|  |
| --- |
| **central florida assessment collaborative** |
| Individual Test Item Specifications |
| Journalism 5 |
| 2013 |

****

**Table of Contents**

[I. Guide to the Individual Benchmark Specifications 1](#_Toc362246932)

[Benchmark Classification System 1](#_Toc362246933)

[Definitions of Benchmark Specifications 3](#_Toc362246934)

[II. Individual Benchmark Specifications 4](#_Toc362246935)

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

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

**Benchmark Classification System**

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

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



**Definitions of Benchmark 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:

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| |  |  | | --- | --- | | **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**

|  |  |
| --- | --- |
| **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, 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** | 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.  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 Distractors** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Sample Item** | Passage Texts  The following excerpts are from Samuel Francis Smith’s patriotic song *My Country, “Tis of Thee”* and Martin Luther King Jr’s I have a Dream Speech. Read the excerpts and answer the following questions.  *My Country, “Tis of Thee”* by Samuel Francis Smith  (July 4, 1831)  My country tis of thee, Sweet land of liberty, Of thee I sing. Land where my fathers died! Land of the Pilgrim's pride! From every mountain side, Let freedom ring!  My native country, thee, Land of the noble free, Thy name I love. I love thy rocks and rills, Thy woods and templed hills; My heart with rapture fills Like that above.  Let music swell the breeze, And ring from all the trees Sweet freedom's song. Let mortal tongues awake; Let all that breathe partake; Let rocks their silence break, The sound prolong.  Our father's God to, Thee, Author of liberty, To Thee we sing. Long may our land be bright With freedom's holy light; Protect us by Thy might, Great God, our King!  Excerpt from Martin Luther King Jr’s *I Have a Dream* speech (August 28, 1963)  I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.  Five score years ago, a great American, in whose symbolic shadow we stand, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of captivity.  But 100 years later, we must face the tragic fact that the Negro is still not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languishing in the corners of American society and finds himself an exile in his own land.  And so we've come here today to dramatize an appalling condition. In a sense we've come to our nation's capital to cash a cheque. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men would be guaranteed the inalienable rights of "Life, Liberty, and the pursuit of Happiness.” ….   |  |  | | --- | --- | | This will be the day, this will be the day when all of God's children will be able to  sing with a new meaning: "My country, 'tis of thee, sweet land of liberty, of thee I  sing. Land where my fathers died, land of the pilgrim's pride, from every  mountainside, let freedom ring." And if America is to be a great nation, this must  become true. |  |   And so let freedom ring from the prodigious hilltops of New Hampshire.  Let freedom ring from the mighty mountains of New York.  Let freedom ring from the heightening Alleghenies of Pennsylvania!  Let freedom ring from the snow-capped Rockies of Colorado. Let freedom ring from the curvaceous peaks of California. But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and every molehill of Mississippi, from every mountainside, let freedom ring!  And when this happens, when we allow freedom to ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual: "Free at last! Free at last! thank God Almighty, we are free at last!"  Which of the following statements best illustrates the relationship between Samuel Francis Smith’s *My Country, “Tis of Thee”* and Martin Luther King Jr’s *I have a Dream*?   1. Samuel Francis Smith’s *My Country, “Tis of Thee”* and Martin Luther King’s *I Have a Dream* bothcelebrate the advances made after the adoption of the *Declaration of Independence* on July 4, 1776 and *Emancipation Proclamation* on January 1, 1863. 2. Samuel Francis Smith’s *My Country, “Tis of Thee”* and Martin Luther King’s *I Have a Dream* both confirm that America was the land of freedom for all men during the time each was written. 3. Martin Luther King’s *I Have a Dream* “thanks God Almighty”and Samuel Francis Smith’s *My Country, “Tis of Thee”* thanks the King of England when it states, “Protect us by thy might, Great God, our King.” 4. Martin Luther King’s *I Have a Dream* and Samuel Francis Smith’s *My Country, “Tis of Thee”* confirm the importance of religion in America during each time in history because each thanks “God” for freedom.   **Answer: D** |

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

|  |  |
| --- | --- |
| **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 |
| **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. |

|  |  |
| --- | --- |
| **Sample Item** | It is true that, Susan McDaniel’s short stories and “A Path to Heaven and Hell” has given her the most financial stability.  What changes, if any, should be made to the sentence above to ensure it follows the standard conventions English grammar and usage?   1. It is true that, Susan McDaniel’s “A Path to Heaven and Hell” or her short stories has given her the most financial stability. 2. It is true that, Susan McDaniel’s short stories or “A Path to Heaven and Hell” have given her the most financial stability. 3. It is true that, Susan McDaniel’s short stories and “A Path to Heaven and Hell” have given her the most financial stability. 4. No change is necessary.   **Answer: C** |

|  |  |
| --- | --- |
| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.910.L.1.2 |
| **Benchmark** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. Use a colon to introduce a list or quotation. 3. Spell correctly. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response |
| **Benchmark Clarification** | Students will be able to produce finished documents corrected for standard English conventions pertaining to capitalization, punctuation, and spelling.  Students will be able to use a semi-colon (and perhaps a conjunction adverb) to link two or more closely related independent clauses, use a colon to introduce a list or quotation, and spell correctly. |
| **Content Focus** | Items will focus on the conventions of standard English grammar and usage pertaining to capitalization, punctuation, and spelling.  Items will also focus on the use of the semi-colon (and perhaps a conjunction adverb) to link two or more closely related independent clauses, the use of a colon to introduce a list or quotation, and the students’ ability to spell correctly. |
| **Content Limits** | Items will be limited to the conventions of standard English for capitalization, punctuation, and spelling.  Items may also assess the students’ ability to spell and use the semi-colon and colon correctly. |
| **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, spelling, and semi-colon/colon use. |
| **Sample Item** | The Spiltzer Oil Company confirmed that the possible oil spill warning was precautionary: nevertheless, the company has taken the initiative to notify local businesses and residents, hire an independent company to investigate the incident, and reassure local leaders.  What changes, if any, should be made to the sentence above to ensure it follows the standard conventions English grammar and usage?   1. The Spiltzer Oil Company confirmed that the possible oil spill warning was precautionary nevertheless, the company has taken the initiative to notify local businesses and residents, hire an independent company to investigate the incident, and reassure local leaders. 2. The Spiltzer Oil Company confirmed that the possible oil spill warning was precautionary; nevertheless, the company has taken the initiative to notify local businesses and residents, hire an independent company to investigate the incident, and reassure local leaders. 3. The Spiltzer Oil Company confirmed that the possible oil spill warning was precautionary, nevertheless, the company has taken the initiative to notify local businesses and residents, hire an independent company to investigate the incident, and reassure local leaders. 4. No change is necessary   **Answer: C** |

|  |  |
| --- | --- |
| **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.  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 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. |

|  |  |
| --- | --- |
| **Sample Item** | ***First Inaugural Address of President Thomas Jefferson***  Washington, March 4, 1801  Friends and Fellow-Citizens:  CALLED upon to undertake the duties of the first executive office of our country, I avail myself of the presence of that portion of my fellow-citizens which is here assembled to express my grateful thanks for the favor with which they have been pleased to look toward me, to declare a sincere consciousness that the task is above my talents, and that I approach it with those anxious and awful presentiments which the greatness of the charge and the weakness of my powers so justly inspire. A rising nation, spread over a wide and fruitful land, traversing all the seas with the rich productions of their industry, engaged in commerce with nations who feel power and forget right, advancing rapidly to destinies beyond the reach of mortal eye—when I contemplate these transcendent objects, and see the honor, the happiness, and the hopes of this beloved country committed to the issue, and the auspices of this day, I shrink from the contemplation, and humble myself before the magnitude of the undertaking. Utterly, indeed, should I despair did not the presence of many whom I here see remind me that in the other high authorities provided by our Constitution I shall find resources of wisdom, of virtue, and of zeal on which to rely under all difficulties. To you, then, gentlemen, who are charged with the sovereign functions of legislation, and to those associated with you, I look with encouragement for that guidance and support which may enable us to steer with safety the vessel in which we are all embarked amidst the conflicting elements of a troubled world.  What is President Thomas Jefferson’s central idea in the opening paragraph of his first inaugural address?   1. President Jefferson wants to acknowledge that the task of being president is “above his talents.” 2. President Thomas Jefferson wants to confess that he shrinks from “the contemplation” and humbles himself “before the magnitude of the undertaking.” 3. President Thomas Jefferson wants to forewarn people that he approaches the task with “anxious and awful presentiments which the greatness of the charge and the weakness” of his powers “justly inspire.” 4. President Thomas Jefferson wants to acknowledge that the he is anxious about the “the greatness of the charge” and looks “for that guidance and support which may enable” him “to steer with safety the vessel in which we are all embarked.   **Answer: D** |

|  |  |
| --- | --- |
| **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, Extended 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 informational and grade-level appropriate. .  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. |

|  |  |
| --- | --- |
| **Sample Item** | Passage Text  Inaugural Address By President Barack Hussein Obama  My fellow citizens: I stand here today humbled by the task before us, grateful for the trust you've bestowed, mindful of the sacrifices borne by our ancestors.  I thank President Bush for his service to our nation -- (applause) -- as well as the generosity and cooperation he has shown throughout this transition.  Forty-four Americans have now taken the presidential oath. The words have been spoken during rising tides of prosperity and the still waters of peace. Yet, every so often, the oath is taken amidst gathering clouds and raging storms. At these moments, America has carried on not simply because of the skill or vision of those in high office, but because we, the people, have remained faithful to the ideals of our forebears and true to our founding documents.  So it has been; so it must be with this generation of Americans.  That we are in the midst of crisis is now well understood. Our nation is at war against a far-reaching network of violence and hatred. Our economy is badly weakened, a consequence of greed and irresponsibility on the part of some, but also our collective failure to make hard choices and prepare the nation for a new age. Homes have been lost, jobs shed, businesses shuttered. Our health care is too costly, our schools fail too many -- and each day brings further evidence that the ways we use energy strengthen our adversaries and threaten our planet.  These are the indicators of crisis, subject to data and statistics. Less measurable, but no less profound, is a sapping of confidence across our land; a nagging fear that America's decline is inevitable, that the next generation must lower its sights.  Today I say to you that the challenges we face are real. They are serious and they are many. They will not be met easily or in a short span of time. But know this America: They will be met. (Applause.)  On this day, we gather because we have chosen hope over fear, unity of purpose over conflict and discord. On this day, we come to proclaim an end to the petty grievances and false promises, the recriminations and worn-out dogmas that for far too long have strangled our politics. We remain a young nation. But in the words of Scripture, the time has come to set aside childish things. The time has come to reaffirm our enduring spirit; to choose our better history; to carry forward that precious gift, that noble idea passed on from generation to generation: the God-given promise that all are equal, all are free, and all deserve a chance to pursue their full measure of happiness. (Applause.)  In reaffirming the greatness of our nation we understand that greatness is never a given. It must be earned. Our journey has never been one of short-cuts or settling for less. It has not been the path for the faint-hearted, for those that prefer leisure over work, or seek only the pleasures of riches and fame. Rather, it has been the risk-takers, the doers, the makers of things -- some celebrated, but more often men and women obscure in their labor -- who have carried us up the long rugged path towards prosperity and freedom.  What pattern best represent the distribution of information in the excerpt from President Barack Hussein Obama’s First Inaugural Address?   1. declare that America will meet its current challenges, confirm America’s ideals and the founding documents, list the indicators of crisis 2. list the indicators of crisis, declare that America will meet its current challenges, confirm America’s ideals and the founding documents 3. acknowledge that America is in a crisis, declare that America will meet its current challenges, confirm America’s ideals and the founding documents 4. confirm America’s ideals and the founding documents, acknowledge that America is in a crisis, declare that America will meet its current challenges   **Answer: D** |

|  |  |
| --- | --- |
| **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.   1. 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. 2. 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. 3. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 5. Provide a concluding statement or section that follows from and supports the argument presented. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, 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** | Item contents should be limited to writing for journalistic purposes. 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 human cloning. You must use a formal journalist style, valid reasoning, and relevant/detailed support. The editorial must utilize primary and secondary sources. You must 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.

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.

|  |  |
| --- | --- |
| **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.   1. 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. 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 6. 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, 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. |
| **Distractor Attributes** | None Specified |
| **Sample Item** | Using a variety of primary and secondary sources, write a newspaper article reporting on the use of stem cells to treat medical conditions. The article must demonstrate organization, research skills, content reliability and analysis that follow standard AP writing for publication. |

**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.

|  |  |
| --- | --- |
| **Reporting Category** | Writing |
| **Standard** | Text Types & Purposes |
| **Benchmark Number** | LAFS.910.W.1.3 |
| **Benchmark** | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.   1. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. 2. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. 3. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. 4. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 5. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Extended Response, Essay Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | 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 cannabis for medicinal purposes. 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.

|  |  |
| --- | --- |
| **Reporting Category** | Reading Informational Text |
| **Standard** | Key Ideas & Details |
| **Benchmark Number** | LAFS.910.RI.2.4 |
| **Benchmark** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response |
| **Benchmark Clarification** | Students will determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **Content Focus** | Items will focus on the students’ ability to determine the meaning of words and phrases as they are used in a text.  Items will focus on the students’ ability to analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **Content Limits** | None Specified |
| **Text Attributes** | Texts should be informational and grade-level appropriate.  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 may include, but are not limited to plausible but incorrect meanings of words and phrases taken from context and students’ incorrect interpretation of the  cumulative impact of specific word choices on meaning and tone. |
| **Sample Item** | Marcus is in Mrs. Knownes Journalism class. He has to write an investigative report on the role of the American Methodist Evangelical (AME) Church during the Civil War.  During his investigation he discovered the following excerpt from Rev. Thomas James’ autobiography, “Wonderful eventful life of Rev. Thomas James: by himself.” Rev. Thomas James was an AME reverend.  Oh! deep was the anguish of the slave mother's heart, When called from her darling for ever to part; So grieved that lone mother, that heart-broken mother, In sorrow and woe. The lash of the master her deep sorrows mock, While the child of her bosom is sold on the block; Yet loud shrieked that mother, poor heart-broken mother, In sorrow and woe. The babe in return, for its fond mother cries, While the sound of their wailings together arise; They shriek for each other; the child and the mother, In sorrow and woe. The harsh auctioneer, to sympathy cold, Tears the babe from its mother and sells it for gold, While the infant and mother loud shriek for each other, In sorrow and woe. At last came the parting of mother and child-- Her brain reeled with madness--that mother was wild; Then the lash could not smother the shrieks of that mother Of sorrow and woe. The child was borne off to a far distant clime, While the mother was left in anguish to pine; But reason departed, and she sank broken-hearted, In sorrow and woe. That poor mourning mother, of reason bereft, Soon ended her sorrows and sank cold in death: Thus died that slave mother, poor heart-broken mother, In sorrow and woe. Oh! list ye kind mothers to the cries of the slave, The parents and children implore you to save; Go! rescue the mothers, the sisters and brothers, From sorrow and woe.  Based on the excerpt, what do the words *brain reeled, reason departed, and reason bereft* MOST likely convey about the mother’s condition?   1. The mother was unaffected by the experience long term. 2. The mother was temporarily affected by the loss of her child. 3. The mother was permanently affected by the loss of her child. 4. The mother was temporarily confused and not being reasonable.   **Answer: C** |

|  |  |
| --- | --- |
| **Reporting Category** | Language |
| **Standard** | Knowledge of Language |
| **Benchmark Number** | LAFS.910.L.2.3 |
| **Benchmark** | Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   1. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Constructed Response, Extended Response |
| **Benchmark Clarification** | The students will understand how language functions in context and be able to make effective choices in vocabulary and language to affect meaning and style.  The students will also be able to write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| **Content Focus** | Items will focus on the students’ understanding of how language functions in context and how students can make effective choices in vocabulary and language to affect meaning and style.  The content of the items may also focus on the students’ ability to write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian’s Manual for Writers*) appropriate for the discipline and writing type. |
| **Content Limits** | None Specified |
| **Text Attributes** | 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** | The following is an excerpt from the Associated Press Stylebook.  In general, spell out all numbers under 10 and write numbers above nine as figures, except in these cases:   * Use figures for ages, sums of money, time of day, percentages, years, days of the month, temperature degrees, proportions, speeds, and dimensions. * Spell out a number that begins a sentence, unless it is a year. * Spell out designations like million or trillion; eg. 33 million, seven million.   Which of the following sentences does not correctly adhere to the guidelines in the Associated Press Style Book excerpt?   1. There are 118 elements in the Periodic Table of Elements. 2. There are one hundred eighteen elements in the Periodic Table of Elements. 3. Ninety eight elements in the Periodic Table of Elements occur naturally in nature. 4. 1869 was the year that Dmitri Mendeleev published the first widely recognized periodic table.   **Answer: B** |

|  |  |
| --- | --- |
| **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; distractors may also be plausible responses that contain logical presentation of ideas and knowledge often used in writing but not effective within journalistic styles. |

|  |  |
| --- | --- |
| **Sample Item** | Research the use of animal testing or animal experimentation to conduct biomedical research. 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.

|  |  |
| --- | --- |
| **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 to add interest. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Answer, Extended 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** | Items will focus the students’ use of digital media (e.g. textual, graphical, audio, visual, and interactive elements) in presentations to enhance understandings, reasoning, and evidence to add interest. |
| **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.  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 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** | Michael is writing an article on the use of digital media in presentations for his school newspaper. He has researched that the use of textual, graphical, audio, visual and interactive elements in a presentation has many advantages. He also wants to address the disadvantages of using too many of these elements in a presentation.  Which of the following is a possible disadvantage of using a multi-faceted digital media presentation?   * 1. A multi-faceted digital presentation allows the presenter to face the audience.   2. A multi-level presentation hinders participants from concentrating on taking notes.   3. A multi-faceted presentation engages the participants by using more than one of their senses.   4. A multi-faceted presentation allows the presenter to summarize facts and show graphs, charts, and diagrams.     **Answer: B** |

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

|  |  |
| --- | --- |
| **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.  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** | Write a newspaper article proposing that school uniforms are a great idea. The article must be well-developed, organized, and adhere to the conventions of journalism in the AP Style Guide. You must maintain a formal journalistic tone and 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. |

**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.

|  |  |
| --- | --- |
| **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** | 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** | In a draft copy of an investigative report on the death penalty in the United States a reporter wrote, “In 2013 the United States executed 39 offenders convicted of capital crimes. Thirty eight of these offenders were put to rest by legal injection.”    The copy-editor wants to improve the sentence by replacing “put to rest.”    Which word should the copy-editor utilize?  A. assassinated  B. executed  C. exterminated  D. slaughtered  **Answer: B** |

|  |  |
| --- | --- |
| **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, Essay 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** | Items will focus on the students’ ability to 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 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 an investigative report on the application of the death penalty in the United States. 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.

|  |  |  |
| --- | --- | --- |
| **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 literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). 2. 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, Extended Response, Essay Response |
| **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 draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **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.  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** | | Excerpt from The Declaration of Independence  IN CONGRESS, July 4, 1776.  **The unanimous Declaration of the thirteen united States of America,**  When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.  We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.--That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, --That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed.  But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.--Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.  Which of the following is NOT one the truths that *The Declaration of Independence* sites as self-evident?   1. All men are created equal. 2. Men are endowed with unalienable rights. 3. It is the right of the people to establish a government that seems most likely to affect their safety and happiness. 4. It is the right of the people to alter or abolish any government that becomes destructive of their unalienable rights.   **Answer: C** |
| **Reporting Category** | Visual Arts |
| **Standard** | Visual Arts |
| **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, Constructed Responses, Extended Response |
| **Benchmark Clarification** | The student will be able to understand and be able to use digital equipment and peripheral devices to record, create, present, and/or share accurate visual images. |
| **Content Focus** | Items will focus on the students’ ability to understand and utilize digital equipment and peripheral devices to record, create, present, and/or share accurate visual images. |
| **Content Limits** | Items will be limited to the students’ use of digital equipment and peripheral devices to record, create, present, and/or share accurate visual images in order to complete journalistic tasks and assignments. |
| **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** | Mathew is a freelance journalist. He is currently shopping for a portable scanner that will allow him to record, create, present, and share visual images. Many times, his job requires him to scan and send images to editors. He is most concerned about the factors that affect image quality.  Which of the following does NOT affect the quality of a digital image?   1. quality of the original object 2. duplication of the digital image 3. viewer’s hardware and application software 4. use of reformatting, resampling, or reduction in number of quantization levels   **Answer: B** |

|  |  |
| --- | --- |
| **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 |
| **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.  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** | Dwayne and Susan were at the carnival together. They were the best of friends and knew each other since first grade. They had been inseparable from elementary through high school. They were now high school seniors. They shared expenses. She drove him to the carnival and he paid for lunch. As they sat next to each other eating from the same plate, as they had millions of times, he gazed in her eyes. He saw something in her eyes that he had never saw before. And, he felt uneasy. It wasn’t a bad thing. It was a giddy nervousness. But, he did feel different. He never realized how fair Susan was.  What is the meaning of *fair* in this sentence?   1. adequate 2. average 3. beautiful 4. reasonable   **Answer: C** |

|  |  |
| --- | --- |
| **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.  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** | “Mrs. Salvador watched as her father’s health deteriorated from one year to the next. His memory was not the same, and she was concerned he would not remember her one day. He was 87 years old, and it was painful to watch. After all, he was a great man. He was a wonderful father. She also saw that he while he could barely sustain himself, he was unnecessarily concerned with being a burden on the family. She loved him dearly and dreaded the day that he would go to a better place.”  What does Mrs. Salvador fear when the narrator states “that he would go to a better place”?   1. Mrs. Salvador feared that her father would die because he was old. 2. Mrs. Salvador feared that her father would wander around the neighborhood and forget to come home. 3. Mrs. Salvador feared that her father’s mind would be consumed by his age and he would not remember his family. 4. Mrs. Salvador feared that her father would move out of the house because he was concerned about being a burden to the family.   **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. |

|  |  |
| --- | --- |
| **Sample Item** | John had always wished to learn how to fly a plane. And, it was slowly becoming a reality. He read everything about planes and flying that he could get his hands on. He took an introductory flight with the local flight school. He joined the Aircraft Owners and Pilots Association, and he was speaking to the aviation mentor that he was assigned by the AOPA nearly every week. He was disappointed to learn that aviation mentor and flight instructor were discrete roles, and he would not be flying with his mentor.  What is the best synonym for *discrete* as it is used in the last sentence?   1. ambiguous 2. different 3. similar 4. uncertain   **Answer: B** |