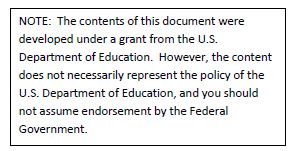
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| **Central florida assessment collaborative** |
| Individual Test Item Specifications |
| Journalism 1-2 |
| 2014 |

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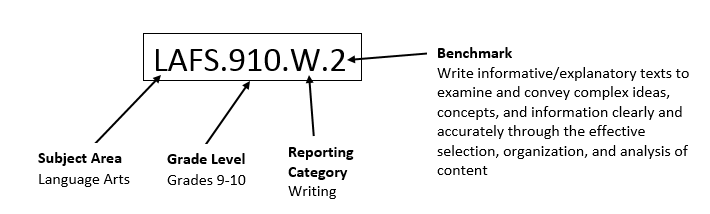
**I. Guide to the Individual Benchmark Specifications**

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 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.

**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 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** | 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. |
| **Also Assesses** | LAFS.910.L.1.1a, LAFS.910.L.1.1b |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Content Focus** | Items will focus on the use of the conventions of standard English grammar and usage to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. |
| **Content Limits** | The content of the items will be limited to the use of the conventions of standard English grammar and usage to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. |
| **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.  Distractors will consist of sentences that may seem plausible but do not have parallelism. |

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| **Sample Item** | **Joshua and me were leaving the stadium when a piece of debris fell from the ceiling and scared us.**  What changes, if any, should he make to the sentence above to ensure it follows the standard conventions English grammar and usage?   1. Joshua and I were leaving the stadium when a piece of debris fell from the ceiling and scared us. 2. I was leaving the stadium with Joshua when a piece of debris fell from the ceiling and scared us. 3. Me and Joshua were leaving the stadium when a piece of debris fell from the ceiling and scared us. 4. No change is necessary   **Answer: A** |

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| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.910.L.1.1a |
| **Benchmark** | Use parallel structure |
| **Also Assesses** | LAFS.910.L.1.1 |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | The student should be able to recognize and use parallel structures. |
| **Content Focus** | Items will focus on the use of the conventions of standard English grammar and usage to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. |
| **Content Limits** | The content of the items will be limited to the use of the conventions of standard English grammar and usage to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. |
| **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.  Distractors will consist of sentences that may seem plausible but do not have parallelism. |
| **Sample Item** | Which of the following sentences is grammatically parallel?   1. In the winter, I usually like to ski and skating. 2. In the winter, I usually like to ski and to skate. 3. In the winter, I usually like skiing and skating. 4. In the winter, I usually like skiing and to skate.   **Answer: C** |

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| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.910.L.1.1b |
| **Benchmark** | 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, Constructed Response |
| **Benchmark Clarification** | The student will be able to identify phrases and clauses used to enhance the text and determine how it impacts meaning in a text.  The student will also be able to identify the most appropriate phrases and clauses for use within a text. |
| **Content Focus** | Items will focus on the students’ ability to use phrases, clauses, and other syntactical structures to convey meaning and add variety/interest to their writing. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors may include, but are not limited to: incorrect usage of phrases or clauses, based on structural analysis, that do not fit the context; phrases or clauses with construct similar to the correct response; and plausible but incorrect distractors based on the text. |

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| **Sample Item** | Read the sentence below.  **During the dispute, the sister smashed the dishes in the room.**  Which choice adds a prepositional phrase that LEAST enhances the sentence with important information?  A. During the dispute, the sister smashed the dishes into a thousand pieces.  B. During the dispute, the sister, with a club, smashed the dishes in the room.  C. During the dispute with her brother, the sister smashed the dishes in the room.  D. During the dispute at approximately midnight, the sister smashed the dishes in  the room.    **Answer: A** |

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| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.910.L.1.2 |
| **Benchmark** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | The student will be able to produce finished documents corrected for standard English conventions pertaining to capitalization, punctuation, and spelling. |
| **Content Focus** | Items will focus on the conventions of standard English grammar and usage pertaining to capitalization, punctuation, and spelling. |
| **Content Limits** | Items will be limited to the conventions of standard English for capitalization, punctuation, and spelling. |
| **Text Attributes** | Test must 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 errors in capitalization, punctuation, and spelling. |
| **Sample Item** | Which of the following sentences uses correct punctuation?    A. At the crossroads, we saw three signs; To Norway, Paris and Lisbon.  B. At the crossroads, we saw three signs to Norway, to Paris and to Lisbon.  C. At the crossroads, we saw three signs: To Norway, To Paris and To Lisbon.  D. At the cross roads, we saw three signs, To Norway, To Paris and To Lisbon.  **Answer: C** |

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| **Reporting Category** | Language |
| **Standard** | Vocabulary Acquisition & Use |
| **Benchmark Number** | LAFS.910.L.3.4 |
| **Benchmark** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed 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 students will be able to determine the meaning of unknown words in context by using a variety of strategies, such as context clues. |
| **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. |
| **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** | It seems that every month Samuel raises an illegitimate concern. Last month it was the fact that the office is not being fair to all the employees because we do not supply decaffeinated coffee. But, he openly states that he does not drink coffee. And, we all know that everyone at the office prefers regular coffee. The month before that it was that the office doesn’t do enough to prevent workplace discrimination. He knows that the seven of us went to the training on workplace discrimination, and he openly admits that we do not have issues with workplace discrimination. This month he wants to know why the office uses the brand of copy paper that we do. And, he wants to start a committee to discuss other options.  Which of the following would be the best synonym for “illegitimate” as it is used above?  A. corrupt  B. false  C. illegal  D. prohibited  **Answer: B** |

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| **Reporting Category** | Language |
| **Standard** | Vocabulary Acquisition & Use |
| **Benchmark Number** | LAFS.910.L.3.5 |
| **Benchmark** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, with attention to:  a. Interpret figures of speech (euphemism, oxymoron) in context and  analyze their role in text.  b. Analyze nuances in the meaning of words with similar denotations. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | The student will be able to identify figurative language, word relationships, and the similarity/ difference between the denotations of the words used. |
| **Content Focus** | Items will focus on the comprehension of figures of speech in context and the connotation/denotation of words within text. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text should be grade-level appropriate. Text should be literary or informational. Text should 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** | John and Cynthia are like two peas in a pod. You simply can’t get a straight answer out of them. Let’s just say that they are economical with the truth.  What does it mean that John and Cynthia are “economical with the truth”?   1. They are both liars. 2. They do not like to offend people. 3. They are trustworthy because they can keep a secret. 4. They like to be suspenseful and hold the answer to the very end.   **Answer: A** |
| **Reporting Category** | Language |
| **Standard** | Vocabulary Acquisition & Use |
| **Benchmark Number** | LAFS.910.L.3.6 |
| **Benchmark** | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | Student will acquire and use general academic and domain specific words and phrases. The student will also be able to define a word based on the context it is used. |
| **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** | A variety of media were used in the artwork including paint, colored pencils, and crayons.  What does the word "media" mean in the previous sentence?   1. art 2. paints 3. shows 4. supplies     **Answer: A** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Key Ideas & 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, Constructed Response, Extended Response, Essay Response |
| **Benchmark Clarification** | Students will determine the central idea, locate relevant details and facts that support the development of the text, and provide a correct summary statement. |
| **Content Focus** | Items will focus on the students’ ability to determine two or more central ideas of a text and analyze their development over the course of the text. |
| **Content Limits** | None Specified |
| **Text Attributes** | Texts should be informational and grade-level appropriate. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.  Texts should include embedded identifiable central idea and relevant details from which students can analyze and summarize the text. |
| **Distractor Attributes** | Distractors may include, but are not limited to: details that do not support the central idea, incorrect interpretations of the central idea that are too broad, narrow, or are a specific fact, incorrect summary statements, plausible but incorrect distractors based on the text. |

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| **Sample Item** | Faced with critics who thought he was crazy, Walt Disney mortgaged his house and sold a one-third stake to the ABC TV network to raise the $17 million he needed to build Disneyland.  Today, Disney is a Dow Component. Now, a small entertainment company wants to use the same model. The Independent Film Development Corporation (OTCBB: IFLM) is a publicly held company with a small film and television library. But, by applying some Hollywood magic, IFLM wants to turn distressed resort properties into themed hotels, surrounded by theme parks.  "We want to make a resort that can appeal to kids of all ages," said IFLM co-founder Jeff Ritchie. "The resort will be themed as a haunted European Manor, rife with Hollywood-designed supernatural encounters."  The tiny company's move is based on the dream of Ritchie's: to convert existing resort properties into family-friendly vacation destinations. Ritchie, a 20-year Hollywood veteran, hopes to emulate Disney, whose theme parks are among its biggest profit centers.  "Ghosts, ghouls, zombies and cryptids like Bigfoot, will haunt the resort, the rides and the grounds," he continued. "This resort makes real all the good-natured fun people love about things that go bump in the night."  IFLM has signed a memorandum of understanding to acquire on a joint-venture basis its first project for development. Located in New York's Catskill Mountains, the 500 acre property contains a 320-room hotel, a golf course and a spa, as well as a lake and a forest. Tentatively named "Hilltop Manor," they plan to build a themed resort hotel, designed to give guests an amazing and unique vacation experience.  What are the two central ideas presented by the article that define IFLM’s plans for development?    A. IFLM wants to become successful like Walt Disney, by mortgaging their house.  B. IFLM wants to create family-friendly destinations, which appeal to all ages of  kids.  C. IFLM wants to purchase a 500- acre property and convert it into “Hilltop  Manor.”  D. IFLM wants to create vacation destinations by converting existing resorts into  themed resort hotels.  **Answer: D** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Key Ideas & Details |
| **Benchmark Number** | LAFS.910.RI.1.3 |
| **Benchmark** | Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Essay Response |
| **Benchmark Clarification** | Students will analyze and develop an interpretation of the type of organizational method the author uses and how the ideas are connected. |
| **Content Focus** | Items will focus on the students’ ability to analyze a complex series of ideas or sequence of events.  Items will also focus students’ ability to determine text structure and explain how specific ideas or events interact and develop over the course of a text. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade-level appropriate. Texts may be informational or non-fiction and include an identifiable organizational pattern.  Text structures found within grade-level appropriate texts should be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, and argument/support. |
| **Distractor Attributes** | Distractors may include, but are not limited to incorrect interpretations of text structures/organizational patterns and incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern. |

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| **Sample Item** | There are several reasons why so many people attend the Olympic games or watch them on television. One reason is tradition. The name Olympics and the torch and flame remind people of the ancient games. People can escape the ordinariness of daily life by attending or watching the Olympics. They like to identify with someone else's individual sacrifice and accomplishment. National pride is another reason, and an athlete's or a team's hard earned victory becomes a nation's victory. There are national medal counts and people keep track of how many medals their country's athletes have won.  Which type of organizational method does the author use in this article?  A. cause and effect  B. chronological order  C. compare and contrast  D. problem and solution  **Answer: A** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Integration of Knowledge & Ideas |
| **Benchmark Number** | LAFS.910.W.3.9.b |
| **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. |
| **Also Assesses** | LAFS.910.W.3.9 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response |
| **Benchmark Clarification** | Students analyze text to examine the kind, quality, and quantity of reasoning used by an author to substantiate arguments.  Students may be asked to find arguments, claims, and evidence. |
| **Content Focus** | Items will focus on the students’ ability to delineate and evaluate an argument and specific claims in a text. |
| **Content Limits** | Grade-level appropriate texts should include identifiable arguments and claims, including emotional appeals. |
| **Text Attributes** | Text must be grade-level appropriate. Texts may be informational or non-fiction. |
| **Distractor Attributes** | Distractors may include fallacious reasoning, unsupported arguments, and false statements.  Distractors may also include plausible but clearly invalid and irrelevant reasoning. |

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| **Sample Item** | **Judge Learned Hand’s “The Spirit of Liberty” presented during “I AM an American” Day**  We have gathered here to affirm a faith, a faith in a common purpose, a common conviction, a common devotion. Some of us have chosen America as the land of our adoption; the rest have come from those who did the same. For this reason we have some right to consider ourselves a picked group, a group of those who had the courage to break from the past and brave the dangers and the loneliness of a strange land. What was the object that nerved us, or those who went before us, to this choice? We sought liberty - freedom from oppression, freedom from want, freedom to be ourselves. This then we sought; this we now believe that we are by way of winning. What do we mean when we say that first of all we seek liberty? I often wonder whether we do not rest our hopes too much upon constitutions, upon laws, and upon courts. These are false hopes; believe me, these are false hopes. Liberty lies in the hearts of men and women; when it dies there, no constitution, no law, no court can save it; no constitution, no law, no court can even do much to help it. While it lies there, it needs no constitution, no law, no court to save it. And what is this liberty which must lie in the hearts of men and women? It is not the ruthless, the unbridled will; it is not freedom to do as one likes. That is the denial of liberty, and leads straight to its overthrow. A society in which men recognize no check upon their freedom soon becomes a society where freedom is the possession of only a savage few - as we have learned to our sorrow.  **What then is the spirit of liberty?** I cannot define it; I can only tell you my own faith. The spirit of liberty is the spirit which is not too sure that it is right; the spirit of liberty is the spirit which seeks to understand the minds of other men and women; the spirit of liberty is the spirit which weighs their interest alongside its own without bias; the spirit of liberty remembers that not even a sparrow falls to earth unheeded; the spirit of liberty is the spirit of him who, near two thousand years ago, taught mankind that lesson it has never learned, but has never quite forgotten - that there may be a kingdom where the least shall be heard and considered side-by-side with the greatest. And now in that spirit, that spirit of an American which has never been, and which may never be - nay, which never will be except as the conscience and courage of Americans create it - yet in the spirit of America which lies hidden in some form in the aspirations of us all; in the spirit of that America for which our young men are at this moment fighting and dying; in that spirit of liberty and of America so prosperous, and safe, and contented, we shall have failed to grasp its meaning, and shall have been truant to its promise, except as we strive to make it a signal, a beacon, a standard to which the best hopes of mankind will ever turn; In confidence that you share that belief, I now ask you to raise your hand and repeat with me this pledge:  *I pledge allegiance to the flag and to the United States of America and to the republic for which it stands--One nation, Indivisible, with liberty and justice for all.*    Write an essay in which you identify and evaluate the central mode of persuasion (ethos, pathos, logos) utilized by Judge Learned Hand’s in “The Spirit of Liberty.” You must provide specific examples and assess whether or not Hand’s reasoning is valid and supported by evidence. |

**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 essay (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 essay (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 essays 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** | Speaking & Listening |
| **Standard** | Comprehension & 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, Constructed Response |
| **Benchmark Clarification** | The student will properly integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| **Content Focus** | Items will focus on the students’ ability to integrate multiple sources of information while evaluating the credibility and accuracy of each source. |
| **Content Limits** | All media formats, including images and text, must contain grade-level appropriate vocabulary.  If stem directs the student back to the text, or when assessing specific examples, information should contain clear and sufficient context for determining reliability of the source. |
| **Text Attributes** | Texts must be grade-level appropriate. Text may be literary or informational. Text may be fiction or non-fiction. |
| **Text Distractors** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Samantha and Wayne are writing an investigative report for Mrs. Writ’s Journalism class. The report is on greenhouse gas emissions.    Which of the following organizations and their websites would be considered a credible and reliable source?  A. Environmental Protection Agency ([www.epa.gov](http://www.epa.gov/))  B. National Resources Defense Council (www.nrdc.org)  C. NY Times Environmental Blog ([www.green.blogs.nytimes.com](http://www.green.blogs.nytimes.com/))  D. Wikipedia ([www.wikipedia.org](http://www.wikipedia.org))  **Answer: A** |

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| **Reporting Category** | Speaking & Listening |
| **Standard** | Presentation of Knowledge & 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** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | The student will be able to present knowledge and ideas in a clear, logical, and organized way, considering audience, and in correct journalistic style. |
| **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 may include, but are not limited to, plausible yet incorrect responses typical of the types of errors students are most likely to make; plausible responses that contain logical presentation of ideas and knowledge often used in writing but not effective within journalistic styles. |

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| **Sample Item** | Research a current social controversy. Write a news article for the school newspaper that clearly supports one side of the controversy, while addressing opposing perspectives. Use a formal journalistic style and proper Associated Press (AP) Stylebook formatting. Make sure to properly attribute your sources in the article. |

**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 assignment (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 assignment (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 assignment (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 assignment (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 assignments 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** | Speaking & Listening |
| **Standard** | Presentation of Knowledge & Ideas |
| **Benchmark Number** | LAFS.910.SL.2.5 |
| **Benchmark** | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | The student will be able to identify which digital media is the most effectively used in order to enhance understanding of information presented. |
| **Content Focus** | Evaluation of Digital Media (e.g. textual, graphical, audio, visual, and interactive elements) |
| **Content Limits** | Text should contain grade-level appropriate vocabulary for evaluating the most effective digital media usage.  If stem directs the students back to the text to determine the most effective digital media to be used, or when assessing specific digital media, text should contain clear and sufficient context for determining the effectiveness of the digital media. |
| **Text Attributes** | Text must be grade-level appropriate. Text may be literary or informational. Text may be fiction or non-fiction. |
| **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 and examples of ineffective uses of digital media. |
| **Sample Item** | Thomas has to complete an academic presentation for his Journalism class about environmental awareness. He must detail the history and impact of pollution on the environment.  Which form of digital media would be most effective for John to utilize for his presentation?  A. homemade music video about the environment  B. interactive video game about environmental waste dumping  C. movie clip from “The Lorax”  D. PowerPoint presentation  **Answer: D** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types & 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. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Extended Response, Essay Response, Portfolio Assessment |
| **Benchmark Clarification** | Students will be able to write an argument and support the topic with strong reasoning and sufficient evidence. |
| **Content Focus** | Items will focus on students’ ability to write arguments. |
| **Content Limits** | Writing should be for purposes of editorial argumentation, criticism, commendation or commemoration with detailed evidence/examples/arguments to support claim. |
| **Text Attributes** | Text should be grade-level appropriate. Text may be literary or informational. Text may be fiction or non-fiction. |
| **Distractor Attributes** | None Specified |
| **Sample Item** | Write an editorial for or against the use cell phone apps in the classroom. You must use a formal journalist style, valid reasoning, and relevant/detailed support. You must adhere to the conventions of journalism in the AP Style Guide. |

**General Scoring Guide**

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*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (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 assignment (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 assignment (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 assignment (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.910.W.1.1a |
| **Benchmark** | 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. |
| **Also Assesses** | LAFS.910.W.1.1 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Students will be able to introduce knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. |
| **Content Focus** | Items will focus on the students’ ability to introduce claims, distinguishing between claims and opposing claims, and create an organization that clearly established the relationships between claims, counterclaims, reasons, and evidence. |
| **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. |

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| **Sample Item** | “The use of cell phones has an important place in today's classroom because such devices positively impact the learning environment for tech-savvy students,” stated Principal Edwards.  Which example best supports the principals claim?  A. Cell phones are not distracting to today's students.  B. Cell phones enable students to multitask and complete activities while they are  in class.  C. Cell phone technology is affordable and available in today's world and  should be used in today's classrooms.  D. Cell phones can play an important role in today's classrooms, positively  impacting the learning process as students employ real-time technology to  solve everyday problems.  **Answer: B** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.910.W.1.1.b |
| **Benchmark** | 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. |
| **Also Assesses** | LAFS.910.W.1.1 |
| **Item Types** | Selected Response, Constructed Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Student response should demonstrate an awareness of the intended audience. Student response should address the needs and knowledge level of the audience. Student arguments should reflect the need for fair and balanced coverage of a topic.  Student claims should contain supporting evidence equivalent to that used or presented within the text. |
| **Content Focus** | Items should focus on the students’ ability to develop claims and counterclaims in order to determine the strengths and limitations of both. |
| **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** | None Specified |
| **Sample Item** | Write two editorials. You must use two primary and two secondary sources to support your claims. The editorials must be written in an objective journalistic tone and adhere to the guidelines in the Associated Press Style Guide.    1) The first editorial will establish that attendance in school positively impacts  academic performance.    2) The second will establish that so long as a student maintains his or her grades,  attendance should be neither an academic nor a disciplinary issue.    Each editorial must provide balanced, fact-based arguments supporting the respective sides. |

**General Scoring Guide**

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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 assignment (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 assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

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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 assignment (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.910.W.1.1d |
| **Benchmark** | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. |
| **Also Assesses** | LAFS.910.W.1.1 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Response |
| **Benchmark Clarification** | Students will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  Students will be able to attend to the norms and conventions of the Associated Press Style Guide, which attends to norms and conventions of journalism. |
| **Content Focus** | Items will focus on the students’ ability to establish and maintain a formal journalistic style while remaining objective.  Items will also focus on ensuring that the students attend to the norms and conventions established in the Associated Press Style Guide. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text 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** | Write a news article that follows the norms and conventions of the Associated Press Stylebook.  The news article must be on a current community concern or issue.  You must maintain a formal journalistic style.  You must use the inverted pyramid format. |

**General Scoring Guide**

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(5) responses, provide an analysis that addresses the type of assignment (argumentative, informative, or

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addresses the type of assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

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control of language. The response fails to address the type of assignment (argumentative, informative, or

narrative) and does not provide adequate analysis.

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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.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. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Student will be able to write expository journalistic style texts which synthesize ideas and information in an understandable manner using effective selection, organization, and analysis of content. |
| **Content Focus** | Items will focus on organization, writing in journalistic style, research, content reliability, and analysis.  Selected response items will focus on students’ ability to examine, determine, and identify the effective selection of organization, concepts, and information in order to convey complex ideas clearly and accurately. |
| **Content Limits** | The writing prompt should be grade appropriate and of interest to students.  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. |
| **Text Attributes** | Text must be grade-level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |

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| **Distractor Attributes** | None Specified |
| **Sample Item** | Using a variety of primary and secondary sources, write a newspaper article reporting on a critical local issue of your choice. The article must demonstrate organization, research skills, content reliability and analysis that follows standard AP writing for publication. |

**General Scoring Guide**

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provide a *persuasive analysis* that addresses the type of assignment (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 assignment (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 assignment (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 assignment (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.910.W.1.2.a |
| **Benchmark** | 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. |
| **Also Assesses** | LAFS.910.W.1.2 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Student will be able to take a topic and develop it by including headlines, subheads, kickers, pull quotes, info-graphics and any other formatting or presentational devices to ease comprehension. |
| **Content Focus** | Items will focus on the students’ ability to introduce a topic and create a unified whole. |
| **Content Limits** | The writing prompt will ask student to combine text features, charts and graphs to make print or multimedia presentation. |
| **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** | 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, and editorials. |

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| **Sample Item** | Write an investigative news article on the dangers of texting and driving. You must utilize primary and secondary sources as support. You may reinforce the information presented with charts, info-graphics, pull quotes, or other formatting devices. You must use an objective journalistic tone and adhere to the guidelines in the Associated Press Style Guide. |

**General Scoring Guide**

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provide a *persuasive analysis* that addresses the type of assignment (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 assignment (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 assignment (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 assignment (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.910.W.1.2d |
| **Benchmark** | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| **Also Assesses** | LAFS.910.W.1.2 |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Students will be able to utilize and understand how precise language and domain- specific vocabulary (sports writing vs. academic writing) affects communication. |
| **Content Focus** | Items will focus on the use of precise language and domain-specific vocabulary. |
| **Content Limits** | Text must be grade-level appropriate. Text may be literary or informational. Text may be fiction or non-fiction. |
| **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, and editorials. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Which of the following sentences is MOST appropriate for a sports article on boxing?   1. With the precision of a surgeon, Max Rockwell beasted his opponent with his line of attack. 2. With the precision of surgeon, Max Rockwell sterilized his strategy and enervated his opponent. 3. With the precision of a seasoned tactician, Max Rockwell strategically weakened his opponent. 4. With the precision of a seasoned tactician, Max Rockwell through everything but the kitchen sink at his opponent.   **Answer: C** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.910.W.1.3a |
| **Benchmark** | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, create a smooth progression of experiences or events. |
| **Also Assesses** | LAFS.910.W.1.3 |
| **Item Types** | Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Student will be able to 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 create a smooth progression of experiences or events. |
| **Content Focus** | Items will focus on the students’ ability to engage and orient the reader, while creating a smooth progression of experiences or events. |
| **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** | Not Applicable |
| **Sample Item** | Write an investigative report on increasing the use of oil pipelines in United States. You must establish your position with evidence and support, while addressing the opposing point of view. You must use two primary and two secondary sources to support your claims. The editorials must be written in an objective journalistic tone and adhere to the guidelines in the Associated Press Style Guide. |

**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 assignment (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 assignment (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 assignment (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 assignment (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** | Production & Distribution of Writing |
| **Benchmark Number** | LAFS.910.W.2.4 |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Student will be able to produce clear, organized writing that is geared toward a specific audience and purpose. |
| **Content Focus** | Items will focus on the students’ ability to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | John is a copy-editor for the local newspaper. He is writing a formal letter to the Editor-in Chief of the newspaper. And, he wants to rewrite the sentence below to make it clear and appropriate.  What changes, if any, should make to ensure that the sentence remains formal while addressing the task, purpose, and audience?  **While I agree with the new regulations for writing investigative reports, it seems that they put a new spin on the same process. I don’t see that anything relevant has been added, and I can’t understand how the CNJO would require an additional step to complete the same old process.**   1. While I agree with the new regulations for writing investigative reports, it seems that the process has not changed. I do not see that anything relevant has been added, and I can’t understand how the CNJO would require an additional step to complete the same process. 2. While I agree with the new regulations for writing investigative reports, it seems that process has not changed. I do not see that anything relevant has been added, and I cannot understand how the Council of National Journalism Organizations would require an additional step to complete the same process. 3. While I agree with the new regulations for writing investigative reports, it seems that they put a new spin on the same process. I don’t see that anything relevant has been added, and I can’t understand how the Council of National Journalism Organizations would require an additional step to complete the same process. 4. No change is necessary.   **Answer: B** |

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| **Reporting Category** | Writing |
| **Standard** | Production & Distribution of Writing |
| **Benchmark Number** | LAFS.910.W.2.5 |
| **Benchmark** | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, 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** | 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** | In a draft copy, a reporter wrote, “Students worked together to collect food for the local food bank.”    The copy-editor wants to improve the sentence by finding another word for “worked together.”    Which word should the copy-editor utilize?  A. collaborated  B. collided  C. contributed  D. contrived  **Answer: A** |
| **Reporting Category** | Writing |
| **Standard** | Production & Distribution of Writing |
| **Benchmark Number** | LAFS.910.W.2.6 |
| **Benchmark** | Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. |
| **Also Assesses** | LAFS.910.W.2.4 |
| **Item Types** | Selected Response, Performance Based |
| **Benchmark Clarification** | Student will use technology and the internet to produce and publish clear writing that is intended for a specific audience and purpose. |
| **Content Focus** | Items will focus on the students’ ability to write, publish, and use technology. |
| **Content Limits** | Selected Response items will be limited to the students’ knowledge of and ability to use technology to produce, publish, and update writing products. |
| **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** | None Specified |
| **Sample Item** | Katherine and Gabriel are in the same Journalism class together. They are in a group that has to work together on an investigative report on local garbage dumping. They must decide which form of technology to utilize to corroborate while writing the investigative report.  Which of the following available sources would be the most appropriate given the requirements of the assignment?   1. communicate through Facebook 2. communicate through Google Drive 3. communicate through text messages 4. communicate through Twitter   **Answer: B** |

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| **Reporting Category** | Writing |
| **Standard** | Research to Build & Present Knowledge |
| **Benchmark Number** | LAFS.910.W.3.7 |
| **Benchmark** | Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Extended Response, Performance Based Assessment, Portfolio |
| **Benchmark Clarification** | Students will research a topic and use a variety of sources to answer a question or solve a problem, narrow or broaden an inquiry when appropriate, synthesize multiple sources, and demonstrate understanding of the subject under investigation. |
| **Content Focus** | Items will focus on the students’ ability to problem solve, research, interview, and synthesize information in order to express ideas in research projects. |
| **Content Limits** | The writing prompt will require students to propose a research topic, gather research from multiple sources, and use the research to answer a question or solve a problem. |
| **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** | None Specified |

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| **Sample Item** | Write an investigative report on the use of assisted living housing for the elderly in the United States. You must address the pros and cons of assisted living housing. You must provide relevant and detailed evidence from two primary and two secondary sources. The investigative report must be written in an objective journalistic tone and adhere to the guidelines in the Associated Press Stylebook. |

**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 assignment (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 assignment (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 assignment (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 assignment (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** | Research to Build & 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, Performance Based Assessment |
| **Benchmark Clarification** | Student will answer a research question by searching both print and digital sources. They will assess the usefulness of each source, and use the necessary information to write a story that has a clear flow of ideas and answers the research question while citing sources. |
| **Content Focus** | Students will conduct research and evaluate the quality of the researched materials. |
| **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** | None Specified |

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| **Sample Item** | Write an investigative report on post-secondary education options for students after they graduate from high school. Use both print and digital sources for your research. Your sources should be cited throughout your paper. Use a formal journalistic style and proper Associated Press (AP) Style formatting. Make sure to properly attribute your sources in the article. |

**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 assignment (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 assignment (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 assignment (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 assignment (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** | Language |
| **Standard** | Editing for Language Conventions |
| **Benchmark Number** | LAFS.910.L.2.3a |
| **Benchmark** | 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.2.3 |
| **Item Types** | Selected Response, Short Answer Response |
| **Benchmark Clarification** | Students will edit and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| **Content Focus** | Items will focus on students writing and editing work to conform to the guidelines in a style manual. Items should not focus on assessing the students’ ability to memorize the specific rules and regulations in style manuals utilized in journalistic writing. Items should focus on the students’ ability to recognize errors and apply the rules/regulations in journalistic style guides like the Associated Press Stylebook. |
| **Content Limits** | Items will be limited to editing work to conform to the guidelines in style manuals. Items will be limited to the students’ ability to recognize errors and apply the rules/regulations specified in the style manuals. |
| **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, and editorials. |
| **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 Associated Press Stylebook regulates journalistic writing. In regards to numbers it states that,   1. In general, spell out one through nine: The Yankees finished *second.* He had *nine* months to go. 2. Use figures for *10* or above and whenever preceding a unit of measure or referring to ages of people, animals, events or things. 3. Millions, billions, trillions: Use a figure-word combination. 1 million people; $2 billion, NOT one million/two billion. (Also note no hyphen linking numerals and the word million, billion, or trillion.) 4. Monetary units: 5 cents, $5 billion, 8 euros, 4 pounds. 5. Numbers used to indicate order (first, second, 10th, 25th, etc.) are called ordinal numbers. Spell out the first through ninth: *fourth* grade, *first* base, the *First* Amendment, he was *first* in line. Use figures starting with *10th*.   **The football game had an assortment of halftime entertainment. The halftime entertainment lasted longer than usual. The band, chorus, and drama departments performed to one thousand four hundred twenty-three fans.**  Which of the following would accurately combine all the above ideas into one logical sentence that adheres to the convention in the Associated Press Stylebook?     1. During the football game, the band, drama department, and chorus performed to one thousand four hundred twenty-three fans. 2. The band, chorus, and drama departments performed to 1, 423 fans   during halftime at football game, which resulted in a longer show.   1. The halftime entertainment at the football game lasted longer than usual,   because several departments performed, including band, drama and chorus.   1. The halftime entertainment at the football game, including band, drama and chorus, was longer than usual with many departments performing during the halftime to 1, 423 fans.   **Answer: B** |

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| **Reporting Category** | Visual Arts |
| **Standard** | Digital Equipment |
| **Benchmark Number** | VA.912.F.3.12 |
| **Benchmark** | Use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images with others. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Answer, Extended Response, Portfolio Assessment |
| **Benchmark Clarification** | Student will be able to use design techniques to enhance written work with photographs, info-graphics, drawings, charts and graphs. |
| **Content Focus** | Items will focus on students’ ability to design multimedia projects using digital technology, such as photography, and tying text to graphics. |
| **Content Limits** | For the portfolio assessment, students will need to demonstrate the ability to pair graphic elements with text in a meaningful way. For the MC items, students will need to be able to identify techniques being used in specific samples. |
| **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** | ::ruleofthirds_1.jpg  Pictured: Baby holding onto a stuffed animal.  In the photo above, which composition technique used was not followed by the photographer?  A. framing  B. leading lines  C. repeated patterns  D. rule of thirds  **Answer: D** |

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| **Reporting Category** | 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 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** | Not Applicable |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarification** | Students will be able to draw evidence from literary or informational texts to support analysis and reflection. |
| **Content Focus** | Items will focus on the students’ ability to distinguish between propaganda and ethical reasoning strategies in print and non-print media. |
| **Content Limits** | All media or other formats presented, must contain grade-level appropriate vocabulary.  All images and information should also be grade-level appropriate.  Information should contain clear and sufficient context for determining the difference between propaganda and ethical reasoning. |
| **Text Attributes** | Text must be grade-level appropriate. Text may be literary or informational. Text may be fiction or non-fiction.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that are similar to what journalism students might be exposed to through the specific journalistic style.  Texts and other media formats will include scenarios which require students to identify information as propaganda or ethical reasoning. |
| **Distractor Attributes** | Distractors may include, but are not limited to, plausible yet incorrect responses typical of the types of errors students are most likely to make; plausible responses that contain seemingly ethical information from biased sources; plausible response that contain identifiable ethical errors masked by unbiased sources. |
| **Sample Item** | Pictured: Ad for students exercising their rights.  In the public service announcement above, which of the following statements explains why it is an example of ethical reasoning rather than propaganda?    A. The PSA uses facts to create awareness and illustrate the importance  of acting early.  B. The PSA uses pathos by displaying pictures of children to illustrate  the importance of acting early.  C. The PSA uses a slogan to catch the attention of the reader to illustrate  the importance of acting early.  D. The PSA is created by an unbiased organization presenting information  that illustrates the importance of acting early.  **Answer: A** |

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| **Reporting Category** | Speaking & Listening |
| **Standard** | Comprehension & 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, Short Response, Extended Response |
| **Benchmark Clarification** | The student will properly integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. |
| **Content Focus** | Items will focus on the students’ ability to integrate multiple sources of information while evaluating the credibility and accuracy of each source |
| **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, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that are similar to what journalism students might be exposed to through the specific journalistic style. |
| **Distractor Attributes** | Distractors may include, but are not limited to, plausible yet incorrect responses typical of the types of errors students are most likely to make; plausible responses that contain seemingly ethical information from unreliable sources; plausible response that contain identifiable ethical errors masked by reliable sources. |
| **Sample Item** | Which of the following websites would be the best source of information regarding the specifics of a new law being proposed by an environmental group?  A. [www.democrats.org](http://www.democrats.org) (Official Website of the Democratic Party)  B. [www.gop.com](http://www.gop.com) (Official Website of the Republican Party)  C. [www.nytimes.com](http://www.nytimes.com) (New York Times)  D. [www.wikipedia.org](http://www.wikipedia.org) (Wikipedia)  **Answer: A** |

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| **Reporting Category** | Visual Arts |
| **Standard** | Innovation, Technology & the Future |
| **Benchmark Number** | VA.912.F.3.8 |
| **Benchmark** | Combine art and design skills with entrepreneurialism to provide community service and leverage strengths in accomplishing a common objective. |
| **Also Assesses** | VA.912.F.3.4 |
| **Item Types** | Selected Response, Performance Based, Portfolio |
| **Benchmark Clarification** | Students will demonstrate knowledge of graphic design skills. |
| **Content Focus** | Students will use graphic arts design skills to communicate information for appropriate audience and purpose to achieve the stated goal. |
| **Content Limits** | The item created must be a visual text. |
| **Text Attributes** | None Specified |
| **Distractor Attributes** | None Specified |
| **Sample Item** | Create a flyer for an advertising campaign to promote our school’s Thanksgiving food drive. Your target audience is our student body and local businesses. |

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| Category | 4 | 3 | 2 | 1 |
| Attractiveness  and Organization | The flyer has exceptionally attractive formatting and the information is well organized. | The flyer has attractive formatting and the information is well organized. | The flyer has well organized information. | The flyer’s formatting and organizations are confusing. |
| Writing and Grammar | There are no grammatical mistakes on the flyer. | There are 1-2 grammatical mistakes on the flyer. | There are 3-4 grammatical mistakes on the flyer. | There are more than 4 grammatical mistakes on the flyer. |
| Content and Accuracy | The address, phone number, and pertinent facts are on the flyer. | One (1) important fact about the Thanksgiving food-drive is missing. | Two (2) important facts about the Thanksgiving food-drive are missing. | Three (3) or more important facts about the Thanksgiving food-drive are missing. |
| Graphics and Pictures | Graphics are exceptional and there is a great balance between graphics and text. | Graphics go well with the text, but there are so many that they detract from the text. | Graphics go well with the text, but there are not enough graphics. The flyer is mostly text. | Graphics do not go well with the text. |

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| **Reporting Category** | Visual Arts |
| **Standard** | Innovation, technology and the future. |
| **Benchmark Number** | VA.912.F.3.4 |
| **Benchmark** | Follow directions and use effective time-management skills to complete the art-making process and show development of 21st-century skills. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | The student will use time management skills to complete a finished product that utilizes modern technology. |
| **Content Focus** | Time management, utilizing technology appropriate for project |
| **Content Limits** | Finished product should be of interest to the student.  Finished product should demonstrate the use of 21st- century skills |
| **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** | Items should include software appropriate for design and layout |

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| **Sample Item** | John and Saundra are in Mrs. Clay’s Journalism class. They have fallen behind on a project and are facing serious deadlines.    Which of the following software programs would be most appropriate for creating a newspaper dummy page?  A. Adobe InDesign  B. Adobe Flash  C. Microsoft Excel  D. Microsoft PowerPoint  **Answer: A** |

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| **Reporting Category** | Visual Arts |
| **Standard** | Innovation, technology and the future. |
| **Benchmark Number** | VA.912.F.3.11 |
| **Benchmark** | Demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sounds to solve visual problems. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response |
| **Benchmark Clarification** | The student will able to solve a visual problem using a specific medium. |
| **Content Focus** | Visual problem-solving, using different types of media |
| **Content Limits** | Text/item should be appropriate to grade level.  Content should include common problems in various media |
| **Text Attributes** | None Specified |
| **Distractor Attributes** | Text could include pictures with a variety of common photography errors. |
| **Sample Item** | What is the error with the picture below?    Pictured: Backside of a woman at a graduation ceremony.    A. The picture is backlit.  B. The f-stop was too low.  C. The picture is out of focus.  D. The ISO on the camera was too high.  **Answer: A** |