

CENTRAL FLORIDA ASSESSMENT COLLABORATIVE

Individual Test Item Specifications

M/J Critical Thinking

2013

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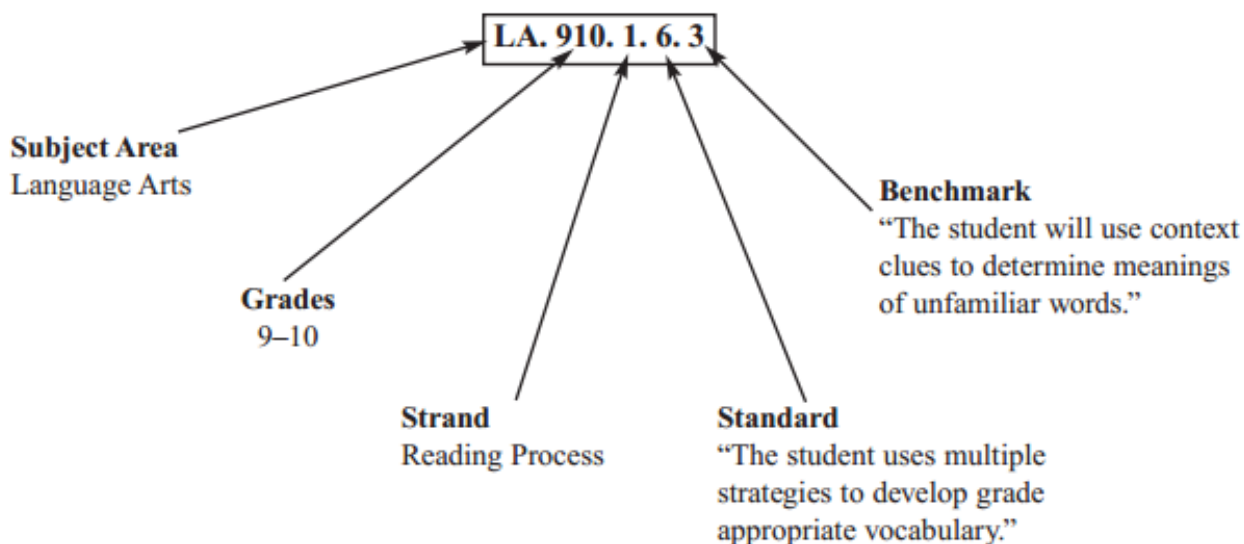
I. Guide to the Individual Benchmark Specifications

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 CCSS. 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

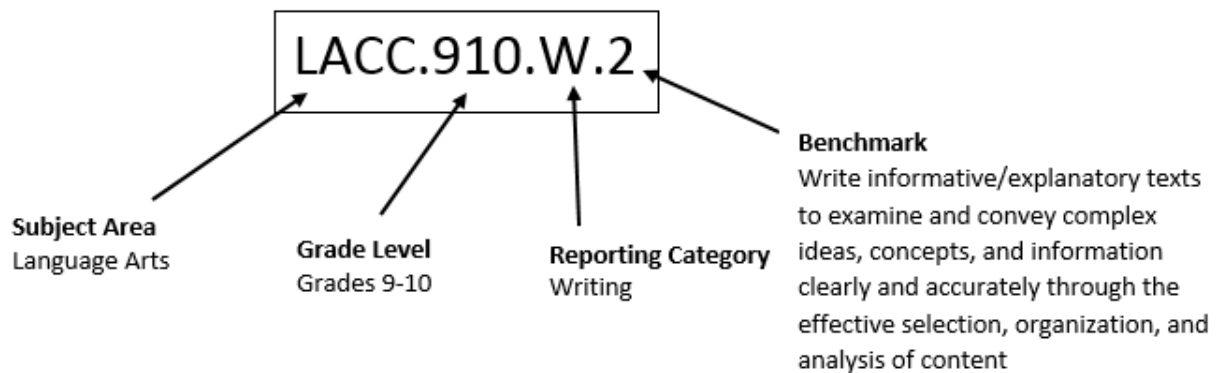
Each NGSSS benchmark is labeled with a system of letters and numbers.

- The two letters in the *first position* of the label identify the **Subject Area**.
- The number(s) in the *second position* represents the **Grade Level**.
- The letter in the *third position* represents the **Strand** or **Body of Knowledge**.
- The number in the *fourth position* represents the **Standard**.
- The number in the *last position* identifies the specific **Benchmark**.



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

- The four letters in the first position of the label identify this as a Common Core (CC) benchmark and identify the Subject Area (e.g., LA for Language Arts, MA for Mathematics).
- 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:

Strand	is a broad category of knowledge within a content area in the NGSSS. The strands are the same for all grade levels.
Standard	refers to the standard statement presented in the NGSSS or domain in the CCSS.
Benchmark	refers to the benchmark statement presented in the NGSSS or standard statement in the CCSS. 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.
Item Types	are used to assess the benchmark or group of benchmark.
Benchmark Clarifications	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.
Content Limits	define the range of content knowledge and that should be assessed in the items for the benchmark.
Text Attributes	define the types of texts that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark. The texts may also contain certain stimuli that contribute to the development of items (e.g., illustrations with captions, charts, graphs).
Distractor Attributes	give specific descriptions of the distractors for items at each grade level.
Sample Items	are provided for each type of question assessed. The correct answer for all sample items is provided.

II. Individual Benchmark Specifications

Reporting Category	Reading Informational Text
Standard	Key Ideas and Details
Benchmark Number	LACC.68.RH.1.1
Benchmark	Cite specific textual evidence to support analysis of primary and secondary sources.
Also Assesses	Not Applicable
Item Types	Multiple Choice
Most Appropriate Cognitive Complexity Level for Assessing	Low Complexity
Benchmark Clarification	Students will identify textual evidence to support analysis of sources.
Content Focus	The items will focus on textual support, textual analysis, primary sources, secondary sources, and close reading.
Content Limits	Grade level appropriate texts that include identifiable and relevant details which students can obtain and determine from primary and secondary sources.
Text Attributes	Text should be informational and of first person (primary) and alternate (secondary) viewpoints.
Distractor Attributes	Distractors may include choices unrelated to text sample.
Sample Item	<p><u>Article 1</u> (NewsUSA) - When YouTube first made its Internet debut in 2005, no one could have predicted the global affect it would have for musicians or record labels. Fast-forward to present day, and wannabe recording artists are exploiting the dot.com site to broadcast their music to the world and to get noticed by record companies. One case in point is Euro dance artist Abie Flinstone, a 19-year-old wunderkind from Lommel, Belgium, who has been likened to an Asian female Eminem and has used YouTube to her advantage. For her efforts and marketing acumen, Flinstone's reward is that she has been signed by New York-based Big Jake Music, an indie record label and part of Seven Arts Music. Recently, parent company Seven Arts Entertainment announced that it will start marketing Flinstone's single "Get Outta My Way," featuring Kaliq Scott, a song she recorded in her bedroom. The song has reached no. 2 on Belgium's dance charts and will be available later this month in the U.S. Like Flinstone, another up-and-coming artist who has enjoyed virtual success via YouTube, is Natassia Zolot, or Kreyayshawn as she's known by her stage name -- a 22-year-old white rapper from East Oakland, Calif.</p> <p>Last year, Kreyayshawn recorded her now-famous "Gucci Gucci," a catchy ode to independence from designer labels, then used YouTube to premier her video. By Internet standards, it became an overnight sensation, garnering 11 million hits by August 2011. She has since pocketed a seven-figure record deal, and shows no signs of slowing</p>

down. Not bad for a girl who admits that she thought she was "still going to be struggling to pay rent."

"I believe YouTube is changing everything for music artists," said Jake Shapiro, founder of Big Jake Music.

"Because of YouTube, small, independent record labels are now able to choose from the best of the best," he added. With the backing of Big Jake Music, Flinstone finds herself in good company.

Article 2

YouTube, and Now We Do Too (April 7, 2009 by Matt Raymond)

Well, this is a day that has been a long time in coming. The Library of Congress has been working for several months now so that we could "do YouTube right." When you're the stewards of the world's largest collection of audiovisual materials (some 6 million films, broadcasts and sound recordings), nothing less would be expected of you, and our own YouTube channel has now gone public.

We are starting with more than 70 videos, arranged in the following playlists: 2008 National Book Festival author presentations, the Books and Beyond author series, Journeys and Crossings (a series of curator discussions), "Westinghouse" industrial films from 1904 (I defy you to watch some of them without thinking of the Carl Stalling song "Powerhouse"), scholar discussions from the John W. Kluge Center, and the earliest movies made by Thomas Edison, including the first moving image ever made (curiously enough, a sneeze by a man named Fred Ott). But this is just the beginning. We have made a conscious decision that we're not just going to upload a bunch of videos and then walk away. As with our popular Flickr pilot project, we intend to keep uploading additional content. We're modifying some of our work-flows in modest ways to make our content more useful and delivered across platforms with built-in audiences of millions.

Not so incidentally, all of the videos we post on YouTube will also be available at LOC.gov (and many, many more, of course) on American Memory, many of which are newly digitized in much higher resolution by the fine Motion Picture, Broadcast and Recorded Sound conservators in Culpeper, Va.

And now for something completely different: boxing cats!

1. According to *article one*, which of the following is NOT a way that YouTube has affected the music industry?

A. Independent records labels are now able to choose from the best of the best.

B. Allows artists to get noticed by record companies

	<p>C. Pays the rent of the artists D. Allows artists to premier video</p> <p>ANSWER: C</p>
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Reporting Category	Reading informational text
Standard	Key Ideas and Details
Benchmark Number	LACC.68.RST.1.2
Benchmark	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
Also Assesses	Not Applicable
Item Types	Multiple Choice, Short Answer, and Extended Response
Most Appropriate Cognitive Complexity Level for Assessing	Moderate, High
Benchmark Clarification	Students will determine the main ideas and/or conclusions of a text and provide a summary of the text.
Content Focus	The content will focus on main idea, inferencing, author's perspective, and drawing conclusions.
Content Limits	Grade level appropriate text should include identifiable and relevant details which students can determine the main idea, draw conclusions, and accurately summarize.
Text Attributes	The text may be literary or informational.
Distractor Attributes	No distractors for short answer items.
Sample Item	<p>Short Answer Item</p> <p>1. Using the central ideas in the above You Tube articles, draw a conclusion from each article that explains how You Tube has affected the music industry and the educational industry.</p> <p>Short Answer Scoring Guide</p> <p>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 central ideas. Student provides a correct answer using accurate explanations as support.</p> <p>1 - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the central ideas. 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.</p> <p>0 – Student did not provide a response. The student response is incorrect or off-topic.</p>

Reporting Category	Reading Informational Text
Standard	Key Ideas and Details
Benchmark Number	LACC.7.RI.1.1
Benchmark	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Also Assesses	Not Applicable
Item Types	Multiple Choice, Short Answer
Most Appropriate Cognitive Complexity Level for Assessing	Moderate complexity
Benchmark Clarification	Students will draw inferences and analyze text.
Content Focus	The content will focus on main idea, inferencing, and drawing conclusions.
Content Limits	Grade level appropriate text should include relevant details which students can determine main idea, draw conclusions, and accurately summarize.
Text Attributes	Text should be literary or informational. Texts may include but are not limited to articles, essays, editorials, and informational articles
Distractor Attributes	No distractors for short answer items.
Sample Item	<p>Short Answer item</p> <p>Based on the analysis of both articles, explain which You Tube source will get the most usage. Be sure to cite evidence from the articles to support your answer.</p> <p>Short Answer Scoring Guide</p> <p>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 texts. Student provides a correct answer using accurate explanations as support</p> <p>1 - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the texts. 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.</p> <p>0 – Student did not provide a response. The student response is incorrect or off-topic.</p>

Reporting Category	Reading informational Text
Standard	Craft and Structure
Benchmark Number	LACC.7.RI.2.6
Benchmark	Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Also Assesses	Not Applicable
Item Types	Multiple Choice
Most Appropriate Cognitive Complexity Level for Assessing	High
Benchmark Clarification	The student will identify the author's purpose or perspective. The student will analyze the impact of the author's purpose or perspective within or across the texts.
Content Focus	Author's purpose, author's perspective, author's bias (within text)
Content Limits	Grade level appropriate texts used in assessing author's purpose should contain an identifiable author's purpose for writing, including but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing, or expressing an opinion. The author's purpose, perspective and bias should be recognizable within or across texts.
Text Attributes	Text should be literary or informational. Texts may include, but are not limited to, persuasive articles, essays, editorials, and informational articles.
Distractor Attributes	Distractors may include but are not limited to plausible but incorrect distractors based on the text

Sample Item	<p>Excerpt from Frances' The Secret Garden by Frances Hodgson Burnett</p> <p>When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also.</p> <p>1. Which word is NOT one the author would use to describe Mary's personality?</p> <ul style="list-style-type: none">A. melancholyB. bitterC. viciousD. vivacious <p>ANSWER: D</p>
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Reporting Category	Reading Informational and Literary Text
Standard	Craft and Structure
Benchmark Number	LACC.7.RL.2.4
Benchmark	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Also Assesses	Not Applicable
Item Types	Multiple Choice
Most Appropriate Cognitive Complexity Level for Assessing	Low, Medium
Benchmark Clarification	The student will analyze words as they are used in the text, including figurative and connotative language.
Content Focus	Textual analysis of poetry, drama, and short stories.
Content Limits	Grade level appropriate text should include identifiable and relevant details which students can obtain through and determine through analysis of poetry, drama, and short stories.
Text Attributes	Texts should be literary or informational.
Distractor Attributes	Distractors may include, but are not limited to incorrect meanings of the words or phrases; contextual meanings drawn from the poem, passage or drama but unrelated to the assessed word.
Sample Item	<p>Excerpt from Frances' <i>The Secret Garden</i> by Frances Hodgson Burnett</p> <p>When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also.</p> <p>What would an <i>Ayah</i> be described as in today's society?</p> <ul style="list-style-type: none"> A. slave B. servant C. teacher D. nanny <p>ANSWER: D</p>

Reporting Category	Writing
Standard	Text Types and Purposes
Benchmark Number	LACC.7.W.1.1
Benchmark	Write arguments to support claims with clear reasons and relevant evidence.
Also Assesses	LACC.7.W.1.1a, LACC.7.W.1.1b
Item Types	Extended Response, Performance Based Assessment
Most Appropriate Cognitive Complexity Level for Assessing	High
Benchmark Clarification	Students will write an essay to explain or argue a point. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process.
Content Focus	Evidence of planning, editing, and revising
Content Limits	Grade level appropriate content
Text Attributes	None Specified
Distractor Attributes	None Specified

<p>Sample Item</p>	<p>Research events in our history and write an essay about what you feel is the greatest event of the 21st century in American history.</p> <p>Students prove through arguments and relevant evidence that their historical event is the greatest. Students can research art, science, historical events, and inventions.</p> <p>Sample ideas are:</p> <p>911 Barack Obama elected president Apple products including iPhone, and iPad. Facebook War in Afghanistan Political issues</p> <p>General Scoring Guide</p> <p>5 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, provide a persuasive analysis, and demonstrate an effective control of language.</p> <p>4 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, provide a persuasive analysis, and demonstrate an adequate control of language.</p> <p>3 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language. While the response provides analysis, the analysis may be less complete than the four and five (4-5) essays.</p> <p>2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence</p>
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	<p>and support, and demonstrate a less than adequate control of language. The response fails to address the type of essay (argumentative, informative, or narrative) and does not provide adequate analysis.</p> <p>1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these essays lack a defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis, and demonstrate an ineffective control of language.</p> <p>0 – Student did not provide a response.</p>
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Reporting Category	Writing
Standard	Text Types and Purposes
Benchmark Number	LACC.7.W.1.1a
Benchmark	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Also Assesses	LACC.7.W.1.1
Item Types	Multiple Choice, Extended Response
Most Appropriate Cognitive Complexity Level for Assessing	Moderate, High
Benchmark Clarification	Student should be able to select a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support.
Content Focus	Textual analysis of informational text.
Content Limits	Grade level text containing relevant identifiable details obtainable by students through presented text. Choices can be single sentence examples that present a claim/counterclaim, or they can be single sentences examples of relationships among supportive details.
Text Attributes	Informational text
Distractor Attributes	Distractors for selected response to include but not limited to facts present in presented text that does not apply to the selected claim or counterclaim. Single-sentence multiple choice answers that offer plausible claims/counterclaims or supportive evidence but do not actually contain a valid relationship or parallel to the topic.

<p>Sample Item</p>	<p>Want to Increase Your Nutrient Intake? Pour a Glass of OJ</p> <p>(NewsUSA) – To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted.</p> <p>Dietary Guidelines from 2010 pointed out an overweight, nutrient-challenged population whose downfall is somewhat anticlimactic: a lack of fruits and vegetables. But, the reality is alarming.</p> <p>The National Fruit and Vegetable Alliance reports that 88 percent of children do not eat the suggested amount of fruit. Only eight percent of individuals even eat enough fruit to achieve daily goals.</p> <p>One easy way to get more fruit in your diet — and the nutrients that go with it — is to carve out a 15-minute window for a quick breakfast. Even something as small as a piece of fruit, oatmeal and a glass of orange juice will improve your vitamin and nutrient intake.</p> <p>According to an article in the Journal of the Academy of Nutrition and Dietetics, kids and adults who eat breakfast tend to get more key vitamins than people who skip it. In addition to eating fruit, drinking 100-percent fruit juice, can help Americans reach daily fruit and nutrient recommendations.</p> <p>Since OJ is one of the most nutrient-dense juices, it’s a great source for nutrients like vitamin C, vitamin B6 and potassium. Although orange juice has a day’s supply of vitamin C and two servings of fruit, it doesn’t only support a healthy immune system. Potassium plays an active role in heart health, and the B vitamin folate helps with cell development — which is especially important for pregnant women.</p> <p>Drinking OJ with breakfast can help maintain nerve and muscle function as a result of high thiamin levels. Now, doesn’t that sound like a friend you need in your life?</p> <p>In case you’re hesitant due to old myths about your former BFF, here are some important facts:</p> <p>Myth: 100-percent juice has added sugar. Fact: FDA-certified 100-percent fruit juice has no added sugars or artificial sweeteners.</p> <p>Myth: 100-percent juice does not count as a fruit serving. Fact: One eight-ounce glass of Pure Premium orange juice provides two fruit servings.</p> <p>Myth: Children who drink juice are less healthy than those who don’t. Fact: NHANES data say those who drink fruit juice tend to have more nutritious diets than those who don’t, plus drinking juice daily is linked to consuming more servings of total whole fruit.</p> <p>1. In the article the author states, "To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted."</p>
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What does the author mean by this statement?

- A. Friends are important
- B. Some people do not drink as much juice as they used to
- C. Everyone likes orange juice
- D. You should drink orange juice with your friends.

ANSWER: B

Reporting Category	Writing
Standard	Text Types and Purposes
Benchmark Number	LACC.7.W.1.1b
Benchmark	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Also Assesses	LACC.7.W.1.1
Item Types	Selected Response, Short Answer, Extended Response
Most Appropriate Cognitive Complexity Level for Assessing	Moderate, High
Benchmark Clarification	Student should be able to demonstrate understanding through the selection of a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support, using accurate credible sources. Forming opinions, gathering evidence, writing persuasively, writing to the reader's needs.
Content Focus	Textual analysis of informational text, identification of claims/counterclaims, determining opinion versus fact, and providing evidence.
Content Limits	Grade level text containing relevant identifiable details obtainable by students through presented text
Text Attributes	Informational text
Distractor Attributes	Distractors for selected response to include but not limited to facts present in text that does not apply to the selected claim or counterclaim. Single-sentence multiple choice answers that offer plausible claims/counterclaims or supportive evidence but do not actually contain a valid relationship or parallel to the topic.

Sample Item	<p>Want to Increase Your Nutrient Intake? Pour a Glass of OJ</p> <p>(NewsUSA) – To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted.</p> <p>Dietary Guidelines from 2010 pointed out an overweight, nutrient-challenged population whose downfall is somewhat anticlimactic: a lack of fruits and vegetables. But, the reality is alarming.</p> <p>The National Fruit and Vegetable Alliance reports that 88 percent of children do not eat the suggested amount of fruit. Only eight percent of individuals even eat enough fruit to achieve daily goals.</p> <p>One easy way to get more fruit in your diet — and the nutrients that go with it — is to carve out a 15-minute window for a quick breakfast. Even something as small as a piece of fruit, oatmeal and a glass of orange juice will improve your vitamin and nutrient intake.</p> <p>According to an article in the Journal of the Academy of Nutrition and Dietetics, kids and adults who eat breakfast tend to get more key vitamins than people who skip it. In addition to eating fruit, drinking 100-percent fruit juice, can help Americans reach daily fruit and nutrient recommendations.</p> <p>Since OJ is one of the most nutrient-dense juices, it’s a great source for nutrients like vitamin C, vitamin B6 and potassium. Although orange juice has a day’s supply of vitamin C and two servings of fruit, it doesn’t only support a healthy immune system. Potassium plays an active role in heart health, and the B vitamin folate helps with cell development — which is especially important for pregnant women.</p> <p>Drinking OJ with breakfast can help maintain nerve and muscle function as a result of high thiamin levels. Now, doesn’t that sound like a friend you need in your life?</p> <p>In case you’re hesitant due to old myths about your former BFF, here are some important facts:</p> <p>Myth: 100-percent juice has added sugar. Fact: FDA-certified 100-percent fruit juice has no added sugars or artificial sweeteners.</p> <p>Myth: 100-percent juice does not count as a fruit serving. Fact: One eight-ounce glass of Pure Premium orange juice provides two fruit servings.</p> <p>Myth: Children who drink juice are less healthy than those who don’t. Fact: NHANES data say those who drink fruit juice tend to have more nutritious diets than those who don’t, plus drinking juice daily is linked to consuming more servings of total whole fruit.</p> <p>Based on the above passage, Want to increase your nutrient intake? Pour a glass of OJ, answer the following question.</p> <p>What is NOT a reason in support of drinking orange juice?</p>
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| | <p>A. It's a great source for nutrients like vitamin C, vitamin B6 and potassium</p> <p>B. One eight ounce glass provides two serving of fruit</p> <p>C. Pregnant women like orange juice</p> <p>D. OJ is one of the most nutrient-dense juices</p> <p>ANSWER: C</p> |
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Reporting Category	Writing
Standard	Text Types and Purposes
Benchmark Number	LACC.7.W.1.1c
Benchmark	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Also Assesses	LACC.7.W.1.1, LACC.7W.1.1e
Item Types	Selected Response
Most Appropriate Cognitive Complexity Level for Assessing	Low
Benchmark Clarification	Student should be able to determine correct word choice to demonstrate unity and understanding of the relationship between claim/counterclaims; citing reasons and evidence.
Content Focus	Textual analysis of informational text, identification of claims/counterclaims, determining opinion versus fact, providing evidence, writing persuasively, using proper textual citation and format
Content Limits	Grade level text containing relevant identifiable details obtainable by students through presented text
Text Attributes	Informational text
Distractor Attributes	Distractors for selected response to include but not limited to facts present in presented text that does not apply to the selected claim or counterclaim. Distractors may include incorrect meanings of the words or phrases and contextual meanings drawn from the passage.

Sample Item	<p>Want to Increase Your Nutrient Intake? Pour a Glass of OJ</p> <p>(NewsUSA) – To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted.</p> <p>Dietary Guidelines from 2010 pointed out an overweight, nutrient-challenged population whose downfall is somewhat anticlimactic: a lack of fruits and vegetables. But, the reality is alarming.</p> <p>The National Fruit and Vegetable Alliance reports that 88 percent of children do not eat the suggested amount of fruit. Only eight percent of individuals even eat enough fruit to achieve daily goals.</p> <p>One easy way to get more fruit in your diet — and the nutrients that go with it — is to carve out a 15-minute window for a quick breakfast. Even something as small as a piece of fruit, oatmeal and a glass of orange juice will improve your vitamin and nutrient intake.</p> <p>According to an article in the Journal of the Academy of Nutrition and Dietetics, kids and adults who eat breakfast tend to get more key vitamins than people who skip it. In addition to eating fruit, drinking 100-percent fruit juice, can help Americans reach daily fruit and nutrient recommendations.</p> <p>Since OJ is one of the most nutrient-dense juices, it’s a great source for nutrients like vitamin C, vitamin B6 and potassium. Although orange juice has a day’s supply of vitamin C and two servings of fruit, it doesn’t only support a healthy immune system. Potassium plays an active role in heart health, and the B vitamin folate helps with cell development — which is especially important for pregnant women.</p> <p>Drinking OJ with breakfast can help maintain nerve and muscle function as a result of high thiamin levels. Now, doesn’t that sound like a friend you need in your life?</p> <p>In case you’re hesitant due to old myths about your former BFF, here are some important facts:</p> <p>Myth: 100-percent juice has added sugar. Fact: FDA-certified 100-percent fruit juice has no added sugars or artificial sweeteners.</p> <p>Myth: 100-percent juice does not count as a fruit serving. Fact: One eight-ounce glass of Pure Premium orange juice provides two fruit servings.</p> <p>Myth: Children who drink juice are less healthy than those who don’t. Fact: NHANES data say those who drink fruit juice tend to have more nutritious diets than those who don’t, plus drinking juice daily is linked to consuming more servings of total whole fruit.</p> <p>1. In the article, <i>Want to Increase Your Nutrient Intake? Pour a Glass of OJ</i>, which of the following is NOT a source used by the author to provide supporting evidence for the claims presented in the text?</p> <p>A. The National Fruit and Vegetable Alliance B. The FDA C. The Council for Citrus Consumption D. NHANES</p> <p>ANSWER: C</p>
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Reporting Category	Writing
Standard	Text Types and Purposes
Benchmark Number	LACC.7.W.1.1e
Benchmark	Provide a concluding statement or section that follows from and supports the argument presented.
Also Assesses	LACC.7.W.1.1, LACC.7W.1.1c
Item Types	Multiple Choice, Extended Response
Most Appropriate Cognitive Complexity Level for Assessing	Moderate, High
Benchmark Clarification	Student should be able to determine correct words choice to demonstrate understanding of the presented claim/counterclaim and create a conclusion for the presented article, maintaining the style, audience, and voice as the original article
Content Focus	Textual analysis of informational text, identification of claims/counterclaims, determining opinion versus fact, providing evidence, writing persuasively, using proper textual citation and format
Content Limits	Grade level text containing relevant identifiable details obtainable by students through presented text
Text Attributes	Informational text
Distractor Attributes	None Specified

<p>Sample Item</p>	<p>Want to Increase Your Nutrient Intake? Pour a Glass of OJ</p> <p>(NewsUSA) – To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted.</p> <p>Dietary Guidelines from 2010 pointed out an overweight, nutrient-challenged population whose downfall is somewhat anticlimactic: a lack of fruits and vegetables. But, the reality is alarming.</p> <p>The National Fruit and Vegetable Alliance reports that 88 percent of children do not eat the suggested amount of fruit. Only eight percent of individuals even eat enough fruit to achieve daily goals.</p> <p>One easy way to get more fruit in your diet — and the nutrients that go with it — is to carve out a 15-minute window for a quick breakfast. Even something as small as a piece of fruit, oatmeal and a glass of orange juice will improve your vitamin and nutrient intake.</p> <p>According to an article in the Journal of the Academy of Nutrition and Dietetics, kids and adults who eat breakfast tend to get more key vitamins than people who skip it. In addition to eating fruit, drinking 100-percent fruit juice, can help Americans reach daily fruit and nutrient recommendations.</p> <p>Since OJ is one of the most nutrient-dense juices, it’s a great source for nutrients like vitamin C, vitamin B6 and potassium. Although orange juice has a day’s supply of vitamin C and two servings of fruit, it doesn’t only support a healthy immune system. Potassium plays an active role in heart health, and the B vitamin folate helps with cell development — which is especially important for pregnant women.</p> <p>Drinking OJ with breakfast can help maintain nerve and muscle function as a result of high thiamin levels. Now, doesn’t that sound like a friend you need in your life? In case you’re hesitant due to old myths about your former BFF, here are some important facts:</p> <p>Myth: 100-percent juice has added sugar. Fact: FDA-certified 100-percent fruit juice has no added sugars or artificial sweeteners.</p> <p>Myth: 100-percent juice does not count as a fruit serving. Fact: One eight-ounce glass of Pure Premium orange juice provides two fruit servings.</p> <p>Myth: Children who drink juice are less healthy than those who don’t. Fact: NHANES data say those who drink fruit juice tend to have more nutritious diets than those who don’t, plus drinking juice daily is linked to consuming more servings of total whole fruit.</p> <p>1. Using the text, <i>Want to increase your nutrient intake?</i>, compose a conclusion to the article that summarizes the presented claims/counterclaims, maintaining the author's style, audience, and voice.</p>
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Reporting Category	Writing
Standard	Drafting
Benchmark Number	LACC.7.W.2.4
Benchmark	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
Also Assesses	LACC.7.W.1.1, LACC.7.W.2.5
Item Types	Performance Based Assessment
Most Appropriate Cognitive Complexity Level for Assessing	Moderate, High
Benchmark Clarification	Students will develop a portfolio including polished pieces of writing incorporating evidence of techniques that work to explain or persuade an audience to a specific purpose or theme. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process.
Content Focus	Descriptive language; grammar; structure. Evidence of Planning, Editing, and Revising
Content Limits	Grammar elements including but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well representative of the objectives or they may provide multiple pieces that demonstrate different components.
Text Attributes	None Specified
Distractor Attributes	None Specified.

<p>Sample Item</p>	<p>Students will write about an influential person who has inspired them and tell how that person has impacted their life.</p> <p>General Scoring Guide</p> <p>5 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, and demonstrate an effective control of language.</p> <p>4 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, and demonstrate an adequate control of language.</p> <p>3 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language.</p> <p>2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate control of language</p> <p>1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these essays lack a defined organizational structure, lack appropriate evidence and support, and demonstrate an ineffective control of language.</p> <p>0 – Student did not provide a response.</p>
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Reporting Category	Writing
Standard	Drafting
Benchmark Number	LACC.7.W.2.5
Benchmark	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Also Assesses	LACC.7.W.1.1
Item Types	Portfolio
Most Appropriate Cognitive Complexity Level for Assessing	Moderate, High Complexity
Benchmark Clarification	Students will develop a portfolio including polished pieces of writing incorporating evidence of techniques that work to explain or persuade an audience to a specific purpose or theme. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization with evidence of a clearly identified problem and/or conflict. It should also reflect student development of clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process.
Content Focus	Descriptive language; grammar; structure. Evidence of Planning, Editing, and Revising
Content Limits	Grammar Elements including but not limited to the following: Sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well Representative of the objectives or they may provide multiple pieces that demonstrate different components. If student chooses to submit multiple pieces, each selection should be labeled with which aspect it is being scored for such as but not limited to the following: structure, dialogue, or syntax. Final draft should be typed. The submission should also include a reflection on what the student has learned about his or her writing through the writing process. Final reflection should be no more than 500 words and is not included in the original portfolio word count.
Text Attributes	None Specified
Distractor Attributes	None Specified

<p>Sample Item</p>	<p>Portfolio items will include two (2) individual pieces of work to represent the whole ability of the writer; planning stage can be represented in the form of an outline, concept map, character outline, conference notes from peer group planning discussion; Revision and editing stages can be represented by multiple drafts with notes and reflection attached, peer conference notes with summary.</p> <p>General Scoring Guide</p> <p>5 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, provide a persuasive analysis that addresses the type of essay (argumentative, informative, or narrative), and demonstrate an effective control of language.</p> <p>4 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, provide an analysis that addresses the type of essay (argumentative, informative, or narrative), and demonstrate an adequate control of language.</p> <p>3 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language. While the response provides analysis that addresses the type of essay (argumentative, informative, or narrative), the analysis may be less complete than the four and five (4-5) essays.</p> <p>2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate control of language. The response fails to address the type of essay (argumentative, informative, or narrative) and does not provide adequate analysis.</p> <p>1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these essays lack a defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis, and demonstrate an ineffective control of language.</p> <p>0 – Student did not provide a response.</p>
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