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| **cENTRAL FLORIDA ASSESSMENT COLLABORATIVE** |
| Individual Test Item Specifications |
| Journalism 3-4 |
| 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.1112.L.1.1 |
| **Benchmark** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. 2. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage*) as needed. |
| **Also Assesses** | LAFS.1112.L.1.2 |
| **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 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. |

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| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors in the conventions of standard English grammar and usage when writing or speaking. Distractors may also include common student errors. |
| **Sample Item** | Jonathan and Sylvia are in Mrs. Newsbury’s Journalism 3 class. They are writing an article for the school newspaper on the Junior Class Council.  Which of the following sentences has no errors in standard English grammar and usage?   1. The Junior Class Council is sponsoring a fundraiser to benefit the American Red Cross and also conduct a bake-sale to benefit the American Cancer Association. 2. The Junior Class Council is sponsoring a fundraiser to benefit the American Red Cross; and, is also conducting a bake sale to benefit the American Cancer Association. 3. The Junior Class Council is sponsoring a fundraiser to benefit the American Red Cross, and, is also conducting a bake sale to benefit the American Cancer Association. 4. The Junior Class Council is sponsoring a fundraiser to benefit the American Red Cross, and it is also conducting a bake sale to benefit the American Cancer Association.   **Answer: D** |

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| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.1112.L.1.2 |
| **Benchmark** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **Also Assesses** | LAFS.1112.L.1.1 |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Student will be able to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| **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** | 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 in capitalization, punctuation, and spelling. Distractors may also include common student errors (i.e. commonly confused words, capitalization of proper nouns, punctuation for the four sentences types). |
| **Sample Item** | In an earlier interview, Senator Johnson and Senator Smith stated that they were conscience of the implications of their vote on the budget.  What changes, if any, should be made to correct errors in capitalization, punctuation, and spelling?   1. In an earlier interview, Senator Johnson and Senator Smith stated that they were conscious of the implications of their vote on the budget. 2. In an earlier interview, Senator Johnson and Senator Smith stated that they were conscious of the implications of their vote on the budget. 3. In an earlier interview, Senator Johnson and Senator Smith stated that they were conscience of the implications of their vote on the budget. 4. No change is necessary.   **Answer: A** |

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| **Reporting Category** | Language |
| **Standard** | Knowledge of Language |
| **Benchmark Number** | LAFS.1112.L.2.3 |
| **Benchmark** | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
| **Also Assesses** | LAFS.1112.L.3.5 |
| **Item Types** | Selected Response, Constructed Response, Extended Response |
| **Benchmark Clarification** | The students will understand how language functions in context and be able to make effective choices in vocabulary and language to affect meaning and style. |
| **Content Focus** | Items will focus on the students’ understanding of how language functions in context and how students can make effective choices in vocabulary and language to affect meaning and style. |
| **Content Limits** | Items will include but not be limited to how language functions to affect context, connotation, and denotation. |
| **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. |
| **Sample Item** | Read the following statement.  "You look lovely in that blue dress; it shows off your \_\_\_\_\_\_\_\_\_\_ figure."  Which of the following words would indicate a positive connotation?  A. scrawny  B. skinny  C. slender  D. thin  **Answer: C** |

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| **Reporting Category** | Language |
| **Standard** | Vocabulary Acquisition & Use |
| **Benchmark Number** | LAFS.1112.L.3.4 |
| **Benchmark** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. |
| **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** | Items will focus students being able to utilize a range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| **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. |
| **Sample Item** | Joselyn and Carmine are editing an article on diabetes for the school science section. Joselyn is concerned about the use of appropriate vocabulary and students being able to understand the difficult terminology. The sentence she is concerned about is below.    “These conditions are thought to result from diabetic micro-vascular injury involving small blood vessels that supply nerves in addition to macro-vascular conditions that can culminate in diabetic neuropathy.”   Which of the following would be the best synonym for “culminate” as used above?  A. after  B. begin  C. end  D. quit  **Answer: C** |

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| **Reporting Category** | Language |
| **Standard** | Vocabulary Acquisition & Use |
| **Benchmark Number** | LAFS.1112.L.3.6 |
| **Benchmark** | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | Student will acquire and use general academic and domain specific words and phrases. |
| **Content Focus** | Items will focus on general academic and domain specific words. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may also contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| **Sample Item** | Samantha is in Mr. Edittons Journalism course. She was confused about a statement that Mr. Edittons made and asked Carlos for help with the statement.  “As future journalists, you must be aware of the four cardinal sins in journalism. Our profession has no place for *fabrication*, *plagiarism*, *doctoring of photos or videos*, and *fictional devices*. In my opinion, plagiarism is the worse. I do not agree with John Burke that *if you steal from one author, it’s plagiarism. If you steal from two, it’s research*. You must be mindful to do your own work.”  Based on Mr. Edittons comment, what is plagiarism?   1. using more than one source to verify a story 2. doctoring documents in order to sensationalize a story 3. working on a research article or news story with another journalist 4. purposely using another author’s language, thoughts, ideas, or expressions without proper citation   **Answer: D** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Key Ideas & Details |
| **Benchmark Number** | LAFS.1112.RI.1.2 |
| **Benchmark** | Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response |
| **Benchmark Clarification** | Students will determine two or more central ideas of a text and analyze their development over the course of the text. |
| **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** | Items must focus on the students’ ability to determine two or more central ideas. |
| **Text Attributes** | Text must be informational and grade level appropriate. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Cell phones have become the latest toys with which students keep themselves distracted during school hours. In some ways, they have taken the place of video games. Nowadays, the phones with attractive features are able to keep students engrossed for hours. However, is it fair to put a blanket ban on these vital devices just because one fears they can be misused? The fact of the matter is that if cell phones are denied to students they will become more attractive to them. And, cell phones have many crucial and vital uses that are essential to the students and parents. Many of these uses are educational. I do not think anyone will disagree that a student utilizing a cell phone in class to do anything but schoolwork is a major issue. Now, is it possible or desirable for school board authorities to completely ban cell phones in schools? Some people argue that children should be allowed simpler mobile phones that do not have the capacity to play games, text message, e-mail, or surf the web. While some may think this is a great idea, it is simply not the best way to go about teaching our students to be responsible for their own actions. It will also prevent students for using cell phones in a constructive educational manner since most current cell phones have calculators, dictionaries, and internet service.  According to the article, what are the two central concerns of the author regarding student cell phone use?  A. Cell phones can access the internet, and it is not a fair policy to completely  ban cell phones in school.  B. It is not fair to put a blanket ban on cell phones, and it is not possible or  desirable for school board authorities to ban cell phones in schools.  C. Banning cell phones in schools will increase student absences and banning cell  phones will not prevent students from using cell phones during class.    D. Students will never be responsible enough to use cellphones responsibly, and  school board authorities do not have the authority to ban cell phones in  schools.  **Answer: B** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Key Ideas & Details |
| **Benchmark Number** | LAFS.1112.RI.1.3 |
| **Benchmark** | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Students will analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. |
| **Content Focus** | Items will focus on the students’ ability to analyze a complex set of ideas or sequence of events.  Items will also focus students’ ability to explain how specific individuals, ideas, or events interact and develop over the course of a text. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be informational and grade level appropriate. Texts may be fiction or non-fiction.  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 will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors.  Distractors may include, but are not limited to the incorrect interpretations of text structures/organizational patterns, incorrect relationships (e.g., cause/effect, comparison/contrast) within the organizational pattern of the text. |
| **Sample Item** | Excerpt from Bookbinding and the Care of Books: A Handbook for Amateurs, Bookbinders, and Librarians by Douglas Cockerell.  Cockrell, D. (1910). Bookbinding and the Care of Books: A Handbook for Amateurs, Bookbinders, and Librarians. New York: D. Appleton and Company.  The reasons for binding the leaves of a book are to keep them together in their proper order, and to protect them. That bindings can be made, that will adequately protect books, can be seen from the large number of fifteenth and sixteenth century bindings now existing on books still in excellent condition. That bindings are made, that fail to protect books, may be seen by visiting any large library, when it will be found that many bindings have their boards loose and the leather crumbling to dust. Nearly all librarians complain, that they have to be continually rebinding books, and this not after four hundred, but after only five or ten years.  It is no exaggeration to say that ninety percent of the books bound in leather during the last thirty years will need rebinding during the next thirty. The immense expense involved must be a very serious drag on the usefulness of libraries; and as rebinding is always to some extent damaging to the leaves of a book, it is not only on account of the expense that the necessity for it is to be regretted.  The reasons that have led to the production in modern times of bindings that fail to last for a reasonable time, are twofold. The materials are badly selected or prepared, and the method of binding is faulty. Another factor in the decay of bindings, both old and new, is the bad conditions under which they are often kept.  The object of this text-book is to describe the best methods of bookbinding, and of keeping books when bound, taking into account the present-day conditions. No attempt has been made to describe all possible methods, but only such as appear to have answered best on old books. The methods described are for binding that can be done by hand with the aid of simple appliances. Large editions of books are now bound, or rather cased, at an almost incredible speed by the aid of machinery, but all work that needs personal care and thought on each book, is still done, and probably always will be done, by hand. Elaborate machinery can only be economically employed when very large numbers of books have to be turned out exactly alike.  Which type of organizational method does the author use in this article?  A. cause and effect  B. chronological order  C. problem and solution  D. sequence and formation  **Answer: A** |

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| **Reporting Category** | Speaking & Listening |
| **Standard** | Comprehension & Collaboration |
| **Benchmark Number** | LAFS.1112.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, 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. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Anna is writing a story about the endangered Finback whale in Mrs. Written’s Journalism 3 course for the science section of the school newspaper. She wants to integrate information from an outside source to her article.  Which of the following sources and information would be considered to have the highest degree of credibility and accuracy?  A. a quote from a cetologist that studies whales for the Environmental  Protection Agency  B. a chart detailing the Finback whale’s Florida population from a  conservationist’s website  C. a quote from the president of the United States that was given during a  speech on endangered animals  D. a five minute video from the blog of a high school teacher that has dedicated  twenty years to the preservation of the Finback whale  **Answer: A** |
| **Reporting Category** | Speaking & Listening |
| **Standard** | Presentation of Knowledge & Ideas |
| **Benchmark Number** | LAFS.1112.SL.2.4 |
| **Benchmark** | Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. |
| **Also Assesses** | LAFS.1112.SL.2.5, LAFS.1112.SL.2.6 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Performance Based Assessment |
| **Benchmark Clarification** | Students will be able to present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. |
| **Content Focus** | Items will focus on the presentation of information, findings, and supporting evidence to convey a clear and distinct perspective. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **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) 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 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** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.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** | LAFS.1112.W.1.1.d |
| **Item Types** | Extended Response, Essay Response, Portfolio Assessment |
| **Benchmark Clarification** | Students will be able to write arguments to support claims by using valid reasoning and relevant and sufficient evidence. |
| **Content Focus** | Items will focus on students’ ability to write arguments. |
| **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, and editorials. |
| **Distractor Attributes** | None Specified |
| **Sample Item** | Read the article titled, “Ties found between Abu Ghraib prison abuse and Guantanamo Bay” and write an editorial for or against the use of aggressive interrogation methods. You must attribute the article and two other sources of your choosing to support your position. You must use a formal journalist style, while considering opposing viewpoints. You must adhere to the conventions of journalism in the AP Style Guide.  In testimony at a military hearing yesterday on abuses at the [U.S.](http://en.wikipedia.org/wiki/United_States) prison camp in [Iraq](http://en.wikipedia.org/wiki/Iraq), the former warden of [Abu Ghraib](http://en.wikipedia.org/wiki/Abu_Ghraib), Maj. David Dinenna, said he attended in September 2003 a meeting with Maj. Gen. Geoffrey D. Miller, who was then commander of the [Guantanamo Bay](http://en.wikipedia.org/wiki/Guantanamo_Bay) prison camp. Maj. Dinenna said Gen. Miller recommended using dogs, because of their effectiveness.  Two dog handler soldiers at Abu Ghraib stand accused in the hearing. Sgt. Santos A. Cardona, 31, and Sgt. Michael J. Smith, 24, are alleged to have used the dogs to threaten and intimidate prisoners. During the defendants' testimony on Tuesday, they said the interrogation techniques used by them on prisoners was learned from a team of interrogators that was dispatched to Iraq from the Guantanamo Bay military base in [Cuba](http://en.wikipedia.org/wiki/Cuba).  The [Article 32](http://en.wikipedia.org/wiki/Uniform_Code_of_Military_Justice) military court proceeding, which concluded Wednesday in [Fort Meade](http://en.wikipedia.org/wiki/Fort_Meade), [Maryland](http://en.wikipedia.org/wiki/Maryland), is a preliminary hearing to hear prosecution and defense arguments in the case. The Prosecution is seeking a court-martial with claims that the defendants acted criminally. The Defense contends the soldiers were following orders, and that the charges should be dropped.  The investigating officer of the military court, Maj. Glenn Simpkins, has two weeks to weigh the evidence that was presented. Some or all charges could be dropped, but if some charges stand, he will make a recommendation on how Sgts. Cardona and Smith should be dealt with when it goes to trial.  The two accused said in yesterday’s testimony that Col. Thomas M. Pappas, the top military intelligence officer at Abu Ghraib, approved the use of the dogs. Testimony was also heard from [Pvt. Ivan L. “Chip” Frederick](http://en.wikipedia.org/wiki/Ivan_Frederick), now serving an 8-year sentence in [Fort Leavenworth](http://en.wikipedia.org/wiki/Fort_Leavenworth) for his role as ringleader in the abuse, who testified by phone from prison that approval was given to use the dogs, and that a civilian interrogator was also sometimes involved in directing which prisoner cells were to be visited by dog handlers.  In addition to the use of dogs, aggressive interrogation techniques such as clothing removal and sleep deprivation were also part of the series of abuses. Staff Sgt. James Vincent Lucas previously had told Army investigators in Guantanamo that he left Cuba in 2003 to go to Iraq where he, as a member of a 6-man team, taught the “lessons learned” at Guantanamo, and served to “provide guidelines” to interrogators at Abu Ghraib.  Legislation sponsored by several [Senate](http://en.wikipedia.org/wiki/United_States_Senate) [Republicans](http://en.wikipedia.org/wiki/Republican_Party_(United_States)) seeks to specifically regulate the treatment of prisoners at Guantanamo and other military prisons. A co-sponsor of the bill, [Lindsey Graham](http://en.wikipedia.org/wiki/Lindsey_Graham) ([R](http://en.wikipedia.org/wiki/Republican_Party_(United_States))-[SC](http://en.wikipedia.org/wiki/South_Carolina)), recently released declassified internal memos dating from 2003 and written by top military lawyers. They warned the [Pentagon](http://en.wikipedia.org/wiki/United_States_Depart_of_Defense) about the aggressive tactics at Guantanamo. The memos noted it would heighten the dangers for U.S. troops caught by the enemy.  Army charge sheets accuse Cardona and Smith with maltreating detainees from November 15, 2003, to January 15, 2004 by "directing, encouraging, or permitting [their] unmuzzled military working dog[s] to bark and growl at detainees in order to unlawfully harass and threaten the detainees and in order to make the detainees urinate or defecate on themselves."  Cardona, of Fullerton, with the 42nd Military Police Detachment in Ft. Bragg, N.C., was charged with nine counts. Smith, of Fort Lauderdale, Fla., with the 523rd Military Police Detachment in Ft. Riley, Kan., was charged with 14 counts.  “Ties found between Abu Ghraib prison abuse and Guantanamo  Bay”. (2005, July 28). Retrieved June 19, 2013, from  Wikinews website: http://en.wikinews.org/wiki/ |

**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** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.W.1.1a |
| **Benchmark** | Introduce precise, 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. |
| **Also Assesses** | LAFS.1112.W.1.1 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio |
| **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** | None Specified |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| **Sample Item** | Read the passage below and identify the author’s claim. Using that claim, write an editorial against the author’s claim. In your editorial you must consider the author’s claims, while providing relevant evidence and support for your position.  “Providing students with modern, mobile computers and access to the Internet at school and at home promotes hands-on learning that engages students. When children are interested and excited, the learning process comes naturally. Across the country, one-to-one programs - meaning one computer is supplied for each student - are gaining interest and receiving funding. Some districts have even approved BYOD programs, or bring your own device programs, that allow students to bring their own technology (i.e. laptops, tablets, smart phones) from home to use in the classroom.  These technology enhancements are creating a 21st century classroom environment that focuses on today's students' needs. Rather than the teacher lecturing at the front of the classroom, students are taking the lead by exploring different topics, answering their own questions, and interacting with peers and their teachers by accessing information through technology.”    Brandpoint Content. (n.d.). *How classroom technology can benefit your child's education*. Retrieved 06 19, 2013, from Brandpoint Content: <http://www.brandpointcontent.com/PrintSite/Article.aspx?ArticleId=15071> |

**General Scoring Guide**

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narrative), and demonstrate an effective control of *language*.

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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** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.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.1112.W.1.1 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio |
| **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. 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. |

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| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Currently, a teenager between 15-17 years old may obtain a Learner’s permit once they have completed the required course and tests. The Learner’s permit is a restricted license. Once a person is 18 years old the restriction is removed.  Because of a spike in teenage driver accidents, the state of Florida is considering raising the age a teenager may obtain a Learner’s permit to eighteen (18). A teenager would then be able to obtain a License permit when he or she is between 18-19 years old. Once they become 20 years old, the restrictions would be lifted.  Take a claim on the proposed changes to obtaining a Leaner’s permit and a driver’s license. Using an objective journalistic tone, write an article that adheres to the conventions of journalism in the Associated Press (AP) Style Guide. You must incorporate evidence from three sources to support your claim. Sources should be attributed. And, you must use at least one primary and one secondary source. |

**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.

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** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.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 informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **Content Focus** | Items will focus on organization, writing in a formal 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. |

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| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Using two primary and two secondary sources, write an article for a scholarly journal on euthanasia. 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 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** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.W.1.2a |
| **Benchmark** | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. |
| **Also Assesses** | LAFS112.W.1.2 |
| **Item Types** | Selected Response, Constructed Response, Extended Response, Performance Based Assessment, Portfolio |
| **Benchmark Clarification** | Students will be able to introduce a topic and build on ideas and concepts in order to create a unified whole. |
| **Content Focus** | Items will focus on the students’ ability to introduce a topic and create a unified whole. |
| **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, 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** | Joshua wrote an article for the school newspaper on students’ favorite fast food restaurants. She wants to include a visual in the article, but she is concerned about bias.  What visual is most appropriate considering Joshua’s concern?  A. A clip art picture of a cheeseburger.  B. A picture of a student eating a salad.  C. A picture of one of the fast food restaurants.  D. A bar graph that represents each fast food restaurant.  **Answer: D** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.W.1.2.d |
| **Benchmark** | Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. |
| **Also Assesses** | LAFS.1112.W.1.2 |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | Students will be able to incorporate domain-specific vocabulary into figurative language to enhance the complexity of the topic. |
| **Content Focus** | Items will focus on the use of precise language and domain-specific vocabulary. |
| **Content Limits** | Items should include but not be limited to figurative language. |
| **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, 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** | Read the following excerpt from the August 2007 Vanity Fair Article, “Gone Like the Wind”:  *She fell in love with him because when he was in his element on*  *the racecourse there were moments he ran with such joy and abandon*  *that he actually flew, all four feet off the ground.*   Which type of figurative language is used in the excerpt?  A. allusion  B. hyperbole  B. personification  C. simile  **Answer: B** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.W.1.2f |
| **Benchmark** | Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic.) |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response |
| **Benchmark Clarification** | Students will be able to provide a concluding statement or section that follows from and supports the information or explanation presented. |
| **Content Focus** | Items will focus on the development of concluding statements from the information and explanations presented. |
| **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, 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** | You have written an article for your school newspaper about an upcoming play organized and directed by the Musical Theater department.  Which of the following sentences below would best conclude your article?  A. The play is directed by Tim Smith.  B. There are 25 students in the cast of *Titanic*.  C. Titanic will be performed at the school theater on May 25th at 7:00pm.  D. The Musical Theater department will perform *Titanic* at the end of the year finale.  **Answer: C** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.1112.W.1.3a |
| **Benchmark** | 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. |
| **Also Assesses** | Not Applicable |
| **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.  Selections may include, but are not limited to, research papers, news articles, speeches, and editorials. |
| **Distractor Attributes** | Not Applicable |
| **Sample Item** | Write an editorial for or against increasing oil pipelines in the United States. Be mindful to maintain a formal journalist style, while considering opposing viewpoints. You must provide three outside sources and adhere to the conventions of journalism in the AP 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.

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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** | Production & Distribution of Writing |
| **Benchmark Number** | LAFS.1112.W.2.4 |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Extended Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Student will be able to produce clear and coherent writing that is appropriate to task, purpose, and audience. |
| **Content Focus** | None Specified |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, 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** | Write a newspaper article proposing that school uniforms are a great idea. Include quotations from several sources. The stakeholders that may be interviewed for the article are students, teachers, school-level administrators, and district-level administrators and School Board members.  You must maintain a formal journalistic tone and adhere to the conventions of journalism in the AP Style Guide. |

**General Scoring Guide**

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0 – Student did not provide a response.

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| **Reporting Category** | Language |
| **Standard** | Vocabulary Acquisition & Use |
| **Benchmark Number** | LAFS.1112.L.3.6 |
| **Benchmark** | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | Student will demonstrate independence in acquiring, using, and gathering vocabulary knowledge. |
| **Content Focus** | Items will focus on the acquisition and use of academic and domain specific words and phrases. |
| **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, 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** | What does the word *oligarchy* mean in the following excerpt?  The South African form of oligarchy was based on race. After the Second Boer War, a tacit agreement or understanding was reached between English- and Afrikaans-speaking whites. Together, they made up about twenty percent of the population, but this small percentage ruled the vast non-white and mixed-race population. Whites had access to virtually all the educational and trade opportunities, and they proceeded to deny this to the black majority even further than before.  A. a government ruled by one person  B. a government ruled by a small number of people  C. a government ruled by representatives of the people  D. a government ruled by many people working together  **Answer: B** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Nonfiction |
| **Benchmark Number** | LAFS.1112.RI.4.10 |
| **Benchmark** | The student will identify and analyze the characteristics of a variety of types of text (e.g., references, reports, technical manuals, articles, editorials, primary source historical documents, periodicals, job-related materials, practical/functional text); |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Students will be able to identify and analyze the characteristics of a variety of types of text |
| **Content Focus** | Items will focus on the identification and analysis of a variety of texts. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be informational and grade level appropriate. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, 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 type of journalistic text focuses on providing one side of an issue or controversy?  A. editorial  B. investigative report  C. newspaper article  D. research article  **Answer: A** |

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| **Reporting Category** | Language |
| **Standard** | Editing for Language Conventions |
| **Benchmark Number** | LAFS.1112.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.1112.L.2.3 |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Students will edit and edit work so that 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, speeches, investigative reports, 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*.   According to the Associated Press Stylebook, which sentence is correct?  A. The philanthropist donated $1 million.  B. The philanthropist donated $1 million dollars.  C. The philanthropist donated 1, 000, 000 dollars.  D. The philanthropist donated one million dollars.  **Answer: A** |

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| **Reporting Category** | Writing |
| **Standard** | Publishing |
| **Benchmark Number** | VA.912.H.1.5 |
| **Benchmark** | Investigate the use of technology and media design to reflect creative trends in visual culture. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Performance Based Assessment |
| **Benchmark Clarification** | Student will be able to use design techniques to enhance written work with photographs, info-graphics, drawings, charts and graphics. |
| **Content Focus** | Items will focus on the use of technology and media design.  Design, multimedia technology, photography, typing text to graphics |
| **Content Limits** | Items will include but not be limited to the designing techniques that include multimedia technology, photography, chars, and graphs. |
| **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. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Review and evaluate this info graphic taken from <http://www.life.realinsurance.com.au>.  After reviewing its contents, what element is missing to make it a credible graphic?  A. a headline  B. a quotation from a celebrity  C. currents news update  D. source for facts  **Answer: D** |

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| **Reporting Category** | Writing |
| **Standard** | Media Literacy |
| **Benchmark Number** | LAFS.1112.W.3.9 |
| **Benchmark** | The student will distinguish between propaganda and ethical reasoning strategies in print and non-print media. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Students will understand and know the difference between propaganda and ethical reasoning in a variety of media forms. |
| **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. 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.  Texts and other media formats may 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** | Life <br/>Insurance  **Life insurance you can trust**  You can’t control the future, but with life insurance, you can protect your family against the devastating financial impact of death or disability.  Real Life Insurance helps to protect the lifestyle you and your family have today, no matter what happens tomorrow. With affordable life insurance for families and singles, we make it easy to provide for your family and protect the financial security you’ve worked so hard to build, whatever surprises life brings.  For a free quote and to apply, call **1300 377 325** and speak to one of our friendly Customer Service Specialists, or click here to request a [life insurance quote](http://www.realinsurance.com.au/life-insurance/family-life-cover/request-a-quote).  **The benefits of life insurance**   * Enjoy affordable peace of mind, with cover from as little as $1.46 a week\* * Find the right cover for your lifestyle — [compare life insurance options](http://www.realinsurance.com.au/life-insurance/compare-life-insurance) * Apply over the phone in minutes with no medicals or blood tests, and get guaranteed renewal for life * Choose your preferred payment option, with fortnightly and monthly payments at no extra cost * Add optional covers for complete protection * Benefit from hassle-free, prompt claims administration * Relax in the knowledge that your policy is protected by the third-largest reinsurer in the world   In the public service announcement seen above from <http://www.life.realinsurance.com.au>, 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** | Visual Arts |
| **Standard** | Visual Arts |
| **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, Portfolio Assessment |
| **Benchmark Clarification** | The student will able to solve a visual problem using a specific medium. |
| **Content Focus** | Items will focus on students’ ability to demonstrate proficiency in creating individual and sequential images, animation, or media in motion with sounds to solve visual problems. |
| **Content Limits** | None Specified |
| **Text Attributes** | None Specified |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | What is the error with the picture below?    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** |