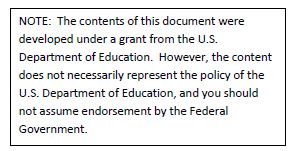
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| **central florida assessment collaborative** |
| Individual Test Item Specifications |
| M/J Journalism 1 |
| 2013 |



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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 Florida Standards. 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.

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.

**Benchmark**

Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

LAFS.910.W.2

**Reporting Category**

Writing

**Grade Level**

Grades 9-10

**Subject Area**

Language Arts

**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** | Speaking and Listening |
| **Standard** | Comprehension and Collaboration |
| **Benchmark Number** | LAFS.6.SL.1.2 |
| **Benchmark** | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | The student will properly integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating how it contributes to the topic, text, or issue. |
| **Content Focus** | Items will focus on the students’ ability to integrate multiple sources of information and the students’ ability to explain how it contributes to the topic, text, or issue. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Maria was interviewing the senior class president for an article on instituting a school-wide dress code policy. During the interview, the senior class president made the following statement.  “Like most students, I feel that we need a dress code policy. We want to end bullying. We want to end the isolation that some students feel. Haven’t you ever felt like not coming to school because you didn’t have the right outfit to wear? We have all felt that way at one time or another. A dress code policy is the way to go.”  What was the class president’s purpose for making the statement?   1. to educate 2. to entertain 3. to motivate 4. to persuade   **Answer: D** |

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| **Reporting Category** | Speaking and Listening |
| **Standard** | Comprehension and Collaboration |
| **Benchmark Number** | LAFS.6.SL.1.3 |
| **Benchmark** | Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | Students will be able identify and list a speaker’s argument and specific claims while distinguishing between claims that are reasonable/logical and those that are not. |
| **Content Focus** | Items will focus on identifying fallacious and distorted evidence, evaluating a speaker’s use of rhetorical techniques, and evaluating a speaker’s overall point of view and premises. |
| **Content Limits** | Items will be limited to delineating a speaker’s argument and specific claims. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Carlos interviewed several students for an article in the school newspaper. The article is about Mrs. Dalton’s Algebra class. He gathered many quotations and has to sort through them. He is trying to determine which claims about Mrs. Dalton’s Algebra class are reasonable.  Which one of the four quotations below has a reasonable claim and reason?   1. I loved Mrs. Dalton’s class. It is a great class. Everyone loves it. 2. Mrs. Dalton’s class is horrible. Mrs. Dalton is scary looking, and she never cuts her nails. 3. Mrs. Dalton’s class is horrible. I took her class with five of my friends, and we all disliked it. 4. I think Mrs. Dalton’s class is okay. Even though the class was difficult, I learned a great deal.   **Answer: D** |

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| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.1 |
| **Benchmark** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Ensure that pronouns are in the proper case (subjective, objective, possessive). 2. Use intensive pronouns (e.g., *myself, ourselves*). 3. Recognize and correct inappropriate shifts in pronoun number and person. 4. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). 5. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| **Also Assesses** | LAFS.6.L.1.2 |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | Student will be able to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **Content Focus** | Items will focus on the use of the conventions of standard English grammar and usage to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. |
| **Content Limits** | The content of the items will be limited to the use of the conventions of standard English grammar and usage to enable students to develop fundamental skills in the production of journalism across print, multimedia, web, and broadcast/radio platforms and to become aware of journalism history, careers, ethics use, and management techniques related to the production of journalistic media. |

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| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors in the conventions of standard English grammar and usage when writing or speaking. Distractors may also include common student errors. |
| **Sample Item** | Susan and Mathew are in Mrs. Smith’s journalism course. They are in the process of writing a news report for the school newspaper on the recent warehouse fire. They are struggling with the sentence below.  **Fire Marshall Smith from the Lakeville fire department reported that the**  **fire was not an electrical fire; and, no further information will be made available until all of the evidence is collected and examined.**  What changes, if any, should be made to the sentence to correct errors in grammar and usage?   1. Fire Marshall Smith from the Lakeville Fire Department reported that the fire was not an electrical fire; and, no further information will be made available until all of the evidence is collected and examined. 2. Fire Marshall Smith from the Lakeville fire department reported that the fire was not an electrical fire, and, no further information will be made available until all of the evidence is collected and examined. 3. Fire Marshall Smith from the Lakeville Fire Department reported that the fire was not an electrical fire, and no further information will be made available until all of the evidence is collected and examined. 4. No change is necessary.   **Answer: C** |

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| **Reporting Category** | Language |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.2 |
| **Benchmark** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. 2. Spell correctly. |
| **Also Assesses** | LAFS.6.L.1.2 |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | Student will be able to demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
| **Content Focus** | Items will focus on the conventions of standard English grammar and usage pertaining to capitalization, punctuation, and spelling. |
| **Content Limits** | Items will be limited to the conventions of standard English for capitalization, punctuation, and spelling. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors in capitalization, punctuation, and spelling. Distractors may also include common student errors (i.e. commonly confused words, capitalization of proper nouns, punctuation for the four sentences types). |
| **Sample Item** | Lucille is the copy editor for the school newspaper. She is unsure about the sentence below.  **Mrs. Jones was not happy that Larry moved her stationary without permission; it was not an issue accept Larry did not remember where he placed it.**  What changes, if any, should be made to correct any errors?   1. Mrs. Jones was not happy that Larry moved her stationery without permission; it was not an issue accept Larry did not remember where he placed it. 2. Mrs. Jones was not happy that Larry moved her stationary without permission; it was not an issue except Larry did not remember where he placed it. 3. Mrs. Jones was not happy that Larry moved her stationery without permission; it was not an issue except Larry did not remember where he placed it. 4. No change is necessary.   **Answer: C** |

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| **Reporting Category** | Reading Literature |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.6.RL.1.2 |
| **Benchmark** | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark**  **Clarification** | Students will be able to determining the theme or central idea of a text by examining the details.  Students will be able to summarize the theme or central idea of a text without including personal opinions or judgments. |
| **Content Focus** | Items will focus on determining the theme or central idea of a text and summarizing it without including personal opinions or judgments. |
| **Content Limits** | The contents of the items will be limited to determining a summarizing the theme or central idea of a text. |
| **Text 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.  Selections may contain, but are not limited to, poetry, Constitutional documents, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors may include, but are not limited to, details that do not support the theme or central idea, incorrectly interpretations of the theme or central idea, incorrect relationships between the theme and the plot or characters, and plausible but incorrect summary statements. |

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| **Sample Item** | **Frederick Douglas was a former slave and abolitionist. In 1852, he gave a speech commemorating the signing of the Declaration of Independence. This is an excerpt of that speech.**  Mr. President, Friends and Fellow Citizens: He who could address this audience without a quailing sensation has stronger nerves than I have...The fact is, ladies and gentlemen, the distance between this platform and the slave plantation from which I escaped is considerable...That I am here today is, to me, a matter of astonishment as well as of gratitude...  This...is the 4th of July. It is the birthday of your National Independence, and your political freedom...This celebration also marks the beginning of another year of your national life; and reminds you that the Republic of America is now 76 years old...  Fellow Citizens, I am not wanting in respect for the fathers of this republic. The signers of the Declaration of Independence were brave men... The point from which I am compelled to view them is not, certainly, the most favorable; and yet I cannot contemplate their great deeds with less than admiration. They were statesmen, patriots and heroes, and for the good they did, and the principles they contended for, I will unite with you to honor their memory...  But...[y]our high independence only reveals the immeasurable distance between us. The blessings in which you, this day, rejoice, are not enjoyed in common. The rich inheritance of justice, liberty, prosperity and independence, bequeathed by your fathers, is shared by you, not by me... This Fourth [of] July is yours, not mine. You may rejoice, I must mourn...  What, to the American slave, is your 4th of July? I answer: a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your sounds of rejoicing are empty and heartless; your shouts of liberty and equality, hollow mockery... There is not a nation on the earth guilty of practices, more shocking and bloody, than are the people of these United States…  Which statement best summarizes the central idea of Frederick Douglas speech?   1. I am not grateful to be here, and I am ashamed for the founding fathers of America. 2. I am grateful to be here, and my presence here shows that there is no difference between us. 3. The Declaration of Independence ended slavery, and I am happy that there are no reminders of that time in American history. 4. While I am grateful to be here and respect the fathers of this republic, the 4th of July reminds American slaves of the injustice they suffered.   **Answer: D** |

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| **Reporting Category** | Writing |
| **Standard** | Test Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1 |
| **Benchmark** | Write arguments to support claims with clear reasons and relevant evidence.   1. Introduce claim(s) and organize the reasons and evidence clearly. 2. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. 3. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. 4. Establish and maintain a formal style. 5. Provide a concluding statement or section that follows from the argument presented. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Essay Response |
| **Benchmark**  **Clarification** | Students will be able to write arguments to support claims by using valid reasoning and relevant and sufficient evidence. |
| **Content Focus** | Items will focus on students’ ability to write arguments. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, and editorials. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| **Sample Item** | Write an editorial for the school newspaper that details your position on school uniforms. You must use a formal journalistic style and support your position with clear reasons and evidence. |

**General Scoring Guide**

5 – Student response offers a well-focused response to the prompt. These responses address the prompt with an

*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an effective control of *language*.

4 - Student response offers a focused and/or reasonable response to the prompt. These responses have an

organizational structure, provide evidence and support that may be less accurate or convincing than the five

(5) responses, provide an analysis that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an adequate control of language.

3 - Student response demonstrates a partial understanding of the prompt. These responses may have issues with

structure, evidence and support, organization, and language. While the response provides analysis that

addresses the type of assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a

defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate

control of language. The response fails to address the type of assignment (argumentative, informative, or

narrative) and does not provide adequate analysis.

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these assignments lack a

defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis,

and demonstrate an ineffective control of language.

0 – Student did not provide a response.

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.2 |
| **Benchmark** | Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.   1. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. 3. Use appropriate transitions to clarify the relationships among ideas and concepts. 4. Use precise language and domain-specific vocabulary to inform about or explain the topic. 5. Establish and maintain a formal style. 6. Provide a concluding statement or section that follows from the information or explanation presented. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Essay Response |
| **Benchmark**  **Clarification** | Student will be able to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **Content Focus** | Items will focus on organization, writing in a formal journalistic style, research, content reliability, and analysis.  Selected response items will focus on students’ ability to examine, determine, and identify the effective selection of organization, concepts, and information in order to convey complex ideas clearly and accurately. |

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| **Content Limits** | For extended response and essay response items, the writing prompt should be aligned with the curriculum of a Journalism course (i.e. editorials, investigative reports, news articles), be grade appropriate, and of interest to students.  Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may also contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | For selected response items, the distractors should include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Write an investigative report that explains and details the effects of bullying on students. You must include quotations from two sources and provide at least one graphic that supports your ideas. |

**General Scoring Guide**

5 – Student response offers a well-focused response to the prompt. These responses address the prompt with an

*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an effective control of *language*.

4 - Student response offers a focused and/or reasonable response to the prompt. These responses have an

organizational structure, provide evidence and support that may be less accurate or convincing than the five

(5) responses, provide an analysis that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an adequate control of language.

3 - Student response demonstrates a partial understanding of the prompt. These responses may have issues with

structure, evidence and support, organization, and language. While the response provides analysis that

addresses the type of assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a

defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate

control of language. The response fails to address the type of assignment (argumentative, informative, or

narrative) and does not provide adequate analysis.

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these assignments lack a

defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis,

and demonstrate an ineffective control of language.

0 – Student did not provide a response.

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| **Reporting Category** | Writing |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.3 |
| **Benchmark** | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.   1. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. 2. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. 3. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. 4. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. 5. Provide a conclusion that follows from the narrated experiences or events. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Essay Response |
| **Benchmark**  **Clarification** | Student will be able to write narratives to develop experiences or events. |
| **Content Focus** | Extended Response and Essay Response items will focus on the students’ ability to develop narratives specific to a Journalism course.  Selected Response and Short Answer items will focus on the students’ ability to utilize effective techniques, descriptive detail, and organization.  Selected Response and Short Answer items will also focus on the students’ ability to engage a reader, use a variety of transition words, phrases, and clauses to convey meaning. |
| **Content Limits** | None Specified |

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| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | For selected response items, the distractors should include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Narrative Journalism Assignment  Select a person that you consider a hero. Write a 2-3 page narrative that details this person’s heroism.  Your narrative must have a setting, characters, action that unfolds over time, and a theme. |

**General Scoring Guide**

5 – Student response offers a well-focused response to the prompt. These responses address the prompt with an

*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an effective control of *language*.

4 - Student response offers a focused and/or reasonable response to the prompt. These responses have an

organizational structure, provide evidence and support that may be less accurate or convincing than the five

(5) responses, provide an analysis that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an adequate control of language.

3 - Student response demonstrates a partial understanding of the prompt. These responses may have issues with

structure, evidence and support, organization, and language. While the response provides analysis that

addresses the type of assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a

defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate

control of language. The response fails to address the type of assignment (argumentative, informative, or

narrative) and does not provide adequate analysis.

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these assignments lack a

defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis,

and demonstrate an ineffective control of language.

0 – Student did not provide a response.

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| **Reporting Category** | Reading Literature |
| **Standard** | Craft and Structure |
| **Benchmark Number** | LAFS.6.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 a specific word choice on meaning and tone. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark Clarification** | Student will be able to determine the meaning of words and phrases from context clues. |
| **Content Focus** | Items will focus on the use of context clues to understand words and phrases.  Items will also focus on determining how figurative and connotative meanings affect meaning. |
| **Content Limits** | Items will be limited to determining the meaning of words and phrases.  Items should not focus on students’ ability to determine the theme or central idea of a text. |
| **Text 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.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| **Sample Item** | Sergio is writing an article in Mrs. Brainey’s Journalism class for the school newspaper. The article is on the Declaration of Independence. He is having trouble determining the meaning the sentences below.    When in the Course of human events, it becomes necessary for one people to ***dissolve the political bands*** which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.  What does the phrase “dissolve the political bands” mean?   1. solidify the bands 2. solidify the relationships 3. suspend the relationships 4. turn the bands to liquid   **Answer: C**   |  |  |  |  | | --- | --- | --- | --- | |  |  |  |  | |  |  |  |  | |

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| **Reporting Category** | Health Literacy Concepts |
| **Standard** | Internal and External Influence |
| **Benchmark Number** | HE.6.C.2.5 |
| **Benchmark** | Examine how media influences peer and community health behaviors. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Essay Response |
| **Benchmark**  **Clarification** | Students will be able to examine and determine how the media influences peer and community health behaviors. |
| **Content Focus** | Items will focus on how the media influences health behaviors. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may also contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to.  Media types include, but are not limited to, newspapers, magazines, commercials, and radio interviews. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Write an essay in which you examine how the media influences health behaviors.  You may consider one of the following prompts:   1. Write an essay in which you examine the impact that the media has on women. 2. Write an essay in which you examine the impact that the media has on women. 3. Media influence on health behaviors can be good or bad. Write an essay in which you examine the good and bad influences that the media has on health behaviors. Be sure to develop each point fully. |

**General Scoring Guide**

5 – Student essay offers a well-focused response to the prompt. These essay address the prompt with an

*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an effective control of *language*.

4 - Student essay offers a focused and/or reasonable response to the prompt. These essay have an

organizational structure, provide evidence and support that may be less accurate or convincing than the five

(5) responses, provide an analysis that addresses the type of essay (argumentative, informative, or

narrative), and demonstrate an adequate control of language.

3 - Student response demonstrates a partial understanding of the prompt. These responses may have issues with

structure, evidence and support, organization, and language. While the response provides analysis that

addresses the type of essay (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a

defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate

control of language. The response fails to address the type of essay (argumentative, informative, or

narrative) and does not provide adequate analysis.

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these assignments lack a

defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis,

and demonstrate an ineffective control of language.

0 – Student did not provide a response.

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| **Reporting Category** | Language |
| **Standard** | Knowledge of Language |
| **Benchmark Number** | LAFS.6.L.2.3 |
| **Benchmark** | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   1. Vary sentence patterns for meaning, reader/listener interest, and style 2. Maintain consistency in style and tone. |
| **Also Assesses** | LAFS.6.L.3.5 |
| **Item Types** | Selected Response, Short Response, Selected Response, Essay Response |
| **Benchmark Clarification** | The students will understand how language functions in context and be able to make effective choices in vocabulary and language to affect meaning and style. |
| **Content Focus** | Items will focus on the students’ understanding of how language functions in context and how students can make effective choices in vocabulary and language to affect meaning and style. |
| **Content Limits** | Items will include but not be limited to how language functions to affect context, connotation, and denotation. |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may also contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Trisha is reviewing the following sentence for an article in the school newspaper. She is concerned about errors.  **Driving in a reckless manner, the deer was struck.**  What revisions, if any, should be made to the sentence?     1. The struck deer was driving in a reckless manner. 2. The deer was struck, driving in a reckless manner. 3. The motorist while driving in a reckless manner struck the deer. 4. No change is necessary.   **Answer: C** |

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| **Reporting Category** | Speaking and Listening |
| **Standard** | Presentation of Knowledge and Ideas |
| **Benchmark Number** | LAFS.6.SL.2.4 |
| **Benchmark** | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. |
| **Also Assesses** | LAFS.6.SL.2.5, LAFS.6.SL.2.6 |
| **Item Types** | Selected Response, Short Response, Extended Response, Essay Response |
| **Benchmark**  **Clarification** | Students will be able to present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning. |
| **Content Focus** | Items will focus on the presentation of information, findings, and supporting evidence to convey a clear and distinct perspective. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Selections may contain, but are not limited to, research papers, news articles, speeches, investigative reports, and editorials.  Selections may contain, but are not limited to, political campaign materials, transcripts of news reports, web-based articles, and other expository texts that journalism students might be exposed to. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Write an editorial for the school newspaper on a recent school-board proposal to ban schools from selling junk food. You must maintain a formal journalistic and follow the guidelines in the Associated Stylebook.  Your editorial must   * introduce the controversy * present ideas in logical order * present facts and details to support your ideas * review the central ideas during the conclusion |

**General Scoring Guide**

5 – Student response offers a well-focused response to the prompt. These responses address the prompt with an

*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an effective control of *language*.

4 - Student response offers a focused and/or reasonable response to the prompt. These responses have an

organizational structure, provide evidence and support that may be less accurate or convincing than the five

(5) responses, provide an analysis that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an adequate control of language.

3 - Student response demonstrates a partial understanding of the prompt. These responses may have issues with

structure, evidence and support, organization, and language. While the response provides analysis that

addresses the type of assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a

defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate

control of language. The response fails to address the type of assignment (argumentative, informative, or

narrative) and does not provide adequate analysis.

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these assignments lack a

defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis,

and demonstrate an ineffective control of language.

0 – Student did not provide a response.

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| **Reporting Category** | Speaking and Listening |
| **Standard** | Presentation of Knowledge and Ideas |
| **Benchmark Number** | LAFS.6.SL.2.6 |
| **Benchmark** | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Performance Based Assessment |
| **Benchmark Clarification** | Students will be able to adapt speech when appropriate to fit purpose and audience, using formal or informal speech as indicated. |
| **Content Focus** | Item will focus on speech suited to a variety of tasks and contexts, demonstrating command of diction appropriate to the situation. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction.  Audio recordings, multimedia and visuals might also be used. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| **Sample Item** | Diane is writing an e-mail to her editor, and she is unsure how to proceed. The editor is a close friend, and she does not want to offend her. She also does not want to give the impression that she is taking advantage of their friendship. So, she wants the e-mail to be formal.  Which e-mail is best given the situation?   1. Linda, how are you girl? I am sorry about my absences. I don’t want HR in my business, so I hope you don’t need any documentation. 2. Linda, as you know, I have been sick as a dog lately. My illness is extremely private, and I want it to remain that way. I just wanted to let you know that I was sick for a very good reason. 3. Mrs. Thompson, how are you? I want you to know that my absence from work for the last three days was due to a serious illness. I wouldn’t miss work unless it was serious. Thankfully, I am back from the dead. I want the matter to remain private, so I won’t provide documentation unless required. 4. Mrs. Thompson, I want you to know that my absence from work for the last three days was due to a serious illness. It is an extremely private matter. While I would like the matter to remain private, I will provide you with documentation if you should still require it.   **Answer: D** |

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| **Reporting Category** | Writing |
| **Standard** | Production and Distribution of Writing |
| **Benchmark Number** | LAFS.6.W.2.4 |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Performance Based Assessment, Portfolio Assessment |
| **Benchmark Clarification** | Students will develop and organize writing appropriate to audience, purpose and task, using clear and coherent style techniques. |
| **Content Focus** | Item will focus on writing for intended task, purpose and audience that is developed according to appropriate structure and style. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Your school is considering removing junk food off the lunch menu. Write an editorial for or against the idea of eliminating junk foods from the lunch menu.  You must include quotations from two sources. You may use primary and secondary sources. You may interview teachers, students, parents, and administrators. You must use a formal journalistic tone and adhere to the conventions of journalism in the AP Stylebook. |

**General Scoring Guide**

5 – Student response offers a well-focused response to the prompt. These responses address the prompt with an

*accurate thesis*, have a *defined organizational structure*, provide *evidence and support* where appropriate,

provide a *persuasive analysis* that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an effective control of *language*.

4 - Student response offers a focused and/or reasonable response to the prompt. These responses have an

organizational structure, provide evidence and support that may be less accurate or convincing than the five

(5) responses, provide an analysis that addresses the type of assignment (argumentative, informative, or

narrative), and demonstrate an adequate control of language.

3 - Student response demonstrates a partial understanding of the prompt. These responses may have issues with

structure, evidence and support, organization, and language. While the response provides analysis that

addresses the type of assignment (argumentative, informative, or narrative), the analysis may be less

complete than the four and five (4-5) responses.

2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a

defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate

control of language. The response fails to address the type of assignment (argumentative, informative, or

narrative) and does not provide adequate analysis.

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these assignments lack a

defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis,

and demonstrate an ineffective control of language.

0 – Student did not provide a response.

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| **Reporting Category** | Writing |
| **Standard** | Production and Distribution of Writing |
| **Benchmark Number** | LAFS.6.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. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Portfolio Assessment |
| **Benchmark Clarification** | Students will strengthen writing through peer interaction and revising or rewriting as needed. |
| **Content Focus** | Item focus will be on planning, revising, editing and rewriting to improve outcome. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |

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| **Sample Item** | Carl is in Mrs. Knowles Journalism class. He is the copy-editor for the school newspaper, and the class is working on a news story. Mrs. Knowles approaches him and gives him a paper with the following sentence. She smiles and tells him, “There are three problems with the sentence. You might want to review for spelling, capitalization, and sentence structure.”  **While I was conscience of my error, I was near uncle Joe’s house; and, I was not going to let the problem get the best of me.**  Which of the following corrects all errors in spelling, capitalization, and sentence structure?   1. While I was conscious of my error, I was near Uncle Joe’s house, and I was not going to let the problem get the best of me. 2. While I was conscious of my error, I was near uncle Joe’s house, and, I was not going too let the problem get the best of me. 3. While I was conscience of my error, I was near uncle Joe’s house, and I was not going too let the problem get the best of me. 4. While I was conscience of my error, I was near Uncle Joe’s house, and, I was not going to let the problem get the best of me.   **Answer: A** |

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| **Reporting Category** | Reading Standards for Informational Text |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.6.RI.3.7 |
| **Benchmark** | Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as words to develop a coherent understanding of a topic or issue. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | Students will use supplemental media formats to better comprehend a topic. |
| **Content Focus** | Item will focus on supplementing information learned from a text with information found in another representation. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be informational or non-fiction.  Text may include different formats such as visual or multimedia. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors.  Distractors may include, but are not limited to  −− inaccurate integration of information in different media or formats;  −− incorrectly identifying information in a graph, diagram, or other visual  representation that supplements information in a text;  −− incorrectly identifying similarities or differences between a written text  and information provided in another medium;  −− inaccurately analyzing the effect of portraying the information in various  forms;  −− incorrectly or unconvincingly identifying advantages or disadvantages  of different media. |
| **Sample Item** | Constructed Response Item  Choices. Choices. There are countless options of what souvenirs to bring home from summer vacations. The National Pest Management Association (NPMA) lightheartedly recommends opting for tchotchkes or t-shirts and not bed bugs.  "Summer is prime time for bed bugs," notes Missy Henriksen, vice president of public affairs for NPMA. According to a recent survey, Bugs Without Borders, by NPMA and the University of Kentucky, nearly half of respondents in the pest management industry suggest infestations occur most often in the warmest months. Henriksen suggests, "Since people tend to travel more and enjoy added leisurely pastimes during the summer months, it's likely a greater number of people unknowingly transport the bugs home from their travels and recreational excursions." Travelers should be vigilant in protecting themselves. Before settling into a hotel room, inspect in and around the bed for bed bugs. Keep suitcases off the ground, and don't put them on the bed. Store luggage in plastic bags. When returning home, wash and dry all clothes on hot cycles.  webmd_rf_photo_of_bedbugs_on_mattress.jpg  Pictured: Zoomed in shot of bed bugs on a mattress.  How does the picture help readers understand the information presented in the article? |

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| **Scoring Rubric** | |
| 2 | Work demonstrates a **clear and complete** understanding of the concept and/or procedures required by the task. Appropriate strategy is shown with clear and complete explanations and interpretations. |
| 1 | Response demonstrates a **partial** understanding of the concepts and/or procedures. Appropriate strategy is shown, but explanation or interpretation has minor flaws.  OR  Response is incorrect because of calculation errors. Work and strategy indicate a **clear** understanding of the concepts and/or procedures required by the task. |
| 0 | Response is irrelevant, inappropriate, or not provided. |

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| **Reporting Category** | Reading Standards for Informational Text |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.6.RI.3.8 |
| **Benchmark** | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Essay Response |
| **Benchmark Clarification** | Students will be able to trace an argument or specified claims in a text and determine if claims are supported by reasons/evidence. |
| **Content Focus** | Item will focus on argumentative or persuasive text in which evidence does or does not support the argument presented. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate and informational. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. Among these are incorrect rationale as support for a claim, incorrectly interpreting the logic of an argument/claim, or misidentifying claims and support for an argument. |

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| **Sample Item** | Summer: 15 Days or 2 1/2 Months?  The final bell rings. It’s the last day of school, and summer has finally come! Students don’t have to think about school for at least another 2 1/2 months. That is the way it should always be. Schools should continue using the traditional calendar and not a year-round schedule. There are numerous downsides to year-round schooling. It has no positive effects on education, it adds to costs, and it disrupts the long-awaited summer vacation.  Contrary to the well-accepted belief, year-round schooling has no constructive impact on education. Most year-round schedules use the 45-15 method: 45 days of school followed by 15 days off. Because of this, there are many first and last days of school. All those transitions disrupt the learning process. Also, there is no evidence of higher test scores. Due to that, many schools that change to year-round schedules end up switching back. For example, since 1980, 95 percent of schools that tried the year-round schedule changed back to a traditional calendar. It is obvious that changing to year-round schooling does not help students; therefore, why is the change necessary?  Which of the following statements is ***not*** evidence for the argument presented in the essay above?  A. There are numerous downsides to year-round schooling.  B. Most year-round schedules use the 45-15 method: 45 days of school followed by 15 days off.  C. Because of this, there are many first and last days of school. All those transitions disrupt the learning process.  D. For example, since 1980, 95 percent of schools that tried the year-round schedule changed back to a traditional calendar.  **Answer: A** |

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| **Reporting Category** | Writing |
| **Standard** | Research to Build and Present Knowledge |
| **Benchmark Number** | LAFS.6.W.3.8 |
| **Benchmark** | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response, Portfolio Assessment |
| **Benchmark**  **Clarification** | Students will research information from multiple resources (e.g., print or digital), assess the credibility of each source, and quote or paraphrase according to proper formatting of citations to avoid plagiarism. |
| **Content Focus** | Item will focus on gathering information from multiple texts, evaluating each source for reliability and citing sources when necessary. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Mathew is writing a research paper on Joan of Arc, and her victories for the French army during the Hundred Years’ War.  Which source would have the most relevant and credible information?   1. a 2012 research article by Thomas Farley, a scholar and historian 2. Mark Twain’s 1896 fictional biography *Personal Recollections of Loan of Arc* 3. An 1876 newspaper review of Joan of Arc’s life written by an unknown author 4. an online forum by Samantha Jules, Joan of Arc’s most famous follower who has been studying Joan of Arc for twenty years   **Answer: A** |

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| **Reporting Category** | Writing |
| **Standard** | Research to Build and Present Knowledge |
| **Benchmark Number** | LAFS.6.W.3.9 |
| **Benchmark** | Draw evidence from literary or informational texts to support analysis, reflection and research.  a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”)  b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.”) |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response, Extended Response |
| **Benchmark Clarification** | Students will draw on evidence form informational texts to support analysis reflection, and research in order to improve argument. |
| **Content Focus** | Item will focus on using evidence form nonfiction or informational text to support research and analysis. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be informational or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | **“Lots Of Room For Zero-G Fun” On New Commercial Spacecraft**  SEPTEMBER 8, 2013 7:11 PM  More than 500 people—including American actor Ashton Kutcher—will become “astronauts” next year. They have each paid $200,000 for a two-hour flight on SpaceShipTwo. The aircraft will take them very high and very fast—in fact, they will break the sound barrier.  A British company called Virgin Galactic, which is owned by a well-known and famously daring billionaire named Sir Richard Branson, tested its new aircraft last week.  During the test, the spacecraft flew 69,000 feet high over the Mojave Desert, in the U.S. SpaceShipTwo will take passengers, six at a time, into the atmosphere at 2,500 miles per hour—more than three times the speed of sound. Passengers will experience a lack of gravity. During the flight they’ll be able to leave their seat and do a mid-air summersault, according to Virgin’s website.  “SpaceShipTwo’s cabin will have lots of room for zero g fun,” the website says. (Zero g means “no gravity.”) The airline says it expects to sell at least 600 tickets in its first two years.  The first flights are scheduled for 2014.  **Take a Trip That's Out of This World** by Jennifer Plum Auvil  Who says the sky has to be the limit when it comes to travel? Push the boundaries of conventional travel with an extraordinary vacation experience beyond Earth. A new kind of space race is on as private companies seek to be the first to launch private Citizens into outer space in the elusive space tourism sector.  **Virgin Galactic**  Sir Richard Branson invites you to book your place in space aboard a Virgin Galactic VSS Enterprise. Passengers must pay a steep $200,000 to don a modern spacesuit and join a crew on a manned journey beyond the outer edges of our atmosphere. After crossing the threshold into space, travelers can experience the weightlessness of zero-gravity while gazing back down to Earth. And while flights aren’t ready for take-off immediately, travelers may add their name to a waiting list along with a $20,000 deposit. In October 2010, Virgin Galactic made great strides in space tourism when completing a successful free flight from a mother ship at an altitude of 45,000 feet and landing in Mojave, CA.  **Space Adventures**  Space Adventures team up with Boeing to offer commercial spaceflight options to private citizens seeking to reach Earth’s orbit. This forward-thinking company plans to bring along private citizens for a lunar mission to circumnavigate the moon and the opportunity to train for a combined spaceflight and spacewalk, a unique celebration of history that most of us can only ever experience in film, books, museums, games or simulators. Space Adventures has already sent 7 private citizens to the International Space Station for a steep cost (nearly $40 million a person), but if all goes as planned, Space Adventures and Boeing will be ready to shuttle the starry-eyed masses aboard a space taxi as early as 2016.  What evidence in the above articles points to commercial space travel becoming a popular activity for the rich?  A. Both articles mention the speed at which the space-craft will travel, and it is very fast.  B. Both articles mention that space travel tourism will become a reality in the next two years.  C. Both articles mention the cost of the space flights, which is very high for a short flight or a longer vacation.  D. Both articles mention that private citizens will be making these flights, so governments will no longer control space exploration.  **Answer: C** |

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| **Reporting Category** | Language Standards |
| **Standard** | Vocabulary Acquisition and Use |
| **Benchmark Number** | LAFS.6.L.3.4 |
| **Benchmark** | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexible from a range of strategies.  a. Use content (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clued to the meaning of the word or phrase.  b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible).*  c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark Clarification** | Students will ascertain the meaning of unknown words or phrases within grade appropriate text, use context clues to determine the clued meaning of the word or phrase, or consult reference materials to determine the meaning of unknown or un-context based words, affixes or root words. |
| **Content Focus** | Items will focus students being able to utilize a range of strategies to determine or clarify the meaning of unknown and multiple-meaning words and phrases. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | It all seemed so exciting to me. I was finally doing something that I loved. My trip to this wonderful new land was a dream. This entire week has been quite an ***endeavor***.  Which word most accurately represents the meaning of the word ***endeavor***?   1. attempt 2. effort 3. journey 4. treatment   **Answer: C** |

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| **Reporting Category** | Language Standards |
| **Standard** | Vocabulary Acquisition and Use |
| **Benchmark Number** | LAFS.6.L.3.5 |
| **Benchmark** | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  a. Interpret figures of speech (e.g., personification) in context.  b. Use the relationship between particular words (e.g., cause/effect, part/whole, item category) to better understand each of the words.  c. Distinguish among the connotations (associations) of words with similar dentations (definitions) (e.g. *stingy, scrimping, economical, unwasteful, thrifty*). |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Response |
| **Benchmark Clarification** | Students will demonstrate knowledge of figurative language and word relationships; distinguish between denotative and connotative word meanings. |
| **Content Focus** | Item will focus on students interpreting figures of speech and use of contest clues to understand words in context. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | “This generation of soldiers, sailors, airmen, Marines, and Coast Guardsmen have volunteered in the time of certain danger. They are part of the finest fighting force that the world has ever known. They have served tour after tour of duty in distant, different, and difficult places...They are men and women -- white, black, and brown -- of all faiths and all stations -- all Americans, serving together to protect our people, while giving others half a world away the chance to lead a better life....In today’s wars, there's not always a simple ceremony that signals our troops’ success -- no surrender papers to be signed, or capital to be claimed...."  -- Barack Obama, Fort Hood Memorial Service Speech  In the above speech by President Obama, he uses a figure of speech to emphasize his main point.  What type of figurative language is used in the last sentence of the speech?  A. personification through the phrase “In today’s wars”  B. alliteration through the repetition of the “S” sound at the start of several words.  C. metaphor in stating that “They are part of the finest fighting force that the world has ever known.”  D. hyperbole in stating that “This generation of soldiers…have volunteered in the time of certain danger.”  **Answer: B** |

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| **Reporting Category** | Language Standards |
| **Standard** | Vocabulary Acquisition and Use |
| **Benchmark Number** | LAFS.6.L.3.6 |
| **Benchmark** | Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | Students will find and acquire knowledge of new words or phrases in grade appropriate texts when the word in essential to comprehension. |
| **Content Focus** | Items will focus on passages embedded with vocabulary defined by context clues and other vocabulary acquisition techniques. |
| **Content Limits** | None Specified |
| **Text Attributes** | Text must be grade level appropriate. Text may be literary or informational. Texts may be fiction or non-fiction. |
| **Distractor Attributes** | Distractors will include, but not be limited to, plausible but clearly incorrect errors. Distractors may also include common student errors. |
| **Sample Item** | Is your dog bad to the bone? Does your sweet Jack Russel guard all doors from intruders -- friends and family included? Or is it your Boxer puppy that won't stop shredding socks and underwear? Some of the cutest pooches have the worst manners. Whether you're at work or just in another room, their mischievous play may lead to anything from home repairs to staggering vet bills.  Pooches and owners alike can relate to this common problem, and getting the magical, behavioral transformation you've always fantasized about is closer than you think -- pet care authority Camp Bow Wow held a contest, "Bad to The Bone: Camp Bow Wow's Worst Behaved Dog Contest," to discover North America's most ill-mannered dog. The winning pooch received a full year of free services ($3,000 value) at a local Camp or Home Buddies (an in-home care service offered by Camp Bow Wow) of their choice. Most importantly, the winning dog also received free dog training to correct those bad habits.  What meaning does the word *transformation* have in paragraph two of the article above?  A. conversion  B. preservation  C. stagnation  D. unchanging  **Answer: A** |