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| Central Florida ASSESSMENT COLLABORATIVE |
| Individual Test Item Specifications |
| Debate 1 & 2 |
| 2014 |

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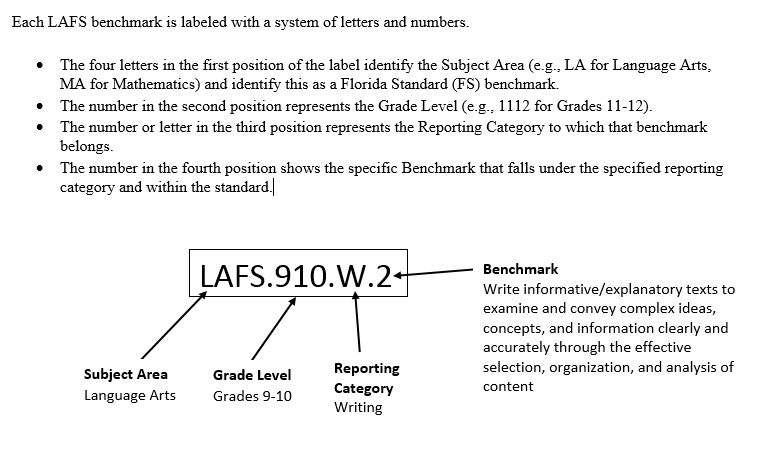
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**I. Guide to the Individual Benchmark Specifications**

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 Florida Standards. 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.



**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. |

**II. Individual Benchmark Specifications**

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| **Reporting Category** | Debate 1-2/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.  a. Use parallel structure.  b. 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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will demonstrate proper grammar and usage of standard English in debate cases. |
| **Content Focus** | Items will focus on case writing, grammar, and usage. |
| **Content Limits** | Text items will present various grammatical or usage situations where a specific correctly written sentence must be selected. |
| **Text Attributes** | May include various texts (fiction/non-fiction) as well as sample debate cases. |
| **Distractor Attributes** | Distractors will be various versions of the same statement, using commonly  mistaken forms of conventions. |
| **Sample Item** | Which sentence correctly uses English conventions?  A. After being threatened by farm owners, the local police asks US  Customs and Border Protection agents for Predator drone help.  B. After being threatened by farm owners, the local police asked US  Customs and Border Protection agents for Predator drone  assistance.  C. After threatening an officer to get him off their farm, the local  police asked US Customs and Border Protection agents for  Predator drone assistance.  D. After threatening an officer to get him off their farm, the local  police asked for assistance from Predator drones owned by US  Customs and Border Protection.  Correct Answer: B |

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| **Reporting Category** | Debate 1-2/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.  a. 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** | LAFS.910.L.1.1 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will analyze and evaluate the use of language to determine which statement has the greatest persuasive impact. |
| **Content Focus** | Items will focus on language, style, and persuasion. |
| **Content Limits** | Text will present several different examples of writing where a specific one has greatest persuasive impact. |
| **Text Attributes** | May include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, and sample debate cases. |
| **Distractor Attributes** | Distractors will be plausible but ineffective versions of the same statement. |
| **Sample Item** | Which statement is likely to have the **greatest** persuasive impact on a judge?  A. In the last drone strike, 28 North Waziristan villagers were killed.  B. In the last drone strike, 90% of the North Waziristan villagers were killed.  C. In the last drone strike, many people died, and the village of North  Waziristan was devastated and in ruins--it was real bad.  D. In the last drone strike, the landscape of North Waziristan was strewn  with the bodies of innocent men, women, and children—all told, 90%  of the village perished.  Correct Answer: D |

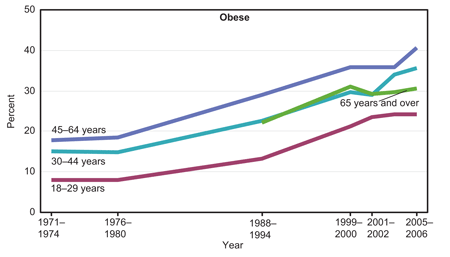
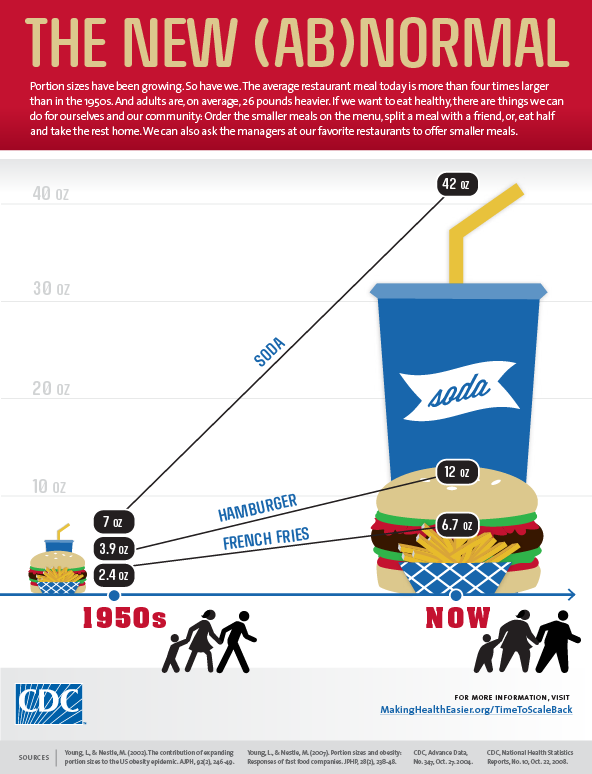
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| **Reporting Category** | Debate 1-2/Language |
| **Standard** | Vocabulary Acquisition and Use |
| **Benchmark Number** | [LAFS.910.L.3.4](http://www.cpalms.org/Standards/PublicPreviewBenchmark6141.aspx) |
| **Benchmark** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.  a. 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.  b. Identify and correctly use [patterns](http://www.cpalms.org/Standards/PublicPreviewBenchmark6141.aspx) of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate,*  *advocacy*).  c. 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.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by [checking](http://www.cpalms.org/Standards/PublicPreviewBenchmark6141.aspx) the inferred meaning in context or in a dictionary). |
| **Also Assesses** | LAFS.910.L.3.6 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Low |
| **Benchmark Clarifications** | Students will determine or clarify the meaning of unknown and multiple- meaning words and phrases, specifically as they apply to debate. |
| **Content Focus** | Items will focus on vocabulary, topic analysis. |
| **Content Limits** | Items will focus on the wording of debate resolutions and analysis of how the words and phrases in the resolution determine the parameters of the debate. |
| **Text Attributes** | May include debate resolutions, news articles, and informational articles. |
| **Distractor Attributes** | Distractors will be meaning of words and phrases that are not contextual to the debate resolution or common misconceptions of terms. |
| **Sample Item** | *Resolved: The United States ought to extend to non-citizens accused of terrorism the same Constitutional due process protections it provides to citizens.*  In the above resolution, the affirmative would seek to extend due process protections to whom?  A. a foreign prisoner detained at Guantanamo  B. an illegal immigrant working for an airline  C. a resident alien arrested for domestic abuse  D. a United States citizen accused of terrorism  Correct Answer: A |

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| **Reporting Category** | Debate 1-2/Language |
| **Standard** | Vocabulary Acquisition |
| **Benchmark Number** | LAFS.910.L.3.5 |
| **Benchmark** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.  b. Analyze nuances in the meaning of words with similar denotations. |
| **Also Assesses** | LAFS.910.L.3.4 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Students will be able to identify and evaluate figurative and connotative language and its effect on the persuasive quality of their argument. |
| **Content Focus** | Items will focus on figurative language such as euphemism, oxymoron, hyperbole, metaphor, simile and analogy. |
| **Content Limits** | Text should be grade-level appropriate. |
| **Text Attributes** | May include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, and sample debate cases. |
| **Distractor Attributes** | Distractors will be words or phrases of similar, but incorrect, meaning for the context of persuasion. |
| **Sample Item** | Which analogy provides the **best** holistic description of war?  A. War is like a race—the first to strike, wins.  B. War is like a debate—reason always wins the day.  C. War is like a football game—a violent ground acquisition.  D. War is like a poker game—with complex strategies and high stakes.  Correct Answer: A |

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| **Reporting Category** | Debate 1-2/Language |
| **Standard** | Vocabulary Acquisition and 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.](http://www.cpalms.org/Standards/PublicPreviewBenchmark6143.aspx) |
| **Also Assesses** | [LAFS.910.L.3.4](http://www.cpalms.org/Standards/PublicPreviewBenchmark6141.aspx) |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will accurately use words and phrases specific to debate such as claim, warrant, impact, tag, roadmap and signposting. |
| **Content Focus** | Items will focus on argument structure and debate jargon such as claim, warrant, impact, tag, roadmap, and signposting. Items will be excerpts from debate cases |
| **Content Limits** | Text should be grade-level appropriate. |
| **Text Attributes** | May include sample debate cases. |
| **Distractor Attributes** | Distractors will be non-applicable debate jargon and components of an argument. |
| **Sample Item** | “Dog owners tend to be healthier than cat owners. According to a 2006  study done by Dr. Jane Samuels of Stanford University, dog owners walk  5,000 more steps per day than non-dog owners. In addition, participants in a  2011 AARP study of nursing homes found 50% fewer incidences of depression in facilities that allowed dogs as compared to those that do not. Owning dogs leads to better physical and mental health.”  Which statement in the above question is the impact?  A. Dog owners tend to be healthier than cat owners.  B. Owning dogs leads to better physical and mental health.  C. According to a 2006 study done by Dr. Jane Samuels of Stanfod University, dog  owners walk 5,000 more steps per day than non-dog owners.  D. In addition, participants in a 2011 AARP study of nursing homes found 50% fewer  incidences of depression in facilities that allowed dogs as compared to those that do  not.  Correct Answer: D |

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| **Reporting Category** | Debate 1-2/Reading Informational Text |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.910.RI.1.1 |
| **Benchmark** | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will utilize the explicit meaning of evidence in order to draw conclusions. |
| **Content Focus** | Items will focus on determining meaning, using evidence to warrant, and impacts. |
| **Content Limits** | Text should contain specific details and be reading-level appropriate. |
| **Text Attributes** | Text should be informational. May include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, charts, graphs, and sample debate cases. |
| **Distractor Attributes** | Distractors may include incorrect warrants and using details that do not support the given warrant. |

**Sample Item**



**The two graphs above are from the Center for Disease Control. The first graph shows portion sizes over time. The second graph shows obesity rate over time.**

What conclusion can be drawn from the above graphics from the CDC?

A. As portion size increases, obesity rates increase.

B. As portion size increases, obesity rates decrease.

C. As portion size increases, obesity rates remain stagnant.

D. As portion size decreases, obesity rates remain stagnant.

Correct Answer: A

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| **Reporting Category** | Debate 1-2/Reading Informational Text |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.910.RI.1.2 |
| **Benchmark** | Determine a central idea of a text and analyze 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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Students will determine the central idea, provide a correct summary statement, and locate relevant details and facts that support the development of the argument. |
| **Content Focus** | Items will focus on argument development, details, and summary. |
| **Content Limits** | Text should be grade-level and include a clear argument and specific details that support the central argument. |
| **Text Attributes** | Text should be informational. May include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, charts, graphs, and sample debate cases. |
| **Distractor Attributes** | Distractors may include: incorrect central argument, details that do not support the central argument, incorrect summaries of the text. |
| **Sample Item** | “When Latin American drug crops are destroyed, cartels don’t quit the business. Instead, they move. Luis Reyes of Michigan State University found that a 1% increase in crop eradication results in a 1% increase in coca cultivation. In fact, cartels provide financial incentives for farmers to relocate. Substance Abuse and Mental Health Services Administration reports that marijuana use in the U.S. increased from 14.4 million users in 2006 to 17.4 million today.”  In the above contention, which statement does **not** support the claim?  A. In fact, cartels provide financial incentives for farmers to relocate.  B. When Latin American drug crops are destroyed, cartels don’t quit the  business. Instead, they move.  C. Luis Reyes of Michigan State University found that a 1% increase in crop  eradication results in a 1% increase in coca cultivation.  D. Substance Abuse and Mental Health Services Administration reports that  marijuana use in the U.S. increased from 14.4 million users in 2006 to 17.4  million today.  Correct Answer: D |

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| **Reporting Category** | Debate 1-2/Reading Informational Text |
| **Standard** | Key Ideas and 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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will identify organizational patterns in texts, specifically in terms of argument/support structures. |
| **Content Focus** | Items will focus on argument structure/organizational patterns. |
| **Content Limits** | Argument should have a clear organizational pattern. |
| **Text Attributes** | Text should be informational. May include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, charts, graphs, and sample debate cases. |
| **Distractor Attributes** | Distractors will be unconnected, unrelated, or disorganized arguments. |
| **Sample Item** | Read the following statements:  1) In addition, he noted a 3.6% increase in information  technology and a 12% increase in research and development.  2) Bloom explains that increased Chinese imports serve to increase  competition, which in turn encourages corporations to innovate.  3) Nicholas Bloom of Stanford University concludes that a mere 10%  increase in Chinese imports results in a 3.2% increase in innovation.  4) The increase in Chinese exports to the United States has resulted  in increases in American innovation.  How should the above statements be organized in order to fit the *claim, warrant, impact* format of an argument?  A. 1, 3, 4, 2  B. 4, 3, 1, 2  C. 2, 4, 3, 1  D. 3, 2, 1, 4  Correct Answer: B |

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| **Reporting Category** | Debate 1-2/Reading Information Texts |
| **Standard** | Craft and Structure |
| **Benchmark Number** | LAFS.910.RI.2.4 |
| **Benchmark** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **Also Assesses** | LAFS.910.L.3.5 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will analyze words/phrases and determine if specific words/phrases are appropriate in meaning and tone for argument effectiveness. |
| **Content Focus** | Items will focus on connotation, denotation, and tone. |
| **Content Limits** | Text should be grade-level appropriate. |
| **Text Attributes** | Text should be informational; may include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, charts, graphs, and sample debate cases. |
| **Distractor Attributes** | Distractors will be items in which the chosen word or phrase is inappropriate or ineffective for the argument. |
| **Sample Item** | *Resolved: In the United States, organized political lobbying does more harm than good.*  If you were to argue the PRO side of the above resolution, which word for “lobbyist” would have the **most** positive connotation?  A. hacktivist  B. influence peddler  C. mover and shaker  D. special-interest representative  Correct Answer: C |

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| **Reporting Category** | Debate 1-2/Reading Informational Text |
| **Standard** | Craft and Structure |
| **Benchmark Number** | LAFS.910.RI.2.5 |
| **Benchmark** | Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will identify the parts of a debate case, how a case is organized (resolution, claims, evidence, warrant), and how each part of the case is interrelated. |
| **Content Focus** | Items will focus on resolution, claims, evidence, and warrant. |
| **Content Limits** | Case should be grade-level appropriate and clearly organized into claim, evidence, and warrants. |
| **Text Attributes** | Text should be a sample debate case. |
| **Distractor Attributes** | Distractors will be items in which the organizational pattern is inappropriate or ineffective for the argument. |
| **Sample Item** | Mitigating climate change perpetuates poverty. According to a study conducted by Zekarias Hussein of Purdue University, policies aimed at tackling climate change were found to increase poverty in the vast majority of developing countries. Dr. Indur Goklany of the IPCC explains that these policies mandate the production and use of bio-fuels, which are more expensive than current forms of fuels. Bio-fuels are more beneficial for the environment. This in turn increases the cost of energy, food prices and consequently the cost of development.  In the above contention, which statement does **not** warrant the claim  “Mitigating climate change perpetuates poverty”?  A. Bio-fuels are more beneficial for the environment.  B. This in turn increases the cost of energy, food prices and,  consequently, the cost of development.  C. Dr. Indur Goklany of the IPCC explains that these policies mandate  the production and use of bio-fuels which are more expensive than  current forms of fuels.  D. According to a study conducted by Zekarias Hussein of Purdue  University, policies aimed at tackling climate change were found to  increase poverty in the vast majority of developing countries.    Correct Answer: A |

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| **Reporting Category** | Debate 1-2/Reading Information Text |
| **Standard** | Craft and 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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will identify and analyze rhetorical devices, as well as determine how these devices develop and enhance the author’s position. |
| **Content Focus** | Items will focus on rhetoric/argumentation. |
| **Content Limits** | Text should be grade-level appropriate and the rhetorical device used should be easily identified and distinguished from the given distractor. |
| **Text Attributes** | Text should be informational; may include non-fiction texts (including essays, text of speeches, news articles, and research papers), editorials, charts, graphs, and sample debate cases. |
| **Distractor Attributes** | Distractors will be other basic rhetorical devices.  If student is asked to analyze how the device enhances the author’s position, the distractors may include incorrect inferences as to the author’s position. |
| **Sample Item** | In the excerpt below from Thomas Paine’s *Common Sense*, how does Paine characterize the way the British will react to the possibility that other European countries might aid the colonists?  “We now know the enemy we have to do with. While drunk with the certainty of victory, they disdained to be civil; and in proportions as disappointment makes them sober, and their apprehensions of a European war alarm them, they will become cringing and artful; honest they cannot be. But our answer to them, in either condition they may be in, is short and full—‘As free and independent States we are willing to make peace with you to-morrow, but we neither can hear nor reply in any other character.’”  A. Paine uses metaphors to show the British will be deceitful.  B. Paine uses personification to show the British will be deceitful.  C. Paine uses metaphors to show the British won’t be able to fight.  D. Paine uses personification to show the British won’t be able to fight.  Correct Answer: A |

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| **Reporting Category** | Debate 1-2/Reading Informational Text |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.RI.3.8 |
| **Benchmark** | [Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.](http://www.cpalms.org/Standards/PublicPreviewBenchmark6026.aspx) |
| **Also Assesses** | LAFS.910.SL.1.3 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will analyze and evaluate the warrants (evidence and reasoning) offered to support a claim. |
| **Content Focus** | Items will focus on logical fallacies/argument validity. |
| **Content Limits** | Items will focus on identifying flaws in reasoning as well as quality of evidence and the link between claims and warrants in a debate case. |
| **Text Attributes** | May include sample debate cases, news articles, and editorials. |
| **Distractor Attributes** | Distractors will be logical fallacies and non-related evidence. |
| **Sample Item** | “In July of 2012, the Dairy Queen in Daytona Beach, Florida, reported a 200% increase in its ice cream sales. In the same month and year, the Daytona Beach Daily News reported a 200% increase in drowning. Therefore, ice cream is causing drowning.”  Which logical fallacy is represented in the above statement?  A. ad hominem  B. bandwagon  C. correlation vs. causation  D. red herring  Correct Answer: C |

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| **Reporting Category** | Debate 1-2/Reading Literature |
| **Standard** | Key Ideas and 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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will determine the general claims used to support a position and analyze how those claims are developed by specific details. |
| **Content Focus** | Items will focus on case writing/summarizing. |
| **Content Limits** | Items will focus on selecting claims to support a position and the effectiveness of the use of supporting details (warrants) in debate cases and argument writing. Items will also focus on summarizing the argument as a whole. |
| **Text Attributes** | May include sample debate cases, informational text. |
| **Distractor Attributes** | Distractors will be incomplete summaries and unsupported warrants. |
| **Sample Item** | *Resolved: In the United States, current income disparities threaten democratic ideals.*  If you were writing a con case for the above resolution, which one of these claims would **not** support your position?  A. Income disparities bolster competition.  B. Income disparities suppress voter turnout.  C. Income disparities are inherent in today’s society.  D. Income disparities increase participation in government.  Correct Answer: B |

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| **Reporting Category** | Debate 1-2/Reading Literature |
| **Standard** | Craft and Structure |
| **Benchmark Number** | LAFS.910.RL.2.4 |
| **Benchmark** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical 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 |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will understand how a writer chooses words to create a persuasive tone and message. |
| **Content Focus** | Items will focus on case writing/tone. |
| **Content Limits** | Items will focus on word choices to create tone and develop message. |
| **Text Attributes** | May include various texts (fiction /nonfiction) and speeches (including newspaper editorials, court opinions, short stories, etc.) as well as sample debate cases. |
| **Distractor Attributes** | Distractors will be examples where language has ambiguous or non-specific effect on the reader. |
| **Sample Item** | “Jack was careful with his finances. He was sure to put money into his savings account every week, paid his bills on time, and did not spend frivolously.”  Which word conveys the **most** positive tone about the subject?  A. cheap  B. frugal  C. miserly  D. parsimonious  Correct Answer: B |

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| **Reporting Category** | Debate 1-2/Reading Literature |
| **Standard** | Craft and 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.](http://www.cpalms.org/Standards/PublicPreviewBenchmark5975.aspx) |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Students will select the most effective organizational or narrative pattern for greatest persuasive or emotive impact. |
| **Content Focus** | Items will focus on case writing/cutting performance pieces. |
| **Content Limits** | Items will focus on selecting details to create the most effective organizational pattern or narrative. |
| **Text Attributes** | May include short non-fiction, fiction, and sample debate cases. |
| **Distractor Attributes** | Distractors will be details that are not significant to the development of an argument or narrative. |
| **Sample Item** | “Jacob had worked hard his entire high school career—taking all the right Advanced Placement courses, participating in extracurricular activities, and studying every night. Jacob was especially proud of his vintage Cadillac convertible, which he had restored himself. His parents, Danielle and John Walker, expected only the best for their son. They knew he would be applying to the finest colleges, and they had saved plenty of money to help their son prepare for his promising future. That is why it came as such a shock when the Walkers discovered that, with senior year almost complete, Jacob had not applied to any colleges at all.”  Which of the sentences in the above story is **not** essential to the development of the narrative?  A. His parents, Danielle and John Walker, expected only the best for their  son.  B. Jacob was especially proud of his vintage Cadillac convertible, which he  had restored himself.  C. That is why it came as such a shock when the Walkers discovered that, with  senior year almost complete, Jacob had not applied to any colleges at all.  D. Jacob had worked hard his entire high school career—taking all the right  Advanced Placement courses, participating in extracurricular activities, and  studying every night.  Correct Answer: B |

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| **Reporting Category** | Debate 1-2/Speaking and Listening |
| **Standard** | Comprehension and Collaboration |
| **Benchmark Number** | LAFS.910.SL.1.2 |
| **Benchmark** | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will evaluate the credibility and accuracy of a source, as well as the credibility and reliability of the evidence itself. |
| **Content Focus** | Items will focus on evidence evaluation. |
| **Content Limits** | Texts must be grade-level. Each example given must present enough information to clearly identify if source is reliable. |
| **Text Attributes** | May include diverse non-fiction texts (including news articles, case studies, and research papers), editorials, charts, and graphs. |
| **Distractor Attributes** | Distractors may include: plausible yet incorrect responses; plausible responses that contain seemingly reliable information from unreliable sources; plausible responses that contain identifiable inaccuracies masked by reliable sources. |
| **Sample Item** | Amanda is looking for information on global warming to include in a case. Which organizational website should Amanda **avoid**?  A. American Civil Liberties Union ([www.aclu.org](http://www.aclu.org))  B. The Environmental Defense Fund ([www.edf.org](http://www.edf.org))  C. National Climactic Data Center ([www.ndca.noaa.gov](http://www.ndca.noaa.gov))  D. Scientific American ([www.scientificamerican.com](file:///C:\Users\Tom\Documents\www.scientificamerican.com))  Correct Answer: A |

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| **Reporting Category** | Debate 1-2/Speaking and Listening |
| **Standard** | Comprehension and 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.](http://www.cpalms.org/Standards/PublicPreviewBenchmark6110.aspx) |
| **Also Assesses** | LAFS.910.RI.3.8 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will analyze and evaluate the effectiveness of evidence and reasons offered to support a claim. |
| **Content Focus** | Items will focus on logical fallacies, research, and case writing. |
| **Content Limits** | Items will focus on determining whether the evidence and reasoning offered to support a claim are valid. |
| **Text Attributes** | May include informational texts or sample debate cases. |
| **Distractor Attributes** | Distractors will be alternative points of view and invalid or illogical support for arguments. |
| **Sample Item** | “America—love it or leave it.”  How is the above statement faulty?  A. It is a personal attack.  B. It only presents two choices when more are available.  C. It predicts an extreme consequence that is not grounded in a legitimate  cause.  D. It provides negative information about the subject before the argument  is offered.    Correct Answer: B |

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| **Reporting Category** | Debate 1-2/Speaking and Listening |
| **Standard** | Presentation of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.SL.2.4 |
| **Benchmark** | Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. |
| **Also Assesses** | LAFS.910.W.1.1, LAFS.910.W.1.2 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Students will convey information that is clearly supported by evidence and developed so the receiver has a clear understanding of the intended purpose. |
| **Content Focus** | Items will focus on case writing/judge adaptation. |
| **Content Limits** | Items will be presented in a speech or debate case where research/evidence is appropriate for the audience, clearly supports the main idea, and arguments are logically and appropriately developed. |
| **Text Attributes** | May include various texts (fiction /nonfiction) and speeches (including newspaper editorials, court opinions, etc.) as well as sample debate cases. |
| **Distractor Attributes** | Distractors will be examples where evidence may be inappropriate for the audience, subjective, opinionated, or non-supporting of the main idea of the text. |
| **Sample Item** | If you were going to speak to a group of students about raising the legal driving age, which type of evidence would be the **most** compelling?  A. statistics about the cost of insurance for drivers aged 16-18  B. statistics about the number of traffic tickets for drivers aged 16-18  C. statistics about the number of driving fatalities among drivers aged 16-18  D. statistics about the number of parents who support raising the legal  driving age  Correct Answer: C |

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| **Reporting Category** | Debate 1-2/Speaking and Listening |
| **Standard** | Presentation of Knowledge and 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. |
| **Also Assesses** | LAFS.910.W.1.1 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will revise and modify cases for judge preference and the specific debate event. |
| **Content Focus** | Items will focus on case writing/audience adaptations. |
| **Content Limits** | Items will be presented in a speech or debate case where language and content may require modification depending on certain external circumstances (judge, event, etc.). |
| **Text Attributes** | May include various sections of speeches and debate cases. |
| **Distractor Attributes** | Distractors will be examples where speech is ineffective for audience or event. |
| **Sample Item** | Read the excerpt below and answer the question that follows.  “By some indications, the regime’s draconian drug policies seem to have worked, at least up to a point. My contacts within the Cuban public health system have told me that the average price of a gram of cocaine increased from about $15-20 in the 1999-2003 period to $90 in mid-2008, and the price for a joint of imported marijuana from $1 to $10 over the same years. Also, admissions of the numbers of new entrants into drug treatment facilities in the Havana area have dwindled significantly since the 1990s.”  -*Rens Lee, a Stanford Ph.D., is president of Global Advisory Services and a senior fellow at the Foreign Policy Research Institute.*  If you were debating in front of an inexperienced judge, what would be the **most** clear and concise way to express the piece of evidence above?  A. Rens Lee believes the drug policies are working. His contacts within  the Cuban public health system report that the average price of a  gram of cocaine increased from $15-20 in 2003 to $90 in 2008, and  the price of marijuana has increased, too. In addition, the number of  new entrants into drug treatment facilities has dwindled.  B. Cuban public health officials have noted that the price of a gram of  cocaine is rising, from an average price of $20 in 2003 to  approximately $90 in 2008. Marijuana prices are also on the rise,  from $1 in 1999 to $10 in 2008. Also, since the 1990s, there are fewer  people entering drug treatment facilities in Havana. This is according  to Rens Lee, a Stanford Ph.D.  C. According to Rens Lee, president of Global Advisory Services and  fellow at the Foreign Policy Research Institute, Cuba’s drug policies  are working, at least to a point. Cuban public health officials report  that between 1999 and 2009, the average price of a gram of cocaine  increased nearly $70. Marijuana prices are also rising. In addition, the  number of people in Havana entering drug treatment facilities has  dwindled since the 1990s.  D. According to Rens Lee, president of Global Advisory Services and  senior fellow at the Foreign Policy Research Institute, the regime’s  drug policies seem to be working, at least to a point. His contacts  report that the average price of cocaine has increased from  somewhere in the $15-$20 range back in 1999 and 2003 to $90  sometime in 2008, and in those same years, there was also a $9  increase in the price of marijuana. Fewer people are being treated for  drugs in Havana, as well.  Correct Answer: C |

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| **Reporting Category** | Debate 1-2/Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.910.W.1.1 |
| **Benchmark** | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  e. Provide a concluding statement or section that follows from and supports the argument presented. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Answer |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will identify and evaluate the most effective claims and counterclaims to a given argument. |
| **Content Focus** | Items will focus on argument construction, case writing, and rebuttals. |
| **Content Limits** | Items will be limited to clear claims and refutations to those claims. |
| **Text Attributes** | May include samples of debate cases and rebuttals. |
| **Distractor Attributes** | Distractors will be claims and refutations that do not support the argument. |
| **Sample Item** | *Resolved: In the United States, please bargaining undermines the criminal justice system.*  If you were arguing the PRO side of this resolution and offered the claim “Plea bargaining decreases deterrence,” what would be an effective rebuttal to this claim?  Sample Response:  *My opponents claim that plea bargaining doesn’t deter criminals from committing a crime. Unfortunately, my opponent’s logic is based on a misconception of plea bargaining and we assert that plea bargaining does prevent crime. According to the Department of Justice, criminals say that the single biggest factor in deterring them from committing crimes is the threat or possibility of jail time--not the length of jail time. This is significant because plea bargaining does indeed result in jail sentences.*  Rubric  2-The student response contains a claim or counterclaim, offers evidence or reasoning to support the claim and provides an impact.  1-The student response contains a claim or counterclaim and offers evidence or reasoning to support the claim.  0-The student response may offer a simple claim or counterclaim with no support. |

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| **Reporting Category** | Debate 1-2/Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.910.W.1.2 |
| **Benchmark** | Write informative/explanatory texts to examine and convey complex  ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  a. Introduce a topic; organize complex ideas, concepts, and information  to make important connections and distinctions; include formatting  (e.g., headings), graphics (e.g., figures, tables), and multimedia when  useful to aiding comprehension.  b. Develop the topic with well-chosen, relevant, and sufficient facts,  extended definitions, concrete details, quotations, or other  information and examples appropriate to the audience’s  knowledge of the topic.  c. Use appropriate and varied transitions to link the major sections of  the text, create cohesion, and clarify the relationships among  complex ideas and concepts.  d. Use precise language and domain-specific vocabulary to manage  the complexity of the topic.  e. Establish and maintain a formal style and objective tone while  attending to the norms and conventions of the discipline in which  they are writing.  f. Provide a concluding statement or section that follows from and  supports the information or explanation presented (e.g., articulating  implications or the significance of the topic.) |
| **Also Assesses** | LAFS.910.SL.2.4 |
| **Item Types** | Short Answer |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will write a complete debate case or persuasive speech  that conveys a complex idea in a clear and organized fashion. |
| **Content Focus** | Items will focus on case writing. |
| **Content Limits** | Text must have a strong position and clear details that support that  position. |
| **Text Attributes** | May include various sections of speeches and debate cases. |
| **Distractor Attributes** | Distractors will be examples where writing makes logical sense but lacks  validity or may not support the position of the speech. |
| **Sample Item** | Read the excerpt from Dr. Martin Luther King, Jr.’s *I Have a Dream* speech then answer the question below.  “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 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.”  Identify one of the organizational methods that Dr. King uses to develop his ideas and explain how the use of that method supports the development of his ideas.  Sample Response:  *Dr. King uses contrasting images such as “a state sweltering with the heat of oppression” and “oasis of freedom and justice.” These images help us to see the changes that Dr. King wishes to happen in the world. The images are effective because they suggest that civil rights offer relief to injustice the same way that an oasis offers relief from the heat of a desert.*  Rubric:  2-The student response expresses the idea the speaker wishes to convey, identifies a method of development of that idea, and offers insight into how the device is effective.  1-The student response expresses the idea the speaker wishes to convey and identifies a method of development of that idea.  0-The student response expresses the idea the speaker wishes to convey. |

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| **Reporting Category** | Debate 1-2/Writing |
| **Standard** | Production and 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. (See grade-specific expectations for writing types.) |
| **Also Assesses** | LAFS.910.SL.2.4 |
| **Item Types** | Short Answer |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Student will be able to understand the task, purpose, and audience of a task  and produce clear and coherent writing in an argument. |
| **Content Focus** | Items will focus on case writing/topic analysis. |
| **Content Limits** | Items will be presented in a resolution, topic, speech, or debate case where  development, organization, and appropriateness to audience are evident. |
| **Text Attributes** | May include various resolutions and sections of speeches or debate cases. |
| **Distractor Attributes** | Distractors will be examples where responses may not offer evidence of  development, organization or audience consideration. |
| **Sample Item** | You are debating *Resolved: There should be no regulation of hand gun purchases in the US.*    What terms in the resolution need to be defined? Why?  Sample Response:  *The term “no regulation” needs to be defined because we are unclear as to what constitutes a regulation. For example, a regulation could be anything from showing an ID to passing a criminal background check. In order to debate the resolution, we need to define the limits of the term so we can have clash about the same issues and not muddy the debate.*  2-The student response will identify a specific component of a debate topic or case that is important to development, organization or audience and offer a valid reason why that component is crucial to avoid unclear, incoherent writing.  1-The student response will identify a specific component of a debate topic or case that is important to development, organization or audience and offer a reason why that component is important.  0-The student response does not identify a specific component of a debate topic or case that is important to development, organization or audience. |

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| **Reporting Category** | Debate 1-2/Writing |
| **Standard** | Production and 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, Short Answer |
| **Cognitive Complexity** | Moderate |
| **Benchmark**  **Clarifications** | Students will critique and revise debate cases. |
| **Content Focus** | Case revision. |
| **Content Limits** | Items will be presented in a speech or debate case where revising is needed  to strengthen the argument. |
| **Text Attributes** | May include various sections of speeches and debate cases. |
| **Distractor Attributes** | Distractors will be examples where responses are not the most significant  revisions needed to strengthen the argument. |
| **Sample Item** | “The expiration of the Federal Assault Weapons Ban allowed Mexican drug  cartels to increase their gun supply and holistically increase violence.”  Which of the following is the **best** revision of the above statement?  A. The expiration of the Federal Assault Weapons Ban allowed an increase  in Mexican drug cartel’s violence.  B. After the Federal Assault Weapons Ban expired, Mexican drug cartels  purchased more guns and became more violent.  C. The expiration of the Federal Assault Weapons Ban allowed violent  Mexican drug cartels to increase their gun supply.  D. After the Federal Assault Weapons Ban expired, it allowed Mexican drug  cartels to increase their gun supply and holistically increase violence.  Correct Answer: B |

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| **Reporting Category** | Debate 1-2/Writing |
| **Standard** | Research to Build and Present Knowledge |
| **Benchmark Number** | LAFS.910.W.3.8 |
| **Benchmark** | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | High |
| **Benchmark Clarifications** | Students will cite sources according to debate conventions, as well as embed evidence for fluency. |
| **Content Focus** | Items will focus on evidence cards/embedding research. |
| **Content Limits** | Items will not focus on MLA citations. Items will focus on citing and integrating evidence and sources. |
| **Text Attributes** | May include evidence, cards, and sample debate cases. |
| **Distractor Attributes** | Distractors will be improperly cited evidence and evidence that does not support the flow of ideas. |
| **Sample Item** | **Only 1% of guns are traced**  - Yale Law and Policy Review, Daniel Abrams (JD Columbia Law  School), “Ending the Other Arms Race: An Argument for a Ban on Assault  Weapons”, V. 10, 1992  The problem with these figures is that while the ATF data is real, they only trace guns in one percent of crimes.  What would be the appropriate way to embed this evidence card into your PRO case on renewing the Federal Assault Weapons Ban?  A. According to a Yale University study . . .  B. According to a 1992 study by Daniel Abrams . . .  C. According to Daniel Abrams, in a 1992 article in the Yale Law and  Policy Review . . .  D. According to “Ending the Other Arms Race: An Argument for a Ban on  Assault Weapons” . . .  Correct Answer: C |

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| **Reporting Category** | Debate 1-2/Writing |
| **Standard** | Research to Build and Present Knowledge |
| **Benchmark Number** | LAFS.910.W.3.9 |
| **Benchmark** | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).   b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). |
| **Also Assesses** | LAFS.910.RI.3.8 |
| **Item Types** | Selected Response |
| **Cognitive Complexity** | Moderate |
| **Benchmark Clarifications** | Students will analyze and evaluate the warrants (evidence and reasoning)  offered to support a claim. |
| **Content Focus** | Items will focus on logical fallacies/argument validity. |
| **Content Limits** | Items will focus on identifying flaws in reasoning as well as quality of evidence and the link between claims and warrants in a debate case. |
| **Text Attributes** | May include sample debate cases, news articles, or editorials |
| **Distractor Attributes** | Distractors will be logical fallacies and non-related evidence. |
| **Sample Item** | Which statement is an example of an *ad hominem* attack?  A. Officer, please don’t give me a ticket. Everyone else was going just  as fast as I was.  B. Officer, please don’t give me a ticket. I just lost my job and can’t  afford to pay for it.  C. Officer, please don’t give me a ticket. If you do, I will lose my job,  my wife will leave me, and my life will be ruined.  D. Officer, please don’t give me a ticket. You are wearing glasses, so  there’s no way you could have seen how fast I was driving.  Correct Answer : D |