Category | Reading: Literature |
| Standard | Craft & Structure |
| Benchmark Number | LAFS.1112.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 impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, 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. |

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| Sample Item | But, soft! what light through yonder window breaks?  It is the east, and Juliet is the sun.  Arise, fair sun, and kill the envious moon,  Who is already sick and pale with grief,  That thou her maid art far more fair than she:  Be not her maid, since she is envious;  Her vestal livery is but sick and green  And none but fools do wear it; cast it off.  It is my lady, O, it is my love!  O, that she knew she were!  She speaks yet she says nothing: what of that?  Her eye discourses; I will answer it.  I am too bold, ’tis not to me she speaks:  Two of the fairest stars in all the heaven,  Having some business, do entreat her eyes  To twinkle in their spheres till they return.  What if her eyes were there, they in her head?  The brightness of her cheek would shame those stars,  As daylight doth a lamp; her eyes in heaven  Would through the airy region stream so bright  That birds would sing and think it were not night.  See, how she leans her cheek upon her hand!  O, that I were a glove upon that hand,  That I might touch that cheek!  Shakespeare’s Romeo & Juliet, Act II, sc ii  How does the metaphor in lines 1-2 establish the tone of the passage?  A. Romeo compares Juliet to the sun, which sets a playful tone.  B. Romeo compares Juliet to the sun, which sets a reverent tone.  C. Romeo compares Juliet to the sun, which sets an anxious tone.  D. Romeo compares Juliet to the sun, which sets an optimistic tone.  **Answer: B** |

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| Reporting Category | Reading: Literature |
| Standard | Craft & Structure |
| Benchmark Number | LAFS.1112.RL.2.5 |
| Benchmark | Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Short Answer, Extended Response, Essay Response, Performance Task, Portfolio Assessment |
| Benchmark Clarification | The student will be able analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| Content Focus | Items will focus on how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.  Among the structural elements that items may focus on are setting, conflict, point of view, characterization, and theme. |
| Content Limits | Items will be limited to the students’ ability to analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. |
| 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.  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. |
| Sample Item | **"The Story of An Hour"** by Kate Chopin (1894)  Knowing that Mrs. Mallard was afflicted with a heart trouble, great care was taken to break to her as gently as possible the news of her husband's death.  It was her sister Josephine who told her, in broken sentences; veiled hints that revealed in half concealing. Her husband's friend Richards was there, too, near her. It was he who had been in the newspaper office when intelligence of the railroad disaster was received, with Brently Mallard's name leading the list of "killed." He had only taken the time to assure himself of its truth by a second telegram, and had hastened to forestall any less careful, less tender friend in bearing the sad message.  She did not hear the story as many women have heard the same, with a paralyzed inability to accept its significance. She wept at once, with sudden, wild abandonment, in her sister's arms. When the storm of grief had spent itself she went away to her room alone. She would have no one follow her.  There stood, facing the open window, a comfortable, roomy armchair. Into this she sank, pressed down by a physical exhaustion that haunted her body and seemed to reach into her soul.  She could see in the open square before her house the tops of trees that were all aquiver with the new spring life. The delicious breath of rain was in the air. In the street below a peddler was crying his wares. The notes of a distant song which some one was singing reached her faintly, and countless sparrows were twittering in the eaves.  There were patches of blue sky showing here and there through the clouds that had met and piled one above the other in the west facing her window.  She sat with her head thrown back upon the cushion of the chair, quite motionless, except when a sob came up into her throat and shook her, as a child who has cried itself to sleep continues to sob in its dreams.  She was young, with a fair, calm face, whose lines bespoke repression and even a certain strength. But now there was a dull stare in her eyes, whose gaze was fixed away off yonder on one of those patches of blue sky. It was not a glance of reflection, but rather indicated a suspension of intelligent thought.  There was something coming to her and she was waiting for it, fearfully. What was it? She did not know; it was too subtle and elusive to name. But she felt it, creeping out of the sky, reaching toward her through the sounds, the scents, the color that filled the air.  Now her bosom rose and fell tumultuously. She was beginning to recognize this thing that was approaching to possess her, and she was striving to beat it back with her will--as powerless as her two white slender hands would have been. When she abandoned herself a little whispered word escaped her slightly parted lips. She said it over and over under the breath: "free, free, free!" The vacant stare and the look of terror that had followed it went from her eyes. They stayed keen and bright. Her pulses beat fast, and the coursing blood warmed and relaxed every inch of her body.    She did not stop to ask if it were or were not a monstrous joy that held her. A clear and exalted perception enabled her to dismiss the suggestion as trivial. She knew that she would weep again when she saw the kind, tender hands folded in death; the face that had never looked save with love upon her, fixed and gray and dead. But she saw beyond that bitter moment a long procession of years to come that would belong to her absolutely. And she opened and spread her arms out to them in welcome.  There would be no one to live for during those coming years; she would live for herself. There would be no powerful will bending hers in that blind persistence with which men and women believe they have a right to impose a private will upon a fellow-creature. A kind intention or a cruel intention made the act seem no less a crime as she looked upon it in that brief moment of illumination.  And yet she had loved him--sometimes. Often she had not. What did it matter! What could love, the unsolved mystery, count for in the face of this possession of self-assertion which she suddenly recognized as the strongest impulse of her being!  "Free! Body and soul free!" she kept whispering.  Josephine was kneeling before the closed door with her lips to the keyhold, imploring for admission. "Louise, open the door! I beg; open the door--you will make yourself ill. What are you doing, Louise? For heaven's sake open the door."  "Go away. I am not making myself ill." No; she was drinking in a very elixir of life through that open window.  Her fancy was running riot along those days ahead of her. Spring days, and summer days, and all sorts of days that would be her own. She breathed a quick prayer that life might be long. It was only yesterday she had thought with a shudder that life might be long.  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.  Some one 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. |

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|  | Performance Task Sample Item  Louise Mallard is portrayed as a frail woman throughout “The Story of an Hour.” Kate Chopin ends the story with the following statement: "When the doctors came they said she had died of heart disease -- of the joy that kills."  Kate Chopin’s “The Story of an Hour” has many instances of irony. You will be addressing one of those instances. For the purposes of this time-essay, you must address the irony in the last sentence of “The Story of an Hour.” You must cite textual evidence in the form of integrated questions to support your positions. |

**General Scoring Guide**

5 – 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*.

4 - 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.

3 - 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.

2 – 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.

1 - 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.

0 – Student did not provide a response.

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| Reporting Category | Writing |
| Standard | Text Types & Purposes |
| Benchmark Number | LAFS.1112.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.   1. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| 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 | “Well,” she said. “Here you all are, and good friends of dear Patrick’s too, and helping to catch the man who killed him. You must be terribly` hungry by now because it’s long past your suppertime, and I know Patrick would never forgive me, God bless his soul, if I allowed you to remain in his house without offering you decent hospitality. Why don’t you eat up that lamb that’s in the oven? It’ll be cooked just right by now.”  “Wouldn’t dream of it,” Sergeant Noonan said.  “Please,” she begged. “Please eat it. Personally I couldn’t touch a thing, certainly not what’s been in the house when he was here. But it’s all right for you. It’d be a favor to me if you’d eat it up. Then you can go on with your work again afterwards.”  There was a good deal of hesitating among the four policemen, but they were clearly hungry, and in the end they were persuaded to go into the kitchen and help themselves. The woman stayed where she was, listening to them speaking among themselves, their voices thick and sloppy because their mouths were full of meat.  “Have some more, Charlie?”  “No. Better not finish it.”  “She wants us to finish it. She said so. Be doing her a favor.”  “Okay then. Give me some more.”  “That’s the hell of a big club the gut must’ve used to hit poor Patrick,” one of them was saying. “The doc says his skull was smashed all to pieces just like from a sledgehammer.”  “That’s why it ought to be easy to find.”  “Exactly what I say.”  “Whoever done it, they’re not going to be carrying a thing like that around with them longer than they need.”  One of them belched.  “Personally, I think it’s right here on the premises.”  “Probably right under our very noses. What you think, Jack?”  And in the other room, Mary Maloney began to giggle.  from ***Lamb to the Slaughter*** by Raold Dahl  Which of the following would be the BEST alternative ending to the last line of the story?  A. And in the other room, Mary Malone was startled by her good luck: the officers were sure to eat all the lamb.  B. And in the other room, Mary Malone was in a terrible frenzy; it was obvious that she was not in control of her senses.  C. And in the other room, Mary Malone knew that the officers were aware of her crime; they were simply waiting for the right time to arrest her.  D. And in the other room, Mary Malone knew she was in the clear; the officers were correct, what they were looking for was right under their noses.  **Answer: D** |

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| Reporting Category | Writing |
| Standard | Production & Distribution of Writing |
| Benchmark Number | LAFS.1112.W.2.4 |
| Benchmark | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 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 | "Out through that window, three years ago to a day, her husband and her two young brothers went off for their day's shooting. They never came back. In crossing the moor to their favorite snipe-shooting ground they were all three engulfed in a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it." Here the child's voice lost its self-possessed note and became falteringly human. "Poor aunt always thinks that they will come back someday, they and the little brown spaniel that was lost with them, and walk in at that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing 'Bertie, why do you bound?' as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window - "  from The Open Window by Saki  Which of the following would be the most appropriate next sentence in the story?  D. As they stared out the window, her aunt came rustling into the room.  C. As they stared out the window, they were suddenly interrupted by a sound on the stairs.  A. As they stared out the window, three figures dressed in hunting gear slowly walked out of the fog.  B. As they stared out the window, the fog moved closer to the window, sending a shiver up their spines.  **Answer: C** |

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| Reporting Category | Writing |
| Standard | Production & Distribution of Writing |
| Benchmark Number | LAFS.1112.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, Short 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.  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 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 | In the early 1900’s American women finally earned the right to vote. The above cartoon appeared in the New York Times the day after the vote was cast to allow women voters. Write a short 3-5 sentence response that answers the following question.  What issues does the cartoon illustrate?  **Exemplar**  The cartoon that appeared in the New York Times the day after women were first allowed to vote depicts a women in a servile situation, probably carrying the day’s milk from the barn to the farmhouse. The ladder is symbolic of the opportunities that are now available to her, now. The ladder will allow her to rise from her current servile state and climb upward to more respectable positions in society. This is all a result of the fact that women will not be able to vote and influence the laws and policies in the United States.  **Scoring Rubric**   |  |  | | --- | --- | | 2 | Response generally follows the conventions of standard English writing and answers the question with exemplary skill, which focuses on the details within the cartoon and what it illustrates. | | 1 | Response follows has few errors in the conventions of standard English writing and partially answers the question using details from the cartoon and what it illustrates. | | 0 | Response has many errors in the conventions of standard English writing and fails to address the question. | |

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| Reporting Category | Speaking and Listening |
| Standard | Comprehension & Collaboration |
| Benchmark Number | LAFS.1112.SL.1.3 |
| Benchmark | Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| 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 by assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. |
| Content Focus | Items will focus on the students’ ability to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric by assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used |
| Content Limits | The content of the items will be limited to the students’ ability to evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. |
| Text Attributes | Texts must be grade-level appropriate. Text may be literary or informational. Text 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 | If we wish to be free -- if we mean to preserve inviolate those inestimable privileges for which we have been so long contending -- if we mean not basely to abandon the noble struggle in which we have been so long engaged, and which we have pledged ourselves never to abandon until the glorious object of our contest shall be obtained, we must fight! I repeat it, sir, we must fight! An appeal to arms and to the God of Hosts is all that is left us! ‘  -Patrick Henry  In the passage above, which persuasive technique is most evident?  A. description  B. ethos  C. logos  D. pathos  **Answer: D** |

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| Reporting Category | Speaking & Listening |
| Standard | Presentation of Knowledge & Ideas |
| Benchmark Number | LAFS.1112.SL.2.4 |
| Benchmark | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Constructed Response, Extended Response, Performance Based Assessment |
| Benchmark Clarification | Students will be able to present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. |
| Content Focus | Items will focus on the presentation of information, findings, and supporting evidence to convey a clear and distinct perspective. |
| 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 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 | “The battle, sir, is not to the strong alone; it is to the vigilant, the active, the brave. Besides, sir, we have no election. If we were base enough to desire it, it is now too late to retire from the contest. There is no retreat but in submission and slavery! Our chains are forged! Their clanking may be heard on the plains of Boston! The war is inevitable -- and let it come! I repeat it, sir, let it come!”  Patrick Henry  In the passage, Patrick Henry uses rhetoric to appeal to his audience. Which selection BEST describes the type of rhetoric and its purpose?   1. Patrick Henry uses *pathos* to appeal to the audience’s logic. 2. Patrick Henry uses *pathos* to appeal to the audience’s sense of logic. 3. Patrick Henry uses *ethos* to persuade them of the credibility of his position. 4. Patrick Henry uses *ethos* to create an emotional response from the audience.   **Answer: C** |

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| Reporting Category | Speaking & Listening |
| Standard | Presentation of Knowledge and Ideas |
| Benchmark Number | LAFS.1112.SL.2.6 |
| Benchmark | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| Also Assesses | Not Applicable |
| Item Types | Selected Response, Constructed Response, Extended Response |
| Benchmark Clarification | Students will be able to adapt speech and diction appropriate to the context and task. |
| Content Focus | Items will focus on the students’ ability to adapt speech to a variety of contexts and tasks. The items may focus on the students’ ability to adapt their own speech as well as that of the characters they create or write about. |
| 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 will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| Sample Item | “Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?  No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to *bind and rivet* upon us those chains which the British ministry have been so long forging.”  -Patrick Henry  Which of the following words might be a modern translation for “bind and rivet”?  A. emancipate and liberate  B. liberate and discharge  C. restrain and enslave  D. shackle and imprison  **Answer: B** |

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| Reporting Category | Language |
| Standard | Vocabulary Acquisition & Use |
| Benchmark Number | LAFS.1112.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 |
| 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 | 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 also 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 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 | 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 establish 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 the Union. And we formed it, not to give the blessings of 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 a 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.  For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity. To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an *odious aristocracy*; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon rules the African, might be endured; but this oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household--which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.  Susan B. Anthony  **“It *is an odious aristocracy; a hateful oligarchy of sex; the most hateful aristocracy ever established on the face of the globe’***  Which is the BEST modern interpretation of the above quotation?  A. That the United States is bias because it only accepts men into government office.  B. That the United States government is detestable because it is made up of mostly males.  C. That the United States government is hateful people it excludes women from participation.  D. That the Unites States government is the worst because it purposely passes laws and policies to exclude women from office.  **Answer: B** |