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| Central florida assessment collaborative |
| Individual Test Item Specifications |
| Leadership Skills Development |
| 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 NCSSS 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, response attributes.

**Benchmark Classification System**

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

* The two letters in the first position of the code identify the Subject Area.
* The number(s) in the second position represent the Grade Level to which the benchmark belongs.
* The letter in the third position represents the Body of Knowledge to which the benchmark belongs.
* The number in the fourth position represents the Standard.
* The number in the last position identifies the specific Benchmark under the Standard.

HE.912.B.5.4

**Body of Knowledge**

Decision Making

**Benchmark**

Assess whether individual or collaborative decision-making is needed to make a healthy choice.

**Subject Area**

Health

**Standard**

Demonstrate the ability to use decision-making skills to enhance health

**Grade Level**

Grades 9-12

**Benchmark Classification System**

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

• The two letters in the first position of the code identify the Subject Area (e.g., SS for

Social Studies).

• The numbers in the second position represent the Grade Levels to which the

benchmark belongs (e.g., 912 represents high school).

• The letter in the third position represents the Strand to which the benchmark belongs

(e.g., A represents American History, G represents Geography, E represents Economics,

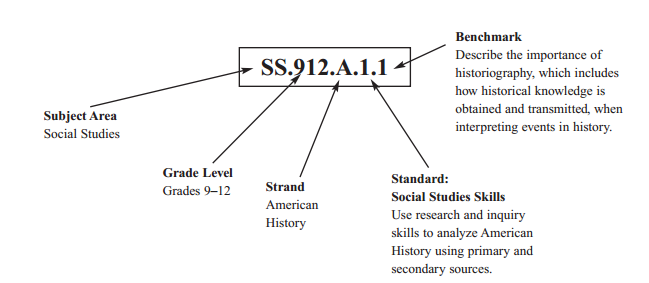
W represents World History, C represents Civics & Government, and H represents

Humanities).

• The number in the fourth position represents the Standard.

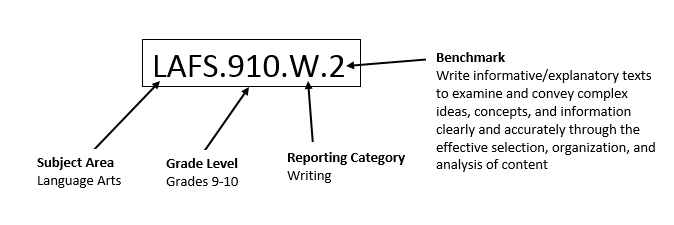
• The number in the last position of the code identifies the specific Benchmark under

the Standard.



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. | |  |
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**II. Individual Benchmark Specifications**

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| **Reporting Category** | Decision Making |
| **Standard** | Assess whether individual or collaborative decision-making is needed to make a healthy decision. |
| **Benchmark Number** | HE.912.B.5.4 |
| **Benchmark** | Assess whether individual or collaborative decision-making is needed to make a healthy decision. |
| **Also Assesses** | HE.912.B.5.5 |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | The student is able to identify the proper steps needed to make a decision that will benefit themselves, their families or their community. The student is able to identify the proper steps in planning for their post high school career/education. |
| **Content Limits** | The item does not address goal setting. |
| **Stimulus Attribute** | Items may be set in real world contexts |
| **Content Focus** | Focus is on working with a group, or individually, to make healthy choices. |
| **Sample Item** | Students are asked by their teacher to develop a community-based project for their student government class. The students are asked to decide which organization to assist, either though community service or donations, and develop an event to assist their chosen group. The students have come up with several organizations that they wish to assist, but cannot determine which one to choose. Which step in the decision making process will be the most beneficial in helping them reach a decision?   1. The group outlines and develops a goal for the group and decides on the outcome of the project based on the teacher’s rubric. 2. Each member gathers data on each organization and shares it with the group but offers no ideas on how to assist the organization. 3. One member of the group authorizes themselves to make the decision for the all members and chooses their organization to assist. 4. The group brainstorms ways in which each organization would benefit from the assistance and decides based on a pro and con list.   Correct answer: D |

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| **Reporting Category** | Decision Making |
| **Standard** | Assess whether individual or collaborative decision-making is needed to make a healthy decision. |
| **Benchmark Number** | HE.912.B.5.5 |
| **Benchmark** | Examine barriers that can hinder healthy decision-making. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | Given multiple scenarios students can determine which will hinder healthy decision making steps. These scenarios can include interpersonal (peer interaction), financial, environmental factors and accessibility to health information. |
| **Content Limits** | Students will not be required to know the psychological aspects of the barriers. |
| **Stimulus Attribute** | Items may be set in real world context. |
| **Content Focus** | Focus is on determining the barriers that can stop someone from making unhealthy and unwise choices. |
| **Sample Item** | One of the most important aspects of success is the ability to set goals. Some examples of goals that high school student set themselves are academic, athletic or personal. Select a goal that you have set for yourself and write this goal as a SMART goal. (Answers will vary)  2 points: Students utilize the SMART method of goal setting (Specific, Measureable, Achievable, Realistic and Timely)  1 point: Student writes a goal but does not incorporate all 5 aspects of SMART goal setting. (For example, they do not give a time frame of accomplishing their goal.)  0 points: Students do not write a goal, or they write a goal but they do not use the SMART method.  *Sample Answer*:  This year I have set a goal of finding myself a summer job as a lifeguard at the local public pool. This goal is a SMART goal because it encompasses all five steps. 1) This is specific because I want to become a lifeguard. 2) This is measureable because I will know that I have accomplished this goal when I am hired as a lifeguard. 3) This is achievable because I have completed a lifeguard course at the local pool. 4) This is a realistic goal because of the lifeguard training I have received. 5) And finally, this goal is timely because I have until summer break to accomplish my goal. |

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| **Reporting Category** | Advocacy |
| **Standard** | Demonstrate the ability to advocate for individual, peer, school, family, and community health |
| **Benchmark Number** | HE.912.P.8.2 |
| **Benchmark** | Utilize current, accurate data/information to formulate a health-enhancing message. |
| **Also Assesses** | HE.912.P.8.4 |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | The student will be able to utilize data and information to develop a message about teen drug use, violence, and sexual activity. The students will utilize government data and community agencies to develop a message about teen-driving safety and societal influences in the workplace. |
| **Content Limits** | The item does not require students to memorize statistics and data about teen drug use, violence, sexual activity, teen driving or societal influences. |
| **Stimulus Attribute** | Graphs, Data Tables |
| **Content Focus** | Focus is on how a student uses data and information (from various sources) to inform others about the dangers of drug use, violence, etc. |
| **Sample Item** | The use of cell phones in automobiles has faced scrutiny in recent years, and laws have been passed in several states outlawing the use of electronic devices while a vehicle is in motion. Government statistics show that texting while driving causes 1,600,000 accidents per year and it is the number one driving distraction reported by teen drivers. Utilize this information to develop a community service announcement about the dangers of texting a driving.  (Answers will vary)  2 points: Students uses two of the three pieces of data and utilizes the data to explain why teens should not text and drive.  1 point: Students use only one of the pieces of data and simply explains why teens should not text and drive.  0 points: Students uses no data and just states that teens should not text and drive.  *Sample Answer:*  Drivers who are distracted by texting cause over 1 million accidents a year. As teen drivers, texting is number one reason we get distracted behind the wheel of our cars. Remember that it is now illegal to text and drive in Florida, so put that cell phone away. Remember you are one in a million, but don’t become that one that causes an accident. |

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| **Reporting Category** | Advocacy |
| **Standard** | Demonstrate the ability to advocate for individual, peer, school, family, and community health |
| **Benchmark Number** | HE.912.P.8.4 |
| **Benchmark** | Adapt health messages and communication techniques to a specific target audience. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | Student will describe techniques used to target specific audience about internet safety, disease prevention, etc. Students will develop messages targeted at specific groups. |
| **Content Limits** | Students will not organize a service project on health. Students will not conduct CPR/AED. |
| **Stimulus Attribute** | The student can identify proper methods of internet safety, disease prevention, and health disparities. Students can communicate the need for items or other materials for disaster relief. Students can identify the proper steps needed to utilize CPR/AED. |
| **Content Focus** | Focus is on steps needed to adapt messages and communications toward a specific audience (i.e., high school students, middle school students, etc.) |
| **Sample Item** | A tornado has struck a town in the mid-west and you, a student, in Florida decides that you would like to start a drive at your school to collect items for the people who have been affected by the disaster. After some research you realize that the people affected will need clothes, water and other toiletries. Write an announcement, to be read over the PA system, which will tell the students in your school about your project. (Answers will vary)  2 points: Student mentions disaster; asks for correct items needed and gives a location for drop off.  1 point: Student mentions disaster, does not ask for specific items, and gives a location.  0 points: Student just asks for items. Or student mentions disaster and location.  *Sample Answer:*  Recently a massive tornado touched down in the mid-west and destroyed several small towns. The student government association is starting a drive to collect items that will be needed by the families that have been displaced by this disaster. We are collecting such items as clothing, toiletries (such as toothpaste, soap, etc.), and food. If you would like to donate items, please drop them off in the box in the main office. Help those that have been affected. |

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| **Reporting Category** | Cognitive Abilities |
| **Standard** | Identify, analyze and evaluate movement concepts, mechanical principles, safety considerations and strategies/tactics regarding movement performance in a variety of physical activities. |
| **Benchmark Number** | PE.912.C.2.20 |
| **Benchmark** | Identify appropriate methods to resolve physical conflict. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice |
| **Benchmark Clarifications** | Given multiple scenarios, students will assess and identify methods in which to stop a physical conflict |
| **Content Limits** | Students will not be required to stop an actual physical conflict. |
| **Stimulus Attribute** | Items may be set in real world context. |
| **Content Focus** | Focus is on the methods and strategies needed to stop physical contact from happening. |
| **Sample Item** | During lunch a student notices that several students have begun an argument and if something is not done a physical conflict will take place. The student’s does not see an adult that is close enough to stop the conflict before it becomes a physical one. The student remembers that they have just learned several steps to conflict resolution in one of their classes they approach the students. Which statement would be the best represent the appropriate step to start resolving the argument?   1. “Hey guys, I noticed that you were arguing, what’s up?” 2. “Hey guys, what seems to be the problem between you?” 3. “Hey guys, why don’t we go to a neutral location and talk?” 4. “Hey guys, I know you are in disagreement, but let’s work it out.”   Correct Answer: C |

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| **Reporting Category** | Movement Competency |
| **Standard** | Demonstrate competency in many, and proficiency in a few, movement forms from a variety of categories. |
| **Benchmark Number** | PE.912.M.1.5 |
| **Benchmark** | Apply strategies for self improvement based on individual strengths and needs. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | Students will utilize goal-setting strategies. Students will develop goals based on their own strengths and needs. |
| **Content Limits** | Students will do not need to discuss their own goals, only the strategies and methods they will need in order to achieve a goal. |
| **Stimulus Attribute** | Items may be set in real world context. |
| **Content Focus** | Focus on goal setting methods. |
| **Sample Item** | Goal setting is an important aspect of self-improvement. One method of goal setting is called the SMART method. Which of the following self-improvement goals are written in the SMART goal method?   1. I will increase my grade in my mathematics class by the end of this semester. 2. I will increase my grade in my mathematics class by the end of the semester by only studying for tests on my own. 3. I will increase my grade in my mathematics class by the end of this semester by attending after school tutoring twice a week. 4. I will increase my grade in my mathematics class by the end of this semester by studying every night, regardless of my job or athletic schedule.   Correct Answer: C |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.12 |
| **Benchmark** | Explain the changing roles of television, radio, press and Internet in political communication |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | Students will assess the role of television, radio, the press and internet sites and how they influence politics. |
| **Content Limits** | Students do not have to document the history of television, radio, the press and Internet in political advertisements. |
| **Stimulus Attribute** | Political cartoons, text/passages, pictures |
| **Content Focus** | Focus specifically on the role of media in political communication. |
| **Sample Item** | The media is an important tool in any political campaign. If a special interest groups wishes to gather support for a political policy that is geared toward a younger age group, which form of media would they utilize to reach the largest number of this group?   1. internet 2. newspapers 3. radio 4. television   Correct Answer: A |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.13 |
| **Benchmark** | Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | The student will be able to analyze political cartoons, political propaganda, campaign advertisements, political speeches, bumper stickers, blogs and media to determine if the source is bias, has factual accuracy, omission of facts, or emotional appeal. |
| **Content Limits** | The item does not address the history of political campaigning or other historical aspects of elections. |
| **Stimulus Attribute** | Cartoons, advertisements, speeches, bumper stickers |
| **Content Focus** | Focus is on looking for bias in the various types of political communication (i.e., advertisements, speeches, media, etc.) |
| **Sample Item** | One of the many issues that the Republican and Democratic parties fail to agree on is the issue of climate change. During the 2012 presidential campaign, the Republican Vice Presidential Candidate Ron Paul stated, “the greatest hoax I think that has been around for many, many years if not hundreds of years has been this hoax on the environment and global warming." Which of the following choices was Senator Paul aiming for with his audience?   1. emotional appeal 2. factual accuracy 3. omission of facts 4. scientific misrepresentation   Correct Answer: A |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.15 |
| **Benchmark** | Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | The student will be able to identify the origins and the roles of the various political parties in the shaping of America (not just the two major parties). Students will be able to discuss the role of interest groups in the development of policy. Students will identify how the media and individual US citizens can determine public policy. |
| **Content Limits** | The student will not be required to know the historical timeline of political parties. |
| **Stimulus Attribute** | Primary and secondary documents related to public policy. Items may use historical and contemporary documents and other relevant stimuli (e.g., political ads, campaign commercials, etc.) |
| **Content Focus** | Focus is on origins and roles of political parties, special interest groups, media and US citizens in shaping political policy. |
| **Sample Item** | Special interest groups are a way for ordinary US citizens to remain part of the political process in between election years. These groups can be divided into two categories, economic and non-economic. Which of these special interest group falls into the economic category?   1. National Association for the Advancement of Colored People 2. National Farmers Union 3. National Organization for Women 4. National Rifle Association   Correct Answer: B |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.2 |
| **Benchmark** | Evaluate the importance of political civic participation. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice |
| **Benchmark Clarifications** | Students will provide ideas on how citizens can participate in politics and give reasons as to why they should participate. Students will discuss why it is important for citizens to actively participate and the consequences that could possible happen if they do not. |
| **Content Limits** | Items will not require students to make judgments about ranking of the types of participation. |
| **Stimulus Attribute** | Items may use historical and contemporary documents and other relevant stimuli (e.g., political signs, writings, etc.) |
| **Content Focus** | None specified |
| **Sample Item** | One of the rights of a US citizen is the right to run for elected office. There are several requirements that must be met in order to run for certain offices, including age. Which office must you be 25 in order to run?   1. Governor of Florida 2. President 3. U.S. Representative 4. U.S. Senator   Correct Answer: D |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.3 |
| **Benchmark** | Experience the responsibilities of citizens at the local, state or federal levels. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Extended Response, Short Response |
| **Benchmark Clarifications** | Students will describe how they can participate at each level of government (local, state or federal). Students will describe experiences they have had completing service-learning projects. |
| **Content Limits** | Focus should be on how citizens participate, not how candidates influence politics. |
| **Stimulus Attribute** | Images, photographs, transcripts of meetings to discuss issues, examples of citizen participation. |
| **Content Focus** | Additional items can include selective service, voting, paying taxes, communicating with government officials, participating in a political campaign/mock election. |
| **Sample Item** | Registering to vote is a responsibility of all US citizens. At what age can a person register to vote?   1. a US citizen can register to vote at 18 2. a US citizen can register to vote at 21 3. a US citizen can pre-register at 16, but only vote at 18 4. a US citizen can pre-register at 17, but only vote at 18   Correct answer: C |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.8 |
| **Benchmark** | Analyze the impact of citizen participation as a means of achieving political and social change. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Response |
| **Benchmark Clarifications** | Students will defend the concept of social change and analyze the impact of US citizen participation as a means of achieving political change. |
| **Content Limits** | Items will not require students to rank methods of the participation of US citizens. |
| **Stimulus Attribute** | Primary and secondary source documents related to social or political change and their impacts on society. Laws that impact social values. Current events that demonstrate US citizen participation in social change. |
| **Content Focus** | Focus in on what individuals can do to foster political or social change. |
| **Sample Item** | In the 1960s many US citizens participated in the civil rights movement. The involvement of these citizens lead to the passage of the Civil Rights Act. Currently the United States in the middle of a similar path to social change, with the marriage equality acts that are being debating and voted on in several states. What are some ways that you can become involved in making a social change in your community? (Answers will vary)  2 points: Student mentions two ways in which they can be involved (starting a petition, joining a protest, contacting their local politician, etc.)  1 point: Student mentions one way that they can become involved.  0 points: Student does not mention one specific way they can become involved, gives just a general statement.  *Sample Answer:*  There are several ways that I can become involved in making a social change in my local community. One way that I can become involved is by starting a petition. There are several websites, including the White House’s, where I can start a petition to bring about change. Another way that I can get involved is by writing my local representative about the social change that needs to occur and urge him/her to take up the issue at the state government level. |

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| **Reporting Category** | Civics and Government |
| **Standard** | Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. |
| **Benchmark Number** | SS.912.C.2.9 |
| **Benchmark** | Identify the expansions of civil rights and liberties by examining the principles contained in primary documents. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice |
| **Benchmark Clarifications** | Students will infer the civil rights and liberties gained through writings and documents addressing such issues. |
| **Content Limits** | Not Applicable |
| **Stimulus Attribute** | Pictures, charts, graphs, text/passages, political cartoons |
| **Content Focus** | Focus specifically on Civil Rights and Liberties, not all laws affecting change. |
| **Sample Item** | The 15th Amendment of the United States says that “the right of citizens of the United States to vote shall not be denied or abridged by the United States or by any state on account of race, color or previous condition of servitude.” This amendment gave recently freed African American males the right to vote in the continental United States but many still did not, especially in the South. What piece of legislation finally allowed all African Americans the right to vote without fear of reprisals?Civil Rights ActThe 19th AmendmentThe 26th AmendmentVoting Act of 1965Correct Answer: D |

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| **Reporting Category** | Reading Standards for Informational Text in History/Social Studies 6-12 |
| **Standard** | Craft and Structure |
| **Benchmark Number** | LAFS.910.RI.2.4 |
| **Benchmark** | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Answer |
| **Benchmark Clarifications** | Students will be able to analyze words and determine if the language is appropriate for the context it is given. Students will analyze speeches and determine the impact of specific words on the tone of the speech. |
| **Content Limits** | Text should be grade-level appropriate. Students will not be asked to define vocabulary terms. |
| **Stimulus Attribute** | Political speeches, editorials, newspaper articles |
| **Content Focus** | Focus is on the tone of the writing |
| **Sample Item** | Abraham Lincoln starts off his Gettysburg Address by stating, “Four score and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.” Rewrite this opening statement if he was to say this speech in 2014. (Answers will vary)  Rubric:  2 points – The student uses a time frame for the ‘four score and seven’, the student states that every person is equal regardless of sex, age, race, etc.  1 point – The student uses a time frame, but does not state that everyone should be equal. Or the student states that everyone should be equal with no further explanation.  0 points – No response, no mention of time/years, freedom, fore fathers, etc.  *Sample Answer:*  87 years ago the founders of our great nation started a new country based on the ideals that every man and woman are equal, regardless of their race or background. |

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| **Reporting Category** | Reading Standards for Informational Text in History/Social Studies 6-12 |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.RI.3.8 |
| **Benchmark** | Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple choice, Short response, extended response |
| **Benchmark Clarifications** | Students will analyze and evaluate data/information that is given to support a claim |
| **Content Limits** | Items will focus on the quality of evidence given and identify flaws in the argument |
| **Stimulus Attribute** | Political speeches, newspaper reports, editorials, news broadcasts |
| **Content Focus** | Focus will be on identifying flaws in reasoning, quality of evidence |
| **Sample Item** | In 2008, President Barack Obama won 66% of the youth vote, according to exit polls. In 2012, he won 60% of the youth vote. In 2014, his approval rating for the same demographic was documented at 40%. One of the president’s political rivals, Senator Rand Paul, stated, “the president won the youth vote in the 2012 election, but his numbers have dropped 20 to 30 percent among the youth.” Is Senator Paul’s statement a valid one? Why?  2 points – The student states that the statement is valid and based on facts. The student uses the data provided as evidence.  1 point – The student just states that the statement is valid.  0 points – No answer, or the student states that the statement is not valid.  *Sample Answer:*  Yes, the Senator’s statement is valid and based on facts. The president’s approval rating among youth has dropped from 66% in 2008 to 40% in 2014, that is a drop of 26%. |

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| **Reporting Category** | Reading Standards for Informational Text in History/Social Studies 6-12 in Speaking and Listening |
| **Standard** | Presentation of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.SL.2.5 |
| **Benchmark** | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence to add interest. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Multiple Choice, Short Response, Extended Response |
| **Benchmark Clarifications** | The student will be able to identify which digital media is the most effectively used in order to enhance the understanding of information presented. |
| **Content Limits** | Text should contain vocabulary that allows the student to evaluate the most effective use of digital media. |
| **Stimulus Attribute** | Texts (fictional/non-fictional), graphs, audio, visual elements |
| **Content Focus** | Evaluation of digital media. |
| **Sample Item** | Jane is working on a project for her Leadership Skills class. She is creating a presentation that will be given at the local school board meeting on the success after the school program she started for the local elementary school. Which form of media would be most effective for Jane to use in her presentation?   1. movie clip of students at an after school program 2. pictures of the after school program 3. PowerPoint Presentation 4. speech about the after school program   Correct Answer: B |