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| **Central florida assessment collaborative** |
| Individual Test Item Specifications |
| M/J Research 2 |
| 2014 |

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

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the 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:

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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** | Reading in History/Social Studies |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.68.RH.1.1 |
| **Benchmark** | Cite specific textual evidence to support analysis of primary and secondary sources. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark Clarification** | The student will be able to provide proof from a passage with support or details from the text showing mastery of understanding the content from multiple sources. |
| **Content Focus** | Main Idea, Drawing Conclusions |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text in history/social studies. |
| **Stimulus Attributes** | Informational and non-fictional text. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Martin Luther King Jr. “I Have a Dream Speech.”**  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](http://en.wikipedia.org/wiki/Abraham_Lincoln), in whose symbolic shadow we stand today, signed the [Emancipation Proclamation](http://www.archives.gov/exhibits/featured_documents/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 their captivity.  But one hundred years later, the Negro still is 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 languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition.  **The speech begins by emphasizing the concept of freedom. What does Dr. King mean by freedom, and in what sense does he regard African Americans as ‘still not free?’ Use an examples from the passage to defend your answer.**  Sample Full Credit Response:  Dr. King expresses freedom to be more than just being ‘free’- it is a process that has taken much too long, from when his ancestors were slaves. They have been waiting a long time for the injustice to end, yet we still see examples of scrutiny against the Africans even a hundred years later. Dr. King goes on to state how the negro is still not “free” because ‘the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity.’ He also says after all this time, ‘the Negro is still languished in the corners of American society and finds himself an exile in his own land.’  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Reading in Science and Technology |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.68.RST.1.1 |
| **Benchmark** | Cite specific textual evidence to support analysis of science and technical texts. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark Clarification** | The student will be able to provide proof from a passage about science or technology regarding main ideas from the text, in order to develop a better understanding of the material. |
| **Content Focus** | Main Idea, Key Details |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text. Science and technology related articles must be used. |
| **Stimulus Attributes** | Informational and nonfiction text. Selections may include, newspaper articles, online journals, magazines, research papers etc. |
| **Sample Item** | **“Innovation Spurs Growth of Engineering Technology Fields” -** NewsUSA  Technology has become a seamless part of our everyday lives, from the time we wake up until we go to bed. Both at work and at home, we use technology to some extent in completing the majority of personal and professional tasks -- from downloading music and playing games to communicating with clients and personal banking. In this fast-paced world, relevance is fleeting, and new product launches make existing technologies obsolete seemingly overnight. The constant evolution of the industry means new job opportunities will continue to rise for professionals with relevant skills. In fact, the Bureau of Labor Statistics reports that employment of computer software engineers is expected to increase by 32 percent from 2008 to 2018, much faster than the average for all occupations, particularly for those with bachelor's degrees. “DeVry University partners with Fortune 100 leaders in business and technology to design programs that provide real-world knowledge” explained John Giancola, dean of the College of Engineering and Information Sciences, DeVry University.” Computer Engineering Technology and Electronics Engineering Technology degree programs are designed to address the skills students need to succeed developing software or electronics for a variety of consumer product markets, including 'green' products that require renewable energy.”  While many fields have declining projections for growth, engineering technology continues to thrive. “Money” magazine recently listed software developer, software development engineer and database administrator among its top 20 jobs in fast growth fields, each of which is an attainable profession with a degree in electronics engineering technology or computer engineering technology. Graduates with bachelor's degrees in engineering technology will be positioned for career success, as these programs provide the educational framework for designing and implementing the software and hardware that make technological advancements possible. Many universities now offer degree programs tailored to this career path, giving students hands-on experience in fields poised to expand over the next decade.  **The article suggests many facts and statistics on how technology is aiding the economy with more jobs, especially in the next several years. Name at least one fact and one opinion stated in the article to support this theory. Be sure to cite your evidence and support it with details from the passage.**  Sample Full Credit Response:  In the article, it is learned that the upcoming job market is taking over with jobs having to do with technology, engineering and computer programming. As stated, the growth for engineering technology careers is thriving more than ever. Graduates working in this field will be ‘positioned for career success.’ On the other hand, the article also assumes that every one of all ages uses technology in their lives on a daily basis. Whereas there are more who use it more than others. Yet, we see what a crucial role this is playing in our fast paced world.  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Reading in Science and Technology |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.68.RST.1.2 |
| **Benchmark** | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **Also Assesses** | LAFS.68.RST.1.1 |
| **Item Types** | Short Response, Extended Response |
| **Benchmark Clarification** | The student will be able to identify the main points of a passage or text by drawing up their own conclusion to best fit the key idea. Student will also be able to summarize the main details using the text only rather than bias or opinion from their own understanding. |
| **Content Focus** | Main Idea, Drawing Conclusions, and Summarizing |
| **Content Limits** | Grade level appropriate text should include identifiable and relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attributes** | Text should be literary and informational. Selections may include, newspaper articles, online journals, magazines, research papers etc. |
| **Sample Item** | **“Improving Kids' Health Improves Their Minds”**  ***(NewsUSA)* –**  The brain develops faster during early childhood and more than any other time in our life. In children, it is a magnificent thinking machine that learns and grows by interacting with the world. Not surprisingly, experts say that the foods kids eat not only fuel their bodies but their minds as well.  "Research shows that healthy eating can improve children's concentration and help them do better in the school," says Janice Baranowski from Baylor University in Houston. "Getting proper nutrients is especially important for young brains that are still growing and developing." The modern paradox is that, for all of its conveniences, there are more demands on children's attention these days, and if not managed properly, can easily lead to unhealthy minds and bodies. The following tips will give you ideas on how to keep a healthy, balanced life:  \*Make good choices. Clearly, what we put into our bodies is directly related to how well our minds will grow and work. So, consider a diet that is rich in fruits and vegetables, lean protein and dairy. In turn, forgo the fast food and instead, spend more money on groceries that are good for you.  \*Get moving. If you want to get off the couch (and away from the video games), get your body in motion. Be it a bike ride, a walk, or even chasing one another around the local park, exercise has been shown to give the brain a boost.  \*Drink more water. Drinking water is crucial to maintaining good health, but not all waters are created equal. While tap and bottled water aid in hydrating bodies, a better choice might be alkaline water such as Alkame. One bonus to ionized water is that it has smaller molecule clusters that are able to permeate a body's cells and hydrate much more effectively. This makes the water and minerals better able to be absorbed by little bodies and allows cells to flood out the toxins within. Another added benefit? Alkame Water contains a powerful source of antioxidants that boost the immune system.  \*Pick up a book. One way the brain rewires itself is through reading. It's the best way to exercise and flex this marvelous organ, especially when started at a young age. But this is a good exercise for everyone of any age. It keeps the mind sharp and focused, increases vocabulary and understanding. And it’s something you can do anywhere at any time.  **Based on the passage above, summarize three things we can do to maintain a healthy lifestyle and its benefits in doing so.**  Sample Full Credit Response:  In the article we learn how important it is to stay healthy and fit for both the body and the mind. The first key point is nutrition; eating healthy not only nourishes the body but also the brain. Next in line is exercise; even walking around or standing when possible helps get the blood flowing. Finally, we learn about the importance of drinking water. This is our number one choice of nutrition because without it our immune systems would be weak and fragile. And if one is eating well and exercising, drinking plenty of water will come naturally.  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.68.WHST.1.1a |
| **Benchmark** | Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Response, Extended Response |
| **Benchmark Clarification** | Student will be able to recognize and organize thoughts and ideas about a particular topic which involves being able to differentiate their own opinion with another, or by contrasting two varied opinions. Student will be able to put this information in a logical order to make sense of the claim(s). |
| **Content Focus** | Proposing a Claim, Recognize Various Arguments and Organize the Evidence |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attributes** | Text must be grade level appropriate and informational texts in the history or social studies genre. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **The Mind and Its Education**  *By: George Herbert Betts* 1. HOW MIND IS TO BE KNOWN **The Personal Character of Consciousness.**—Mind can be observed and known. But each one can know directly only his own mind, and not another's. You and I may look into each other's face and there guess the meaning that lies back of the smile or frown or flash of the eye, and so read something of the mind's activity. But neither directly meets the other's mind. I may learn to recognize your features, know your voice, respond to the clasp of your hand; but the mind, the consciousness, which does your thinking and feels your joys and sorrows, I can never know completely. Indeed I can never know your mind at all except through your bodily acts and expressions. Nor is there any way in which you can reveal your mind, your spiritual self, to me except through these means.  It follows therefore that only *you* can ever know *you* and only *I* can ever know *I* in any first-hand and immediate way. Between your consciousness and mine there exists a wide gap that cannot be bridged. Each of us lives apart. We are like ships that pass and hail each other in passing but do not touch. We may work together, live together, come to love or hate each other, and yet our inmost selves forever stand alone. They must live their own lives, think their own thoughts, and arrive at their own destiny.  **Introspection the Only Means of Discovering Nature of Consciousness.**—What, then, is mind? What is the thing that we call consciousness? No mere definition can ever make it clearer than it is at this moment to each of us. The only way to know what mind is, is to look in upon our own consciousness and observe what is transpiring there. In the language of the psychologist, we must *introspect*. For one can never come to understand the nature of mind and its laws of working by listening to lectures or reading text books alone. There is no *psychology* in the text, but only in your living, flowing stream of thought and mine. True, the lecture and the book may tell us what to look for when we introspect, and how to understand what we find. But the statements and descriptions about our minds must be verified by our own observation and experience before they become vital truth to us.  **Studying Mental States of Others through Expression.**—Although I can meet only my own mind face to face, I am, nevertheless, under the necessity of judging your mental states and knowing what is taking place in your consciousness. For in order to work successfully with you, in order to teach you, understand you, control you or obey you, be your friend or enemy, or associate with you in any other way, I must *know* you. But the real you that I must know is hidden behind the physical mask that we call the body. I must, therefore, be able to understand your states of consciousness as they are reflected in your bodily expressions. Your face, form, gesture, speech, the tone of voice, laughter and tears, the poise of attention, the droop of grief, the tenseness of anger and start of fear,—all these tell the story of the mental state that lies behind the senses. These various expressions are the pictures on the screen by which your mind reveals itself to others; they are the language by which the inner self speaks to the world without.  **Learning to Interpret Expression.**—If I would understand the workings of your mind I must therefore learn to read the language of physical expression. I must study human nature and learn to observe others. I must apply the information found in the texts to an interpretation of those about me. This study of others may be *uncritical*, as in the mere intelligent observation of those I meet; or it may be *scientific*, as when I conduct carefully planned psychological experiments. But in either case it consists in judging the inner states of consciousness by their physical manifestations.  *Public Domain*    **We have all heard the expression ‘to walk in someone else’s shoes,’ when trying to relate to a situation a person may have been in or is currently going through. Use the information in the article and give at least 2 supporting ideas on how this article either agrees or disagrees with the above saying. Be sure to support your answer with evidence.**  Sample Full Credit Response:  To ‘walk in someone else’s shoes’ is usually referred to when trying to understand the other person’s perspective. Although we try to sympathize or even empathize with the matter, we find ourselves struggling with this idea because so much can be misinterpreted about a person. The article makes this very clear by stating how the author can never really ‘know’ a person because ‘…the real you that I must know is hidden behind the physical mask that we call the body.’ The author also comments, ‘If I would understand the workings of your mind I must therefore learn to read the language of physical expression.’ Walking in someone’s shoes sounds a lot easier than it really is.  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Writing |
| **Standard** | Text Type and Purposes |
| **Benchmark Number** | LAFS.68.WHST.1.2b |
| **Benchmark** | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| **Also Assesses** | LAFS.68.WHST.1.1a |
| **Item Types** | Short Response, Extended Response |
| **Benchmark**  **Clarification** | Students will be able to draft a topic by using supporting ideas which includes facts rather than opinions, define concepts within the topic which relate to the idea of the topic and provide any quotes or detailed examples to further understand the material. |
| **Content Focus** | Gathering Facts, Details, Defining Vocabulary and Identify Quotes |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students in social studies/history. |
| **Stimulus Attributes** | Text must be grade level appropriate and informational texts in the history or social studies genre. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |

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| **Sample Item** | **In the story, “*The Mind and Its Education*,” the author (Betts) talks about interpreting people’s physical expressions and body language. In an extended response, use the excerpt above and talk about at least three universal expressions or forms of body language used by the vast majority of the world and explain how these expressions either hurt or help the line of communication. Cite at least one piece of evidence from the passage. Note, this should be drafted as a five paragraph essay and must include a plan our outline with the final product.**  **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | | Language Standards | |
| **Standard** | | Conventions of Standard English | |
| **Benchmark Number** | | LAFS.7.L.1.1 | |
| **Benchmark** | | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Explain the function of phrases and clauses in general and their function in specific sentences. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | |
| **Also Assesses** | | Not Applicable | |
| **Item Types** | | Selected Response, Short Response | |
| **Benchmark**  **Clarification** | | Students will be able to properly use standard English by determining the correct usage of language and grammar when writing. This includes a variety of concepts such as how to differentiate a clause from a sentence and the various types of sentences in a passage. Student will also be able to understand how to correctly draft sentences by recognizing the correct use of modifiers. | |
| **Content Focus** | | Grammar, Spelling and Punctuations, Complex vs Simple Sentences and Modifiers. | |
| **Content Limits** | | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. | |
| **Stimulus Attributes** | | Text may be literary or informational. Texts may be fiction or non-fiction. | |
| **Sample Item** | | **Which of the following sentences is correct?**   1. I don’t want to have to repeat this. You had better reconsider. 2. I don’t want to have to repeat this again. You better think twice and reconsider. 3. I don’t want to have to repeat, you better think twice before reconsidering. 4. I don’t want to have to repeat this twice. You better reconsider this again.   **Answer: A** | |

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| **Reporting Category** | Reading for Informational Text |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.7.RI.3.8 |
| **Benchmark** | Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark**  **Clarification** | Student will be able to go back to the text in order to identify and break down the argument presented in a passage, assuring the reasoning for the claim is supported by proof and details in the text to help defend their answers. |
| **Content Focus** | Evaluating, Reasoning, Providing Evidence, and Find Relevant Details. |
| **Content Limits** | Grade level appropriate text should include relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attributes** | Texts must be informational. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Cat's Meow: Survey Says Owners Love, Misunderstand Feline Friends**  *By: Anonymous* –  The battle over cats versus dogs is as old as the species themselves. Debate any cat lover on this point, and watch the claws come out. However, while clearly passionate about their feline companions, a new national survey by Missouri-based Royal Canin found that owners are lacking concern for their cat's health.  "We understand the strong bond pet owners have with their cats, and one of the best ways to enhance that relationship is to learn more about them," says Dr. Brent Mayabb, veterinarian and director of corporate affairs for the premium pet food company. "Understanding a cat's physical and physiological traits is critical to not only finding the right fit for your family, but also in doing what's best for the cat's well-being once they are brought home."  Although household pet cats outnumber dogs by 12 million in the U.S., how much do cat owners really know about their furry felines? Based on the survey, not as much as they should. The following facts will help owners better understand their four-legged friends:  \*Low maintenance doesn't mean low energy. Cats are typically selected because, unlike dogs, they don't have to be walked or taken outside, and can be left alone for hours at a time. While felines do rest a majority of the day (up to 16 hours), they also spend time hunting and hiding. Creating a space that includes a place to climb and scratch or hiding food in toys around the house to let your cat "hunt" will help her overall health and happiness.  \*A healthy cat is a happy cat. More than 70 percent of owners surveyed said they don't consider their cat's health when selecting food for their pet. Other factors that should be considered when choosing a food (but aren't) are: a cat's breed, its weight or its age.  \*Texture should trump flavor. When choosing a food, cat owners tend to rely on taste when it comes to selection. In fact, 15 percent of owners admitted to trying their cat's food. In truth, cats have a weak sense of taste; aroma and texture play a much bigger role in how cats choose their food. Which is why, says Dr. Mayabb, it's important to consider kibble texture, shape and size and especially food aromas when picking a food your cat will like.  **Based on the passage above, which of the following statements is an opinion rather than a fact stated by the author?**   1. Cats can be one of the easiest pets to take care of since you do not have to walk them outside. 2. Research shows many cat owners are not up to date on how to properly take care of their cat. 3. When choosing the right food for a cat, it is important to remember that taste should not be the only deciding factor. 4. Humans tend to sleep about 8 hours in a 24 hour period, whereas cats spend almost double that or more, sleeping.   **Answer: B** |

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| **Reporting Category** | Reading for Informational Text |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.7.RI.3.9 |
| **Benchmark** | Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Response, Extended Response |
| **Benchmark**  **Clarification** | Student will be able to take analyze differences of opinion and style from two or more authors using evidence and facts to support their reasoning. Student will also be able to understand and support their answers based off of the texts by combining evidence from the text as well as their own inferences. |
| **Content Focus** | Analyze, Inference, Evaluating Arguments |
| **Content Limits** | Grade level appropriate texts used should contain an identifiable argument including but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing, or expressing an opinion. |

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| **Stimulus 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. |
| **Sample Item** | **The Evolution of Photography**  *By: John Werge*  More than three hundred years have elapsed since the influence and actinism of light on chloride of silver was observed by the alchemists of the sixteenth century. This discovery was unquestionably the first thing that suggested to the minds of succeeding chemists and men of science the possibility of obtaining pictures of solid bodies on a plane surface previously coated with a silver salt by means of the sun’s rays; but the alchemists were too much absorbed in their vain endeavours to convert the base metals into royal ones to seize the hint, and they lost the opportunity of turning the silver compounds with which they were acquainted into the mine of wealth it eventually became in the nineteenth century. Curiously enough, a mechanical invention of the same period was afterwards employed, with a very trifling modification, for the production of the earliest sun-pictures. This was the camera-obscura invented by Roger Bacon in 1297, and improved by a physician in Padua, Giovanni Baptista Porta, about 1500, and afterwards remodeled by Sir Isaac Newton.  Two more centuries passed away before another step was taken towards the revelation of the marvelous fact that Nature possessed within herself the power to delineate her own beauties, and, as has recently been proved, that the sun could depict his own terrible majesty with a rapidity and fidelity the hand of man could never attain. The second step towards this grand achievement of science was the construction of the double achromatic combination of lenses by J. Dolland. With single combinations of lenses, such pictures as we see of ourselves to-day, and such portraits of the sun as the astronomers obtained during the late total eclipse, could never have been produced. J. Dolland, the eminent optician, was born in London 1706, and died 1762; and had he not made that important improvement in the construction of lenses, the eminent photographic opticians of the present day might have lived and died unknown to wealth and fame.  The observations of the celebrated Swedish chemist, Scheele, formed the next interesting link between the simple and general blackening of a lump of chloride of silver, and the gradations of blackening which ultimately produced the photographic picture on a piece of paper possessing a prepared surface of nitrate of silver and chloride of sodium in combination. Scheele discovered in 1777 that the blackening of the silver compound was due to the reducing power of light, and that the black deposit was *reduced silver*; and it is precisely the same effect of the action of light upon chloride of silver passing through the various densities of the negative that produces the beautiful photographic prints with which we are all familiar at the present time.  **The History and Practice of the Art of Photography**  *By: Henry H. Snelling*    As in all cases of great and valuable inventions in science and art the English lay claim to the honor of having first discovered that of Photogenic drawing. But we shall see in the progress of this history, that like many other assumptions of their authors, priority in this is no more due them, then the invention of steamboats, or the cotton gin. This claim is founded upon the fact that in 1802 Mr. Wedgwood recorded an experiment in the Journal of the Royal Institution of the following nature.  "A piece of paper, or other convenient material, was placed upon a frame and sponged over with a solution of nitrate of silver; it was then placed behind a painting on glass and the light traversing the painting produced a kind of copy upon the prepared paper, those parts in which the rays were least intercepted being of the darkest hues. Here, however, terminated the experiment; for although both Mr. Wedgwood and Sir Humphry Davey experimented carefully, for the purpose of endeavoring to fix the drawings thus obtained, yet the object could not be accomplished, and the whole ended in failure." This, by their own showing, was the earliest attempt of the English savants. But this much of the principle was known to the Alchemists at an early date--although practically produced in another way--as the following experiment, to be found in old books, amply proves.  "Dissolve chalk in aquafortis to the consistence of milk, and add to it a strong solution of silver; keep this liquor in a glass bottle well stopped; then cutting out from a piece of paper the letters you would have appear, paste it on the decanter, and lay it in the sun's rays in such a manner that the rays may pass through the spaces cut out of the paper and fall on the surface of the liquor the part of the glass through which the rays pass will be turned black, while that under the paper remains white; but particular care must be observed that the bottle be not moved during the operation." Had not the alchemists been so intent upon the desire to discover the far famed philosopher's stone, as to make them unmindful of the accidental dawning’s of more valuable discoveries, this little experiment in chemistry might have induced them to prosecute a more thorough search into the principle, and Photogenic art would not now, as it is, be a new one.  However, as early as 1556 the fact was established that a combination of chloride and silver, called, from its appearance, horn silver, was blackened by the sun's rays; and in the latter part of the last century Mrs. Fulhame published an experiment by which a change of color was effected in the chloride of gold by the agency of light; and gave it as her opinion that words might be written in this way. These incidents are considered as the first steps towards the discovery of the Photogenic art.  *Public Domain*  Based on the passages “**The Evolution of Photography**” and “**The History and Practice of the Art of Photography,**” which of the following statements can both authors agree on?   1. The sun and its rays played a part in helping inventors discover the correct lighting and color for photographic pictures. 2. Photography is fairly new and can only be dated back to the last 100 years. 3. J. Dolland was the first person to come up with the idea of photography. 4. Substances such as chloride, sodium and nickel were used to aid in the creation of photogenic art.   **Answer: A** |

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| **Reporting Category** | Reading Literature |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.7.RL.1.1 |
| **Benchmark** | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark Clarification** | Student will be able to interpret the text in detail, using textual evidence to support their answers as well as their own inferences linked directly to the content. Student will also be able to analyze the concepts by citing the text directly. |
| **Content Focus** | Main Idea, Inference, and Drawing Conclusions |
| **Content Limits** | Grade level appropriate text should include relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attributes** | Text should be literature based text/passages. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and prose such as short stories or poems in a variety of genres. |

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| **Sample Item** | “**The Story of My Life**” – by: *Helen Keller* (Chapter 1)  The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does. There was the usual amount of discussion as to a name for me. The first baby in the family was not to be lightly named, everyone was emphatic about that. My father suggested the name of Mildred Campbell, an ancestor whom he highly esteemed, and he declined to take any further part in the discussion. My mother solved the problem by giving it as her wish that I should be called after her mother, whose maiden name was Helen Everett. But in the excitement of carrying me to church my father lost the name on the way, very naturally, since it was one in which he had declined to have a part. When the minister asked him for it, he just remembered that it had been decided to call me after my grandmother, and he gave her name as Helen Adams.  I am told that while I was still in long dresses I showed many signs of an eager, self-asserting disposition. Everything that I saw other people do I insisted upon imitating. At six months I could pipe out "How d'ye," and one day I attracted every one's attention by saying "Tea, tea, tea" quite plainly. Even after my illness I remembered one of the words I had learned in these early months. It was the word "water," and I continued to make some sound for that word after all other speech was lost. I ceased making the sound "wah-wah" only when I learned to spell the word.  They tell me I walked the day I was a year old. My mother had just taken me out of the bath-tub and was holding me in her lap, when I was suddenly attracted by the flickering shadows of leaves that danced in the sunlight on the smooth floor. I slipped from my mother's lap and almost ran toward them. The impulse gone, I fell down and cried for her to take me up in her arms.  These happy days did not last long. One brief spring, musical with the song of robin and mocking-bird, one summer rich in fruit and roses, one autumn of gold and crimson sped by and left their gifts at the feet of an eager, delighted child. Then, in the dreary month of February, came the illness which closed my eyes and ears and plunged me into the unconsciousness of a new-born baby. They called it acute congestion of the stomach and brain. The doctor thought I could not live. Early one morning, however, the fever left me as suddenly and mysteriously as it had come. There was great rejoicing in the family that morning, but no one, not even the doctor, knew that I should never see or hear again.  I fancy I still have confused recollections of that illness. I especially remember the tenderness with which my mother tried to soothe me in my waling hours of fret and pain, and the agony and bewilderment with which I awoke after a tossing half sleep, and turned my eyes, so dry and hot, to the wall away from the once-loved light, which came to me dim and yet more dim each day. But, except for these fleeting memories, if, indeed, they be memories, it all seems very unreal, like a nightmare. Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came—my teacher—who was to set my spirit free. But during the first nineteen months of my life I had caught glimpses of broad, green fields, a luminous sky, trees and flowers which the darkness that followed could not wholly blot out. If we have once seen, "the day is ours, and what the day has shown."  *Public Domain*  **Which of the following statements best supports the fact that Helen Keller is going to be a strong survivor?**   1. “The beginning of my life was simple and much like every other little life. I came, I saw, I conquered, as the first baby in the family always does.” 2. “If we have once seen, "the day is ours, and what the day has shown." 3. “Everything that I saw other people do I insisted upon imitating.” 4. “Gradually I got used to the silence and darkness that surrounded me and forgot that it had ever been different, until she came—my teacher—who was to set my spirit free.”  |  |  |  |  | | --- | --- | --- | --- | |  |  |  | **Answer: D** | |  |  |  |  | |

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| **Reporting Category** | Reading Literature |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.7.RL.1.2 |
| **Benchmark** | Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Response, Extended Response |
| **Benchmark**  **Clarification** | The student will be able to identify the main ideas and/or message/theme in a passage while understanding the text and how it develops from the beginning to the end. Student will also be able to objectively summarize the main ideas in the text in order to develop a better understanding of the underlying theme. |
| **Content Focus** | Main Idea, Inference, Author’s Purpose, Drawing Conclusions, Analyze Theme, Summarize |
| **Content Limits** | Grade level appropriate text should include identifiable and relevant details which students can determine and analyze theme, draw conclusions, and accurately summarize. |
| **Stimulus Attributes** | Text should be literature based text/passages. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and prose such as short stories or poems in a variety of genres. |
| **Sample Item** | “**The Story of My Life**” – by: *Helen Keller* (Chapter 3)   The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks and a deep languor had succeeded this passionate struggle.  Have you ever been at sea in a dense fog, when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding-line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding-line, and had no way of knowing how near the harbor was. "Light! Give me light!" was the wordless cry of my soul, and the light of love shone on me in that very hour.  I felt approaching footsteps, I stretched out my hand as I supposed to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me, and, more than all things else, to love me. The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it and Laura Bridgman had dressed it; but I did not know this until afterward. When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word "d-o-l-l." I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly I was flushed with childish pleasure and pride. Running downstairs to my mother I held up my hand and made the letters for doll. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them pin, hat, cup and a few verbs like sit, stand and walk. But my teacher had been with me several weeks before I understood that everything has a name.  **Helen Keller clearly becomes blind and deaf as a baby. Although she shows strong characteristics, there are times she feels weak. For example she states, “"Light! Give me light!" was the wordless cry of my soul…” Explain in what two ways Helen Keller would be seeking ‘light.’ Be sure to support your idea with evidence from the text.**  Sample Full Credit Response:  Helen Keller’s definition of ‘light’ may be very different from someone who can see or hear. Her descriptions of the world around her seem to be much more detailed than those who can actually see. ‘The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face.’ This is one example of what light is to Helen Keller. Another example is her stating how she might feel in a dense fog and having the darkness shut her out. Helen Keller is seeking ‘light’ so she can to help her mentally and physically survive.    **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.1.1a |
| **Benchmark** | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Response and Extended Response |
| **Benchmark Clarification** | The student will select a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support the proof in a logical manner. |
| **Content Focus** | Textual analysis of informational text. |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text. Choices can be single sentence examples that present a claim/counterclaim, or they can be single sentence examples of relationships among supportive details. |
| **Stimulus Attributes** | Informational texts. Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Is There a New Puppy or Kitten Under Your Tree This Year?**  *(NewsUSA)* - The holiday season is a popular time for spending and gift giving, there's no doubt about it. Spending on pets is no exception. According to cat and dog breeders, mid-December is their busiest time of year. Families plan for the arrival of new puppies and kittens during their school-aged child's winter break from school, to give them ample time to spend with their new four-legged friend.  When welcoming a new puppy or kitten into your home, it's imperative to plan for their health expenses, too. You wouldn't want to ruin your holiday budget on an unexpected veterinary bill for the new addition. Puppies and kittens are prone to accidents and illnesses in their first year of life as they explore the new world around them. Trupanion reports they have paid over 15,000 claims related to new puppy and kitten accidents and illnesses. These cost pet owners across North America over $1 million in 2013 alone. Trupanion shares the three most common health issues for new puppies and kittens that could cost pet owners almost $3,000:  Most common health issues for puppies.  1. Foreign body ingestion. Average cost: $1,400.  2. Cruciate rupture. Average cost: $2,400.3. Injuries sustained after a traffic accident. Average cost: $1,750.  Most common health issues for kittens.  1. Foreign body ingestion. Average cost: $1,400  2. Urethral obstruction. Average cost: $1,000+.3. Upper respiratory infection. Average cost: $200.  It's best to enroll the critter in pet health insurance at a young age, which can soften the blow of veterinary expenses to help give families peace of mind -especially during the already stressful holiday season.  **Based on the above passage, which of the following statements would the author most agree with?**   1. Having a cat is better because it is easier and cheaper to take care of. 2. The holidays are the only best time to buy a pet, especially a dog or cat. 3. You must enroll your pet into healthcare, otherwise you cannot own a puppy or kitten. 4. If you don’t take the proper steps to ensure your pets health, it could end up costing you more money.   **Answer: D** |

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| **Reporting Category** | Speaking and Listening |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.1.1b |
| **Benchmark** | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| **Also Assesses** | LAFS.7.W.1.1 |
| **Item Types** | Short Response and Performance Based/Portfolio. |
| **Benchmark**  **Clarification** | The student will demonstrate understanding through the selection of a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support, by using accurate credible sources to form opinions, gather evidence, write persuasively, and write to the reader's needs. |
| **Content Focus** | Textual Analysis, Identification of Claims/Counterclaims, Opinion vs Fact, and Provide Evidence |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text |
| **Stimulus Attributes** | Informational text- Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Many schools require students to take PE (Physical Education) every year in K-8 until high school. Yet, on the other hand, there are also several schools that do not require any PE courses after the 5th grade (Elementary school). In this assignment, you will find an article that supports your stance on whether it should or should not be required in all school systems. Then, in an extended response, complete the following:**   1. **Write a letter to the superintendent convincing them why we should or should not require students to take PE every day.** 2. **Be sure to state at least three reasons why, with the support of your chosen article.** 3. **Properly cite your resource.**   **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.1.1c |
| **Benchmark** | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. |
| **Also Assesses** | LAFS.6.W.1.1 LAFS.6.W.1.1e LAFS.WHST.1.1.e |
| **Item Types** | Short Response, Extended Response, and Performance Based/Portfolio |
| **Benchmark Clarification** | The student will determine correct word choice to demonstrate unity and understanding of the relationship between claim/counterclaims, citing reasons, and providing proof to their claim. |
| **Content Focus** | Textual Analysis, Identification of Claims/Counterclaims, Opinion vs Fact, and Provide Evidence, Persuasion, Citing |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text. |
| **Stimulus Attributes** | Informational text- Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Armstrong Williams: Giving Back to the Industry He Loves**  *(NewsUSA)* –  There's something to be said for the media gurus who immerse themselves in the whole industry. Multi-media mogul Armstrong Williams began as a South Carolina high schooler with an aptitude for public speaking and wound up hosting a daily radio show and nationally syndicated TV program, "The Right Side With Armstrong Williams."The 51-year-old entrepreneur has never shown signs of slowing down. His early PR work turned into a full-fledged devotion to broadcasting, and now he's a regular conservative columnist for publications like Newsmax and the Washington Times. Williams is also frequently invited as a guest commentator on networks such as MSNBC, Washington Watch, C-SPAN, Sky news and Joy Behar's "Say Anything."  The Washington Post describes the radio host as "one of the most recognized conservative voices in America." He's also a provocative voice who doesn't believe in partisan politics and isn't afraid to challenge anyone, be they representatives or their constituents. "Although my fundamental values haven't changed, my perspective has broadened. Above all, I do not delve into partisan politics," says Williams, who's always willing to take on legislators.  Williams is all too familiar with the political landscape in Washington, noting that "public policy is inherently grey," but his expertise exceeds the realm of politics. Now that Williams has hosted television and radio programs, including his daily 6-7pm EST Sirius 128 Live broadcast, and solidified himself as an assertive political analyst, he's branched out to running entire stations. Williams has two decades of experience producing public affairs and entertainment programming, but with the help of Sinclair Broadcast Group, his company Howard Stirk Holdings, LLC now owns two full-powered broadcast stations, NBC 25 WEYI, Flint, Mich. and CW WWMB 25, Myrtle Beach, S.C.  Williams' venture emerged from a larger deal in which Sinclair acquired the assets of 18 other TV stations -- further cementing Sinclair as America's largest independent owner of broadcast TV. Williams' longstanding professional history with Sinclair shows he's already versed in managing programming, advertising and producing prime-time specials. "[The] announcement fulfills a lifelong dream to own and operate broadcast facilities and give back to an industry that I love," Williams says. "Many in the industry talk about diversity and expanding opportunity, but here the Sinclair Broadcast Group is putting words into action."  **We quickly learn the hero of our article, Armstrong Williams, is a ‘*mogul*.’ To better understand the title given, which of the following sentences best describes what the term might mean?**   1. The 51-year-old entrepreneur has never shown signs of slowing down. 2. There's something to be said for the media gurus who immerse themselves in the whole industry. 3. The Washington Post describes the radio host as "one of the most recognized conservative voices in America." 4. Now that Williams has hosted television and radio programs … and solidified himself as an assertive political analyst, he's branched out to running entire stations.   **Answer: D** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.1.1e |
| **Benchmark** | Provide a concluding statement or section that follows from and supports the argument presented. |
| **Also Assesses** | LAFS.7.W.1.1 |
| **Item Types** | Selected Response, Extended Response |
| **Benchmark Clarification** | The student will determine correct words choice to demonstrate understanding of the presented claim/counterclaim and create a conclusion for the presented article, maintaining the style, audience, and voice as the original article. |
| **Content Focus** | Textual Analysis, Identification of Claims/Counterclaims, Opinion vs Fact, and Provide Evidence, Persuasion, Citing |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text. |
| **Stimulus Attributes** | Informational text - Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |

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| **Sample Item** | **Delivering Wind Power to Produce Water**  *(NewsUSA) -* Open a faucet, and fresh water will quench thirst. Turn a handle, and a shower will invigorate a person. But what if the tap was dry, and bringing water home were your job? Almost one billion people around the world live this way. One in eight people does not have immediate access to clean water, or "blue gold," and lugging it home for miles often is the only option.  Within the next 10-20 years, worldwide demand for fresh water could outstrip supply by 20 percent. It soon could cost more than oil. Growing up in Greenwald, Minnesota, Daniel Ohmann was acquainted with pumping water. Windmills were found on most farms. His father installed many windmills to pump water before electricity reached the area. Years later, as a Maryknoll priest in Tanzania, Father Ohmann thought about the windmills as women carried five-gallon water buckets on their heads six miles from a river. Drought is common in Africa. Villagers often can be seen scooping murky water from makeshift wells in scorched riverbeds.  "You don't need to be here long to see that water is the number-one need in this part of Africa," said Father Ohmann. The Maryknoll Fathers and Brothers is the overseas mission society of the U.S. Catholic Church founded during 1911. When Minnesota farmers converted to electricity, many donated their windmills to Father Ohmann. Others were purchased from Nebraska, Australia and South Africa to support Tanzania's initiative to ensure all homes had access to water. Government inefficiencies, though, eventually closed the windmills for 15 years.  Which of the following statements is a more appropriate way to conclude the article in one sentence?   1. Father Ohmann was committed to get them pumping again, and more were installed. Twenty windmills now provide water to 18 villages. 2. A fully installed system today costs about $20,000. 3. Father Ohmann brought water to the country of Tanzania in June of 2011. 4. "People enjoy better health in the villages served by clean water," said Father Ohmann.   **Answer: A** |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.1.2 |
| **Benchmark** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Extended Response, Performance Based/Portfolio. |
| **Benchmark Clarification** | The student will write an essay to explain or argue a point. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of a clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process. |
| **Content Focus** | Evidence of planning, editing, and revising. |
| **Content Limits** | Grammar elements include, but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that thoroughly represents the objectives or they may provide multiple pieces that demonstrate different components. |
| **Stimulus Attributes** | Informational text. |
| **Sample Item** | **5 Healthy Foods You Might Not Be Eating ... but Should**  ***(NewsUSA)* –**  Many of us are looking for fresh ways to lead healthier lifestyles and eat nutritiously, without having to sacrifice flavor. You may already be eating fruits and veggies, like broccoli and bananas, but here are five nutritional superstars you should be piling on your plate if you aren't already:  1. Lentils. Lentils may look like the runt of the legume family, but don't be fooled. These are rich in dietary fiber and are a good source of iron and folate, which collectively help reduce the risk of heart disease, increase your metabolism and improve digestive health. Talk about big things coming in small packages!  2. Cauliflower. Cauliflower is having its turn in the spotlight this year and  rightfully so. This cruciferous vegetable is rich in vitamin C, fiber and potassium. Try whipped cauliflower in place of mashed potatoes, or grill slices of it for a new side dish. Tip: If the bitter taste of raw cauliflower turns you off, try steaming for milder flavor.  3.Sardines. Sardines may not be the first fish to come to mind, but they are  certainly one of the healthiest. This petite treat is a lean source of protein, rich in Omega-3s, vitamin B12 and vitamin D, making them a heart-healthy snack worth trying. StarKist's new Gourmet Selects skinless, boneless sardine fillets come packed in delicious gourmet sauces. They are great for a snack right out of the can or a perfect addition to any culinary creation.  4. Pomegranate. Pomegranates have often taken a backseat to other fruits, but these delicious gems pack arguably a bigger nutritional punch than some of the traditional favorites. Not only are the seeds and juice jam-packed with antioxidants, but they are also high in vitamin C and potassium, and the seeds are a great source of fiber. (Avoid the mess by deseeding with the pomegranate submerged in water).  5. Flaxseeds. As a good source of fiber, omega-3 fatty acids and antioxidants,  flaxseeds are often considered nutritional powerhouses. Lucky for us, ground or milled flaxseeds can be easily mixed into almost any recipe, including cereal, baked goods, yogurt and more. Tip: If you buy whole flaxseeds, grind them right before using to reap all the nutritional benefits.  **After reading the article, come up with at least three healthy foods people should either continue eating or also start implementing into their diets. Be sure to support your claims with details and evidence. Include both the plan and rough draft with the final product.**  **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.1.2a |
| **Benchmark** | Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. |
| **Also Assesses** | LAFS.7.W.1.2 |
| **Item Types** | Extended Response, Performance Based Task |
| **Benchmark Clarification** | The student will write an essay to explain or argue a point. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of a clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process. Technology will be used when needed. |
| **Content Focus** | Evidence of planning, editing, and revising. |
| **Content Limits** | Grammar elements include, but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. |
| **Stimulus Attributes** | Informational text - Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |

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| **Sample Item** | **Research to find out about two schools who participate in year round schooling. What are the pros and cons of this system? In an extended response, explain how one of the schools has achieved higher academic learning from this change and how the other school has not.**  **Be sure to include the following:**   1. **Visual aid** 2. **Three reliable sources** 3. **Plan and rough draft**   **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.2.4 |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 13 above.) |
| **Also Assesses** | LAFS.7.W.1.2 |
| **Item Types** | Extended Response, Performance Based/Portfolio. |
| **Benchmark Clarification** | The student will write an essay to explain or argue a point. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of a clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process. |
| **Content Focus** | Evidence of planning, Editing, and Revising |
| **Content Limits** | Grammar elements include, but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that thoroughly represents the objectives or they may provide multiple pieces that demonstrate different components. |
| **Stimulus Attributes** | Informational text - Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **In this assignment, you will research to find out the impacts of how outsourcing, the movement of jobs to other countries, has affected our economy here in the United States. Argue whether this has done more good or harm to American businesses. Use at least three credible sources, which can include valid texts or valid articles online. You must include a rough draft with your final product.**  **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.2.6 |
| **Benchmark** | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| **Also Assesses** | LAFS.7.W.2.4 |
| **Item Types** | Extended Response, Performance Based Task |
| **Benchmark Clarification** | Students will use various multimedia resources to create a body of work. It should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of a clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process. Technology will be used when needed. |
| **Content Focus** | Writing with Technology or Multimedia, Planning, Editing, Revising |
| **Content Limits** | Grammar elements include, but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. |
| **Stimulus Attributes** | Informational text - Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Using the internet, find a natural disaster which has occurred in the past 100 years, anywhere in the U.S. Be sure to provide at least three ways in which this disaster has affected the location in which it took place. (Examples can include, economic growth or downfall, farming, population increase or decrease, urban civilization etc.). You must cite at least 3 credible, primary sources in your extended response.**  **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.    **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.3.7 |
| **Benchmark** | Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Performance Based Task, Portfolio Based Assessment |
| **Benchmark Clarification** | Students will be able to carry out smaller projects by doing prolonged research to answer a problem while raising more questions for additional research which can include proposing hypothesis, investigating theories or a combination. |
| **Content Focus** | Research, Cite |
| **Content Limits** | Text should be limited to science or other research based courses. |
| **Stimulus Attributes** | Nonfiction text - Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **In this assignment you will first track your eating habits for an entire week. Be sure to log everything you eat and drink for the entire day- each day should have a new entry. Next, research and infer whether or not what their eating is healthy and why it is or isn’t based off of their findings. Be sure to cite your evidence. Finally, create a proposed week entry on possible daily eating habits that can help improve your health.**  **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.3.8 |
| **Benchmark** | Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **Also Assesses** | LAFS.7.W.3.7 |
| **Item Types** | Extended Response, Performance Based Task |
| **Benchmark Clarification** | Students will be able to properly use sources pertaining to multimedia by quoting and citing them. Sources should be credible and validated from primary sources. Students will also be able to master sharing data with relevant evidence without plagiarizing the information and use their own ideas. |
| **Content Focus** | Utilizing Digital Resources, Cite, Research |
| **Content Limits** | Grade level appropriate sources should be used in science or social studies. |
| **Stimulus Attributes** | Informational text - Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Choose any living species from a different part of the world whose environmental impacts can have lasting effects. Using a multimedia such as PowerPoint or Prezi, or any visual aid, present the information with the following in mind:**   1. **Geography** 2. **Brief history** 3. **General facts** 4. **Impact on animals vs. impact on other animals.**   **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.7.W.4.10 |
| **Benchmark** | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Performance Based Task, Portfolio Based Assessment |
| **Benchmark Clarification** | Student will be able to write continuously over time, in smaller time frames and for a range of different reasons, purposes and audiences. Student will also be able to complete specific tasks involving the research done. |
| **Content Focus** | Research, reflection, revision and grammar. |
| **Content Limits** | Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. |
| **Stimulus Attributes** | None specified. |
| **Sample Item** | **Using a journal or diary, observe and log daily weather observations made from either watching the daily news forecast or going online. This could be conducted for any city/location. The following should be considered when logging in data: highs, lows, winds, chances of precipitation, barometer and humidity or UV index. Record predictions made for future weather and how it might affect the community. Be sure to log the information every day.**  **General Scoring Guide**  **6 Points**. The writing is focused, purposeful, and reflects insight into the writing situation. The paper conveys a sense of completeness and wholeness with adherence to the main idea, and its organizational pattern provides for a logical progression of ideas. The support is substantial, specific, relevant, concrete, and/or illustrative. The paper demonstrates a commitment to and an involvement with the subject, clarity in presentation of ideas, and may use creative writing strategies appropriate to the purpose of the paper. The writing demonstrates a mature command of language (word choice) with freshness of expression. Sentence structure is varied, and sentences are complete except when fragments are used purposefully. Few, if any, convention errors occur in mechanics, usage, and punctuation.  **5 Points.** The writing focuses on the topic, and its organizational pattern provides for a progression of ideas, although some lapses may occur. The paper conveys a sense of completeness or wholeness. The support is ample. The writing demonstrates a mature command of language, including precision in word choice. There is variation in sentence structure, and, with rare exceptions, sentences are complete except when fragments are used purposefully. The paper generally follows the conventions of mechanics, usage, and spelling.  **4 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern is apparent, although some lapses may occur. The paper exhibits some sense of completeness or wholeness. The support, including word choice, is adequate, although development may be uneven. There is little variation in sentence structure, and most sentences are complete. The paper generally follows the conventions of mechanics, usage, and spelling.  **3 Points**. The writing is generally focused on the topic but may include extraneous or loosely related material. An organizational pattern has been attempted, but the paper may lack a sense of completeness or wholeness. Some support is included, but development is erratic. Word choice is adequate but may be limited, predictable, or occasionally vague. There is little, if any, variation in sentence structure. Knowledge of the conventions of mechanics and usage is usually demonstrated, and commonly used words are usually spelled correctly.  **2 Points.** The writing is related to the topic but includes extraneous or loosely related material. Little evidence of an organizational pattern may be demonstrated, and the paper may lack a sense of completeness or wholeness. Development of support is inadequate or illogical. Word choice is limited, inappropriate, or vague. There is little, if any, variation in sentence structure, and gross errors in sentence structure may occur. Errors in basic conventions of mechanics and usage may occur, and commonly used words may be misspelled.  **1 Point.** The writing may only minimally address the topic. The paper is a fragmentary or incoherent listing of related ideas or sentences or both. Little, if any, development of support or an organizational pattern or both is apparent. Limited or inappropriate word choice may obscure meaning. Gross errors in sentence structure and usage may impede communication. Frequent and blatant errors may occur in the basic conventions of mechanics and usage, and commonly used words may be misspelled. |