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| **Central florida assessment collaborative** |
| Individual Test Item Specifications |
| M/J Research 3 |
| 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 Standards for Literacy in History/Social Studies 6–12 |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.68.RH.1.3 |
| **Benchmark** | Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | The students will be able to identify the steps to a process presented in a variety of texts found within history and social studies. |
| **Content Focus** | Timeline, Processes |
| **Content Limits** | All text must be of history and social studies subject area. |
| **Stimulus Attributes** | Text must be grade-level appropriate. Text must be non-fiction and in the history or social studies genre.  Selections may contain, but are not limited to, news articles, speeches, editorials, etc. |
| **Sample Item** | **Taxpayer Alert: How to Recognize And Avoid Identity Theft Scams**  ([NewsUSA](http://www.newsusa.com/)) - Across the nation, identity thieves are using legitimate information to scam honest taxpayers, and frequently posing as the IRS to do so. So, what can you do?  The IRS is taking this seriously, and has created the IRS Identity Theft Protection Unit to address the growing problem. However, being aware of some of the most common scams can help protect you from having your personal information used to commit fraud or other crimes.  Phony IRS emails. In a "phishing" scam, an official-looking email shows an IRS logo that lures the consumer to a website that requests personal and financial information, such as a Social Security number, bank account, or credit card numbers. In truth, the IRS does not send out unsolicited emails and does not use email to ask for detailed personal or financial information such as PIN numbers, passwords or similar secret access information for credit cards or bank accounts. The only genuine IRS website is [www.IRS.gov](http://www.irs.gov/).  Refund scam. In a refund scam, a bogus e-mail tells the recipient that he or she is eligible to receive a federal tax refund for a given amount (often $63.80) and sends the recipient to a website to complete a form to submit the tax refund request. The form then asks for personal and financial information. In fact, the IRS does not notify taxpayers of refunds via e-mail.  Antifraud Commission scam. In this case, the scammer sends an email stating the IRS "Antifraud Commission" has found that someone tried to pay their taxes through the Electronic Federal Tax Payment System, or EFTPS, using the email recipient's credit card. As a result, some of the recipient's money was lost and the remaining funds were blocked. The e-mail includes a link that sends the recipient to a website where he or she is directed to enter personal and financial information in order to unblock their funds. Don't take the bait! The IRS does not have an antifraud commission.  Get help. A taxpayer who believes they may have received a fraudulent or otherwise questionable communication related to taxes should contact a licensed tax professional. [Enrolled agents](http://www.naea.org/) (EAs) are America's tax experts. They are the only federally licensed tax practitioners who specialize in taxation and also have unlimited rights to represent taxpayers before the IRS. That means that if you get a letter from the IRS, or worse, are audited or are the target of a collection action, your EA can speak directly to the IRS on your behalf. Find an EA in your area on the directory at [www.naea.org](http://www.naea.org/).  **According to the article “Taxpayer Alert: How to Recognize and Avoid Identity Theft Scams” what are the two steps to protect yourself from identity theft?**   1. being aware of scams and get help 2. call the police and call the IRS 3. phishing scams and phony IRS emails 4. refund scams and antifraud scam   **Correct Answer: A** |

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| **Reporting Category** | Reading for Literacy in History and Social Studies 6-12 |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.68.RH.3.8 |
| **Benchmark** | Distinguish among fact, opinion, and reasoned judgment in a text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | The students will be able to express differences between facts, opinions, and personal judgments of a historical text. |
| **Content Focus** | Fact vs. Opinion |
| **Content Limits** | None Specified |
| **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, editorials, poetry, and short stories. |
| **Sample Item** | **Voters, Politicians Need to Focus on Disaster Preparedness**  ([NewsUSA](http://www.newsusa.com/)) - Largely blaming global warming, British charity Oxfam International conducted a study in November 2007 suggesting that more than four times the number of natural disasters are occurring now than did two decades ago.  Yet, what steps are being taken to ensure human safety?  Hurricane Katrina, Myanmar's cyclone and China's earthquake all prove part of a larger trend -; natural disasters are increasing. According to the report, the world suffered about 120 natural disasters per year in the early 1980s. The same report calculated the current figure to be about 500 per year.  Nothing suggests that natural disaster rates will ebb, yet nations focus more on post-disaster relief than natural-disaster preparedness. In poverty-stricken nations, homes push into swamps and coasts and fall across fault lines, making populations vulnerable. Even in wealthy countries that possess the technology and resources to avoid devastation, emergency preparations appear to be low on political agendas.  Politicians put more cops on the street to prevent crime, so why don't they build infrastructures to resist damage? According to a study published by researchers from Loyola Marymount University and the Stanford Graduate School of Business, voters reward politicians who respond quickly to natural disasters -; not those who spend money on disaster preparedness.  A strong infrastructure helps prevent earthquakes, fires, floods and hurricanes from devastating communities. Voters should take action against disasters before they happen.  New building materials are one step that politicians can take to establish communities that are resistant to damage caused by natural disasters. However, these materials have yet to see widespread use on a global scale. Builders can use ACTech Structural Insulated Panels ([www.actechpanel.com](http://www.actechpanel.com/)), for example, to erect residential and commercial buildings quickly and inexpensively. The steel panels resist decay, fungus, moisture, mildew, fire and hurricane-strength winds, helping to protect communities from structural damage caused by natural disasters.  For more information about disaster-resistant infrastructures, visit [www.ACTechPanel.com](http://www.actechpanel.com/) or call 1-800-859-8813. ACTech trades on the OTC Bulletin under the symbol ACCY.  **In the article “Voters, Politicians Need to Focus on Disaster Preparedness”, which of the following sentences is an opinion statement?**   1. “Voters should take action against disasters before they happen.” 2. “According to the report, the world suffered about 120 natural disasters per year in the early 1980s.” 3. “…a study in November 2007 suggesting that more than four times the number of natural disasters are occurring now than did two decades ago.” 4. “The steel panels resist decay, fungus, moisture, mildew, fire and hurricane-strength winds, helping to protect communities from structural damage caused by natural disasters.”   **Correct Answer: A** |

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| **Reporting Category** | | Standards for Literacy in History/Social Studies 6-12 |
| **Standard** | | Integration of Knowledge and Ideas |
| **Benchmark Number** | | LAFS.68.RH.3.9 |
| **Benchmark** | | Analyze the relationship between primary and secondary source on the same topic. |
| **Also Assesses** | | Not Applicable |
| **Item Types** | | Structured Response, Short Response, Extended Response |
| **Benchmark Clarification** | | The students will be able to evaluate in infer the relationship between two resources on the same topic. |
| **Content Focus** | | Primary vs. Secondary Sources |
| **Content Limits** | | Text must have one secondary and one primary source. One source must be non-fiction. |
| **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, editorials, diaries, manifestos, etc. | | |
| **Sample Item** | | **The Star-Spangled Banner**  *Francis Scott Key*    Oh! say can you see, by the dawn's early light,     What so proudly we hailed at the twilight's last gleaming;   Whose broad stripes and bright stars through the perilous fight,     O'er the ramparts we watched, were so gallantly streaming?   And the rocket's red glare, the bombs bursting in air,   Gave proof through the night that our flag was still there;     Oh, say, does that star-spangled banner yet wave     O'er the land of the free and the home of the brave?  *Public Domain*  **Battle Hymn of the Republic**  *Julia Ward Howe*  Mine eyes have seen the glory of the coming of the Lord:   He is trampling out the vintage where the grapes of wrath are        stored;   He hath loosed the fateful lightning of His terrible swift sword:             His truth is marching on.  *Public Domain*  **Both Key’s “The Star-Spangled Banner” and Howe’s “Battle Hymn of the Republic” are songs written during two major wars during American history. In a well written extended response, compare and contrast the two experiences and how the author’s expresses the war experience.**  **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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** | Reading for Literacy in Science and Technical Subjects |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.69.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, Extended Response |
| **Benchmark Clarification** | The students will be able to cite evidence from a science and technical texts and use that evidence to create an analysis of the text. |
| **Content Focus** | Citing and analyzing information |
| **Content Limits** | All texts must be science and technology related. |
| **Stimuli Attributes** | Text must be grade level appropriate. Text should be informational and in the science and technology genre. |
| **Sample Item** | **3D Printing: A Cautiously Optimistic Revolution in Manufacturing**  ([NewsUSA](http://www.newsusa.com/)) - Amid excitement over 3D printing, there is caution.  According to experts, safety and reliability standards and mandates will need to be developed and implemented for products that can be churned out on a whim. Technical education and training will likely be impacted. Legal issues pertaining to ownership, patent protection, trademarks and copyrights and credentials for individuals using the technology will need to be resolved before 3D printing reaches new levels and new frontiers.  In the U.S. and elsewhere, the 3D printer is enabling a "maker movement," as an increasing number of people apply the technology to their daily lives.  In the business world, [3D printers](http://www.asme.org/) are used at dental labs to make custom crowns in less than one hour and at NASA's Marshall Space Flight Center to fabricate a new type of fuel injector. Future industrial applications include food production and the printing of human bone and tissue.  What's more, 3D printers are showing up in basements and garages of U.S. households as the do-it-yourself community embraces the powerful tool to make everything from model trains and translucent chess pieces to circuitry and musical instruments.  Three-dimensional printers make products by following instructions from a computer and stacking raw material -- plastic, metal or other substance -- into layers. Whereas, in conventional design and manufacturing, computer-based models are developed and then adapted to machining.  "Among the many advantages of 3D printing is the capability of the system to print on demand when an object is needed," said Hod Lipson, co-author (with Melba Kurman) of the book "Fabricated: The New World of 3D Printing," who recently addressed a special session on advanced manufacturing arranged by the American Society of Mechanical Engineers (ASME).  Many of the consumer 3D printers on the market are "selective deposition" types that squirt, squeeze or spray liquid, paste or powdered raw material through a nozzle. Found today in many homes and schools, the selective deposition models are also a favorite of food-loving enthusiasts, who use the printers to create dough, frosting and other culinary treats.  At its recent 2013 International Mechanical Engineering Congress, ASME brought together the manufacturing community to discuss these issues, and the experts concurred that 3D printing will enjoy a promising future. For more information, visit [www.asme.org](http://www.asme.org/).  **In the article “3D Printing: A Cautiously Optimistic Revolution in Manufacturing”, which of the following statements expresses the concerns over the growing use of 3D printing in everyday life?**   1. "Among the many advantages of 3D printing is the capability of the system to print on demand when an object is needed," 2. Many of the consumer 3D printers on the market are "selective deposition" types that squirt, squeeze or spray liquid, paste or powdered raw material through a nozzle. 3. Legal issues pertaining to ownership, patent protection, trademarks and copyrights and credentials for individuals using the technology will need to be resolved before 3D printing reaches new levels and new frontiers. 4. What's more, 3D printers are showing up in basements and garages of U.S. households as the do-it-yourself community embraces the powerful tool to make everything from model trains and translucent chess pieces to circuitry and musical instruments.   **Correct Answer: C** |

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| **Reporting Category** | | Reading for Literacy in Science and Technical Texts | |
| **Standard** | | Key Ideas and Details | |
| **Benchmark Number** | | LAFS.68.RST.1.2 | |
| **Benchmark** | | Determine a central ideas or conclusions of a text, provide an accurate summary of the text distinct from prior knowledge or opinions. | |
| **Also Assesses** | | Not Applicable | |
| **Item Types** | | Selected Response, Short Response, Extended Response | |
| **Benchmark**  **Clarification** | | The students will be able to identify the central idea or make conclusions on a science or technical text and make a summary based on knowledge gained from the text and not from prior knowledge. | |
| **Content Focus** | | Central Idea, Summarizing, Conclusions | |
| **Content Limits** | | Text must be science and technology related | |
| **Stimulus Attributes** | | Text must be informational and grade level appropriate. Texts should be non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, magazine articles, and editorials. | |
| **Sample Item** | **Why It's Time to Start Drinking More Water**  ([NewsUSA](http://www.newsusa.com/)) - While it may not be a cure-all, the benefits of [drinking water](http://www.alkamewater.com/) are numerous. So, why do Americans find it so difficult to sip from what is arguably the fountain of youth?  Answers vary, but the fact is, one in 10 Americans drink zero cups of water per day, according to a study by Dr. Alyson Goodman, a medical epidemiologist for the Centers for Disease Control and Prevention. Zero.  "Water is vital for life," she says. "Many health risks decrease when you drink plain water."  Which is why, she says, the results are "mind-boggling."  Robert Eakle, CEO of Alkame Water, agrees. "Without water, no living thing can survive," he says. "It affects every area of our life and is an essential part to maintaining proper health."  The following reasons should help you discern why choosing water over any other drink is the better option:  \* It balances body fluids. Your body is composed of about 60 percent water and performs vital functions such as protecting your organs and tissues, regulating your body temperature and carrying nutrients and oxygen to your cells -- essentially it keeps your body running like a well-oiled machine.  \* It keeps skin looking good. Water moisturizes your skin and functions as a protective barrier to prevent excess fluid loss (think free anti-aging cream). In addition, it can keep your skin fresh and smooth.  \* It boosts the immune system. Those who guzzle water are less likely to get sick. This crystal-clear concoction helps fight against flu, cancer and other ailments -- especially if your water has mild alkaline properties such as those found in Alkame Water. Including ionized water in your daily intake can give your immune system a boost through added antioxidants, improve aerobic capacity, enhance energy levels and, through a patented technology that alters the molecular structure of water, hydrate your body more fully.  \* It can help control calories. While drinking water may not be a weight-loss strategy per se, substituting it for higher-calorie or sugar-filled beverages can help by removing byproducts of fat, filling you up so you're not noshing. It also acts as a natural appetite suppressant and raises your metabolism.  **Which statement best supports the central idea of the article “Why It’s Time to Start Drinking More Water”?**   1. "‘Water is vital for life..’" 2. "‘Without water, no living thing can survive...’" 3. “While it may not be a cure-all, the benefits of [drinking water](http://www.alkamewater.com/) are numerous.” 4. “While drinking water may not be a weight-loss strategy per se, substituting it for higher-calorie or sugar-filled beverages can help by removing byproducts of fat, filling you up so you're not noshing.”   **Correct Answer: C** | |

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| **Reporting Category** | Reading for Literacy of Science and Technical Texts |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.68.RST.3.8 |
| **Benchmark** | Distinguish among facts, reasoned judgments based on research findings, and speculation in a text. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark**  **Clarification** | The students will be able to identify facts and make judgments based on research and speculation within science and technical texts. |
| **Content Focus** | Research, Inference |
| **Content Limits** | Text must be science and technology related. |
| **Stimulus Attributes** | Text must be grade level appropriate. Text should be informational. Texts should be non-fiction and in the science and technology genre.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, magazine articles, and editorials. |

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| **Sample Item** | **Identity Thieves Target PCs, Laptops and Stored Data Devices**  ([NewsUSA](http://www.newsusa.com/)) - Electronics this year are expected to be among the top-five gifts American consumers will give -- ranging from PCs and laptops to iPhones, PDAs and cell phones. This growing affinity for consumer electronics and subsequent reliance on stored data devices to place confidential data -- tax returns, client and personnel information, phone numbers, addresses and photos -- presents two mounting challenges for the American consumer: identity theft and electronic waste.  nexGren, Inc. (pronounced "nex-green"), a new technology innovation company, recently launched DiskEraser, a consumer product that completely erases data from computer hard drives, making them safe for donation, re-use or recycling. New to the consumer marketplace, DiskEraser's patented technology -- available for both Mac and PC systems -- has already been approved, used and proven effective by the U.S. Department of Defense to remove "secure" sensitive information from their end-of-life PCs and laptops.  There are currently more than 100 million computers and laptops stored in offices, attics, basements and garages throughout the U.S. And if these devices don't have their data properly removed before disposal, identity thieves can use them to find personal information.  "Many people fall under the false assumption that by simply deleting all files or reformatting the hard drive, the computer is free of all important data," said Dr. Joe Fergus, founder and CEO of nexGren. "However, deleting files isn't nearly enough. The information remains accessible on the hard drive and can be misused if it falls into the wrong hands."  Identity thieves often prey upon lost, stolen or abandoned computers. In 2008, more than 10 million Americans experienced identity theft. It can take up to several years to correct the problem. And it reaches far beyond households. The cost to U.S. corporations over the last five years exceeded $60 billion. DiskEraser was developed to help combat this problem.  The U.S. Environmental Protection Agency cites consumer electronic waste as growing two to three times faster than any other waste stream. Stored data devises are constructed with lead, mercury, cadmium, barium and other compounds that represent hazards to human health and environmental safety if not disposed of appropriately.  nexGren aims to slow that stream of waste by offering a nationwide recycling service, which is a critical part of the company's overall green initiative. Soon consumers will be able to send their old computers to nexGren for data removal and recycling with peace of mind and the knowledge that they have disposed of their computers in an environmentally responsible way.  **Based on the information in the article “Identity Thieves Target PCs, Laptops and Stored Data Devices”, what is the main reason for using a program like DiskEraser and why is this important?**  **Sample Full Credit Answer:**  In the article “Identity Thieves Target PCs, Laptops and Stored Data Devices”, the author explains the growing need for using a computer erasing program, like DiskEraser, to help prevent identity theft. If a computer is not erased correctly and gets into the hands of the wrong person, a thief can still important information that can lead to huge financial losses for both the individual and corporations.  **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 for Literacy in Science and Technical Texts | |
| **Standard** | | Integration of Knowledge and Ideas | |
| **Benchmark Number** | | LAFS.68.RST.3.9 | |
| **Benchmark** | | Compare and contrast the information gained from experiments, simulations, videos, or multimedia sources with that gained from reading a text on the same topic. | |
| **Also Assesses** | | Not Applicable | |
| **Item Types** | | Selected Response, Short Response, Extended Response | |
| **Benchmark**  **Clarification** | | The students will be able to compare and contrast information from experiments and multimedia sources with information read in a texts from the same topic. | |
| **Content Focus** | | Compare, Contrast | |
| **Content Limits** | Text must be science and technology related. | |
| **Stimulus Attributes** | Text must be grade level appropriate. Text should be informational. Texts should be non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, magazine articles, and editorials. | |
| **Sample Item** | **Image:**    **Article:**  **Delivering Wind Power to Produce Water**Top of Form  ([NewsUSA](http://www.newsusa.com)) - 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](http://www.maryknollsociety.org) 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.  Father Ohmann was committed to get them pumping again, and more were installed. Twenty windmills now provide water to 18 villages. Each fills a 2,000-gallon tank, and water can be used to irrigate gardens and orchards. A fully installed system today costs about $20,000.  "People enjoy better health in the villages served by clean water," said Father Ohmann. "Diarrhea and cholera, once common, are now rare."  **In a well-constructed short response, compare and contrast how the information presented on the process of using wind power from the image to the article “Delivering Wind Power to Produce Water”.**  **Sample Full Credit Answer:**  The image and the article both explore the ideas of using wind power to produce energy. However, the article specifically looks at wind power to bring water into homes in Africa. The image looks specifically at the process of wind power and how wind from a windmill is transferred and produces energy. The article speaks on how that energy is then harnessed to bring water to those who need it most.  **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 for Literacy in History, Science, and Technical Texts | |
| **Standard** | | Text Types and Purposes | |
| **Benchmark Number** | | LAFS.69.WHST.1.1a | |
| **Benchmark** | | Write arguments focused on *discipline-specific content:*   1. 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** | | The students will be able to introduce a claim in an argument, contrast the claim from other claims, and organize the reasons for this claim in a chronological order. | |
| **Content Focus** | | Argument | |
| **Content Limits** | | Text must be science and technology related. | |
| **Stimulus Attributes** | Text must be grade level appropriate. Text should be informational. Texts should be non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. | |
| **Sample Item** | | **Delivering Wind Power to Produce Water**  ([NewsUSA](http://www.newsusa.com/)) - 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](http://www.maryknollsociety.org/) 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.  Father Ohmann was committed to get them pumping again, and more were installed. Twenty windmills now provide water to 18 villages. Each fills a 2,000-gallon tank, and water can be used to irrigate gardens and orchards. A fully installed system today costs about $20,000.  "People enjoy better health in the villages served by clean water," said Father Ohmann. "Diarrhea and cholera, once common, are now rare."  **In a well-constructed essay, describe how wind power can be a strong alternative to power. Make sure to include detailed reasons presented in the article**.  **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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.68.W.1.1e |
| **Benchmark** | Provide a concluding statement or section that follows from and supports the argument presented. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | The students will be able to write a conclusion |
| **Content Focus** | Conclusions of an Argument |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Text must be literary and grade level appropriate. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |

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| **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.  **Using the article “Innovations Spurs Growth in Engineering in Technology Fields”, write a well-constructed short response writing your overall understanding or conclusions on the rise of technologies’ effect on education.**  **Sample Full Credit Answer:**  Because of the increase in technology use and the constantly changing technology, an education in a computer related field has become more important and profitable. Many universities are changing their programs to better fit the changing needs in technology, making students stronger candidates for a growing job field.  **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.W.1.2b |
| **Benchmark** | Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Short Response, Extended Response |
| **Benchmark**  **Clarification** | The students will be able to write an essay with facts, details, and quotations from the original text |
| **Content Focus** | Details |
| **Content Limits** | None Specified |
| **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. |

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| **Sample Item** | **Source**: “The Legend of Sleepy Hallow” by Washington Irving  **Prompt: In a well written essay, explain how Washington Irving uses descriptive details and language to create a strong setting. Be sure to use details and quotations from the text to create and support your argument.**  **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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** | Research to Build and Present Knowledge |
| **Benchmark Number** | LAFS.68.W.3.9 |
| **Benchmark** | Draw evidence from literary or informational texts to support analysis, reflection, and research.   1. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). 2. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). |
| **Also Assesses** | None Specified |
| **Item Types** | Selected Response, Short Response, Selected Response |
| **Benchmark Clarification** | The students will be able to use text evidence from text in both non-fiction and fiction to support analysis. |
| **Content Focus** | Evidence, Analysis |
| **Content Limits** | None specified |
| **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, poetry, short stories, and editorials. |
| **Sample Item** | **“The Walrus and the Carpenter” by Lewis Carroll**  The sun was shining on the sea, Shining with all his might: He did his very best to make The billows smooth and bright— And this was odd, because it was The middle of the night.  The moon was shining sulkily, Because she thought the sun Had got no bus'ness to be there After the day was done— "It's very rude of him," she said, "To come and spoil the fun!"  The sea was wet as wet could be, The sands were dry as dry. You could not see a cloud, because No cloud was in the sky: No birds were flying overhead— There were no birds to fly.  The Walrus and the Carpenter Were walking close at hand; They wept like anything to see Such quantities of sand: "If this were only cleared away," They said, "it would be grand!"  "If seven maids with seven mops Swept it for half a year, Do you suppose," the Walrus said, "That they could get it clear?" "I doubt it," said the Carpenter, And shed a bitter tear.  "O, Oysters, come and walk with us!" The Walrus did beseech, "A pleasant walk, a pleasant talk, Along the briny beach: We cannot do with more than four, To give a hand to each."  The eldest Oyster looked at him, But never a word he said: The eldest Oyster winked his eye, And shook his heavy head— Meaning to say he did not choose To leave the oyster-bed.  But four young Oysters hurried up, All eager for the treat: Their coats were brushed, their faces washed, Their shoes were clean and neat— And this was odd, because, you know, They hadn't any feet!  Four other Oysters followed them, And yet another four; And thick and fast they came at last, And more, and more, and more— All hopping through the frothy waves, And scrambling to the shore.  The Walrus and the Carpenter Walked on a mile or so, And then they rested on a rock Conveniently low; And all the little Oysters stood And waited in a row.  "The time has come," the Walrus said, "To talk of many things: Of shoes—and ships—and sealing-wax— Of cabbages—and kings— And why the sea is boiling hot— And whether pigs have wings."  "But wait a bit," the Oysters cried, "Before we have our chat; For some of us are out of breath, And all of us are fat!" "No hurry," said the Carpenter: They thanked him much for that.  "A loaf of bread," the Walrus said, "Is chiefly what we need: Pepper and vinegar, besides, Are very good indeed— Now, if you're ready, Oysters dear, We can begin to feed."  "But not on us!" the Oysters cried, Turning a little blue. "After such kindness, that would be A dismal thing to do!" "The night is fine," the Walrus said. "Do you admire the view?"  "It was so kind of you to come! And you are very nice!" The Carpenter said nothing, but "Cut us another slice: I wish you were not quite so deaf— I've had to ask you twice!" "It seems a shame," the Walrus said, "To play them such a trick, After we've brought them out so far, And made them trot so quick!" The Carpenter said nothing, but "The butter's spread too thick!"  "I weep for you," the Walrus said: "I deeply sympathize." With sobs and tears he sorted out Those of the largest size, Holding his pocket-handkerchief Before his streaming eyes.  "Oh, Oysters," said the Carpenter, "You've had a pleasant run! Shall we be trotting home again?" But answer came there none— And this was scarcely odd, because They'd eaten every one.  *Public Domain*  **In a short response, what is the main theme presented in Lewis Carroll’s “The Walrus and the Carpenter”?**  **Sample Full Credit Answer:**  The “Walrus and the Carpenter” is a great example of how things are not always as they seem. In the beginning of the poem, the Walrus and the Carpenter mislead the Oysters into thinking they are just going for a nighttime stroll along the beach. However, the two are in face planning on eating the Oysters for a midnight snack.  **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** | Speaking and Listening |
| **Standard** | Presentation of Knowledge and Ideas |
| **Benchmark Number** | LAFS.8.SL.2.5 |
| **Benchmark** | Integrate multimedia and visual displays into presentations to clarify information |
| **Also Assesses** | Not Applicable |
| **Item Types** | Performance-Based Assessment or Portfolio Assessment |
| **Benchmark**  **Clarification** | Use different type of visual tools to aid in a presentation. |
| **Content Focus** | Presentation, Multimedia Skills |
| **Content Limits** | None Specified |
| **Stimulus Attributes** | Multimedia and visual displays can include, but are not limited to, music, videos, pictures, audio, interactive games, etc.  Information for presentations can include fiction and non-fiction. Text may be literary or informational. |
| **Sample Item** | **Source: “**The Raven” by Edgar Allen Poe  **Assignment:**   1. Read “The Raven” by Edgar Allen Poe thoroughly. 2. Create a Web 2.0 tool (Prezi, PowerPoint, etc.) or a visual aid that answers the following: 3. Summarizes the text 4. Defines the theme, author’s purpose, and main idea 5. Explain the meaning behind Poe’s stanzas   **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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** | Range of Writing |
| **Benchmark Number** | LAFS.8.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 Assessment, Portfolio Based Assessment |
| **Benchmark Clarification** | The students will be able to write continuously over time, in shorter time frames and for a range of different reasons, purposes, and audiences. |
| **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 |

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| **Sample Item** | **Task:**  In a journal or diary, record the amount of time you spend doing physical activities. Make sure to include your physical education class, walking, running, skateboarding, etc. At the end of each day, measure your weight on the class scale and write a summary of your day’s activities, your weight, and how you feel. As each day continues, increase your physical activity by five minutes and continue writing your minutes of activity and weight with a summary. At the end of a three week period, create a final report on the effects physical activity has on your health, as observed by your research. Your final report should include a graph showing the increase of time and decrease/increase of body weight.  **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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** | Reading for Literacy in Science and Technical Texts |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.68.RST.1.3 |
| **Benchmark** | Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. |
| **Also Assesses** | LAFS.68.FH.3.7 |
| **Item Types** | Extended Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | The students will be able to follow procedures for different science related tasks, such as experiments, measurements, and tasks. |
| **Content Focus** | Procedures, Following Directions |
| **Content Limits** | Text must be science and technology related. |
| **Stimulus Attributes** | Text must be grade level appropriate. Text should be informational. Texts should be non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **Tasks:**  In this assignment, you are to track the growth of a series of small plants using different growing techniques. Each day you will write a small summary of what you have observed in the growth of each plan. At the end of a period of five weeks, you will create a final presentation and summary of findings using charts, visual aids, etc.  **First Day Procedure:**   1. Using paper cups, plant three seedlings. 2. In Cup A, plant the seedling with just plain soil. 3. In Cup B, plant the seedling with soil plus plant food. 4. In Cup C, plant the seedling with a plan specific soil. 5. Create a hypothesis of which plant you think will grow best and a summary of why that plant will grow best based on your own understandings.   **Daily Procedure:**   1. Each day, look at each plant. 2. Record a summary of your findings for each plant in a notebook diary. 3. Water plants as necessary.   **Final Procedure:**   1. Create a chart or graph with the data collected over the five week period. 2. Create a written summary of your findings and create a conclusion of your findings with in the summary. 3. Write a final response on whether or not your hypothesis was supported and how you can make a stronger hypothesis in the future.   **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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** | | Reading for Literacy in History and Social Studies | |
| **Standard** | | Integration of Ideas and Knowledge | |
| **Benchmark Number** | | LAFS.68.RH.3.7 | |
| **Benchmark** | | Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | |
| **Also Assesses** | | Not Applicable | |
| **Item Types** | | Performance Based Assessment, Portfolio Based Assessment | |
| **Benchmark Clarification** | | The students will be able include charts, graphs, etc. with other types of print information. | |
| **Content Focus** | | Presentation | |
| **Content Limits** | | All text must be of history and social studies subject. | |
| **Stimulus Attributes** | | Text must be grade-level appropriate. Text can be fiction or non-fiction and in the history or social studies genre.  Selections may contain, but are not limited to, news articles, speeches, editorials, etc. | |
| **Sample Item** | **Tasks:**  In this assignment, you are to track your assigned stock. Each day you will look online or in the newspaper to track the number of points your stock either increased or decreased. You will record this information in a notebook, and keep track over the course of four weeks. At the end of this project you should be able to project a general outlook for the company over the next four weeks.  **Daily Procedure:**   1. Each day, check on <http://money.cnn.com/data/us_markets/> or in the daily newspaper. 2. Record the closing numbers for the day and whether it was a gain or loss and by how much.   **Final Procedure:**   1. Create a chart or graph with the data collected over the four week period. 2. Create a Web 2.0 (Prezi, PowerPoint, etc.) or visual presentation with the graphed information found during the four week period. 3. Write an extended response summarizing the data, what it means for the company, and your predication of stock numbers for the next four weeks.   **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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** | Reading for Literacy for Science and Technical Texts |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.68.RST.3.7 |
| **Benchmark** | Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table) |
| **Also Assesses** | Not Applicable |
| **Item Types** | Performance Based Assessment, Portfolio Based Assessment |
| **Benchmark Clarification** | The students should be able to combine text information with a visual representation. |
| **Content Focus** | Data Analysis |
| **Content Limits** | Text must be science and technology related and must contain chartable data. |
| **Stimulus Attributes** | Text must be grade level appropriate. Text should be informational. Texts should be non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials. |
| **Sample Item** | **5 Steps to Saving Time, Energy and Money When Buying Light Bulbs**  ([NewsUSA](http://www.newsusa.com/)) - If you spend six to seven minutes comparing different [light bulbs](http://www.nyserda.ny.gov/Energy-Efficiency-and-Renewable-Programs/Residential/Energy-Efficient-and-ENERGY-STAR-Products/Lighting/Bulbology.aspx) when you shop, you're not alone. According to research by the New York State Energy Research and Development Authority (NYSERDA), 65 percent of consumers polled say that picking out the right bulb is a complex process.  Following these simple steps will help you save time, as well as energy and money.  Step 1: Know the fixture type (table lamp, recessed lights, pendant, chandelier, outdoor flood lamp, etc.).  Step 2: Look for the Energy Star label. Some incandescent bulb technologies -- including halogen -- are being promoted as energy efficient, but they're not much better than traditional incandescents. These bulbs turn a lot of electrical energy into heat to create light, which wastes energy. By switching to Energy Star-certified CFLs or LEDs -- which have met rigorous standards for energy efficiency and quality -- the Environmental Protection Agency estimates consumers will save more than $10 billion annually, or $143 per household, and avert the need for 30 new power plants.  Step 3: Read the Lighting Facts Label to select the bulb brightness. With CFLs and LEDs, you'll need to look at lumens (abbreviated: lm), not watts. Almost all packaging today will show the correlation between lumens for CFLs or LEDs and incandescent bulbs. Here's a quick reference: 100w equals 1,600lm, 75w equals 1,100lm, 60w equals 800lm, and 40w equals 450lm.  Step 4: Pick the light color you want. This is measured in Kelvins. The lower the number, the warmer the light (2,700-3,000K); the higher the number, the cooler the light (4,100K). Daylight is 5,500K-6,500K.  Step 5: Choose the Energy  Star bulb that has the additional features you need, such as the CFL shape (the familiar spiral, globe, covered A, tube and candle) and lighting levels (dimmable or three-way).  **Using the article, “5 Steps to Saving Time, Energy and Money When Buying Light Bulbs”, create a thinking map/diagram showing and explaining the five steps to saving energy.**  **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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. 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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. 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| **Reporting Category** | | Writing | |
| **Standard** | | Research to Build and Present Knowledge | |
| **Benchmark Number** | | LAFS.8.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** | | Not Applicable | |
| **Item Types** | | Extended Response, Performance Based Assessment | |
| **Benchmark Clarification** | | The students will be able to collect information from both print and digital sources. They will be able to decide on if the source is creditable and accurate. They will be able to quote or paraphrase from the source without plagiarizing and following a standard citation format. | |
| **Content Focus** | | Research Process, Citations | |
| **Content Limits** | | Citation options limited to current APA and MLA style guides. | |
| **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, poetry, short stories, and editorials. | |
| **Sample Item** | **Alaska Research Project: *Julie of the Wolves***  Your assignment is to research the state of Alaska and to compare it to the Alaska presented in George’s *Julie of the Wolves*. You are to use at least two print sources (encyclopedias, atlas, books, etc.) and two non-print sources (websites, video, etc.) to conduct your research. Once you have gathered all your information, you are to create a presentation that thoroughly examines the culture, land, and people of Alaska. You should also include how it compares and contrasts to the Alaska Julie finds herself in in the novel *Julie of the Wolves*. All presentations must include a citation page in APA format.  **Score Points in Rubric**  *The rubric further interprets the four major areas of consideration into levels of achievement.*  **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. | |