**CENTRAL FLORIDA ASSESSMENT COLLABORATIVE**

Individual Test Item

Specifications

M/J Library Skills/Info. Literacy

2014

NOTE: The contents of this document were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government.

**Table of Contents**

I. Guide to the Individual Benchmark Specifications ..................................................................... 1

Benchmark Classification System............................................................................................... 1

Definitions of Benchmark Specifications ................................................................................... 3

II. Individual Benchmark Specifications ........................................................................................ 5

**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 | M/J Library Skills/Information Literacy |
| Standard | Key Ideas and Details |
| Benchmark Number | LAFS.6.RI.1.1 |
| Benchmark | Cite textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Identify; Moderate-Apply |
| Benchmark Clarification | Use information and technology ethically and responsibly. |
| Content Focus | Key ideas and details regarding the evaluation of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario related to ethical use and a list of four  pieces of information. Student should select the information that is relevant. |
| Distractor Attributes | None Specified |
| Sample Item | What is the name of the document you signed agreeing to be ethical  and responsible while on the internet?   1. Acceptable Use Policy (AUP) 2. Copyright 3. Freedom of Information Act (FIA) 4. Right to Privacy (RTP)   Answer: A |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Key Ideas and Details |
| Benchmark Number | LAFS.6.RI.1.2 |
| Benchmark | Determine a 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 | Multiple Choice, Extended Response |
| Recommended Cognitive  Complexity Level | Low- Identify; Moderate-Categorize |
| Benchmark Clarification | Students will identify valid sources from a variety of sources. |
| Content Focus | Key ideas and details regarding the usefulness of appropriate  sources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of a realistic situation and a list of four  options. Students should select the appropriate answer. |
| Distractor Attributes | None Specified |
| Sample Item | You are researching the history of space flight, which of the following would be most useful?  A. a memoir written by the child of a former astronaut  B. a NASA website on past space flight  C. a nonfiction book written in 1950  D. a website that report UFO sightings  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Craft and Structure |
| Benchmark Number | LAFS.6.RI.2.4 |
| Benchmark | Determine the meaning of words and phrases as they are used in a  text, including figurative, connotative, and technical meanings. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Identify; Moderate-Apply |
| Benchmark Clarification | Students will evaluate sources for accuracy, validity, and appropriateness for the topic. |
| Content Focus | Craft and structure regarding the evaluation of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assignment and a list of four pieces of information. Student should select the answer that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You have been asked to find a definition of a word. Which of the following is the best resource to use?  A. almanac  B. dictionary  C. encyclopedia  D. online database  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| 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 | Multiple Choice, Extended Response |
| Recommended Cognitive  Complexity Level | Moderate-Distinguish; High-Assess |
| Benchmark Clarification | Students will evaluate research to assess claims that are supported  by reasons and evidence from claims that are not. |
| Content Focus | Integration of knowledge and ideas regarding the evaluation of  resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario and a list of four pieces of  information. Student should select the information that is NOT  relevant. |
| Distractor Attributes | None Specified |

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| Sample Item | Read the following paragraph and select the information that would  help you answer the question: What did Abraham Lincoln accomplish during his presidency?  Abraham Lincoln, the 16th President of the United States, was President during the Civil War. He worked to bring the North and South back together. He set in motion the steps that would lead to the abolition of slavery. He is considered to be one of America’s greatest leaders.  A. Lincoln was assassinated in office.  B. Lincoln worked toward ending slavery.  C. Lincoln was buried in Springfield, Illinois.  D. Lincoln was President during the Civil War.  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Range of Reading and Level of Text Complexity |
| Benchmark Number | LAFS.6.RI.4.10 |
| Benchmark | Read and comprehend literary nonfiction in the grades 6-8 text  complexity band proficiently with scaffolding as needed at the high end of the range. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice , Extended Response |
| Recommended Cognitive  Complexity Level | Low- Identify; Moderate-Apply |
| Benchmark Clarification | Students will apply basic skills in order to use information correctly. |
| Content Focus | Range of reading and level of text complexity to understand the  importance of non-biased information. |
| Content Limits | Text items should be grade appropriate. Text items should be of interest and appropriate for students. |
| Text Attributes | Text should include a scenario and a list of four pieces of  information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Which of the following terms illustrates lack of bias or prejudice?  A. accuracy  B. objectivity  C. scope  D. timely  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Production and Distribution of Writing |
| Benchmark Number | LAFS.6.SL.2.5 |
| Benchmark | Include multimedia components (e.g., graphics, images, music,  sound) and visual displays to clarify information. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Performance |
| Recommended Cognitive  Complexity Level | Moderate-Apply; High-Perform |
| Benchmark Clarification | Students will apply basic skills in order to use information ethically. |
| Content Focus | Production and distribution of writing and ideas regarding the  location and ethical use of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Your final product includes music you have downloaded from Creative Commons Website. The music is licensed attribution, non- commercial. Which of the following can you ethically do?  A. add it to a product you do not plan to sell with credit to author  B. add it to a product you do not plan to sell without credit to author  C. add it to a product you plan to sell  D. add it to a product you plan to sell with credit to author  Answer: A |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Text Types and Purposes |
| Benchmark Number | LAFS.6.W.1.1.b |
| Benchmark | Write arguments to support claims with clear reasons and relevant  evidence. Support claims with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Identify |
| Benchmark Clarification | Students will find appropriate nonfiction sources to answer  questions. |
| Content Focus | Text types and purposes for locating appropriate nonfiction  resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario and a list of four pieces of  information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Which of the following identifies the location of a nonfiction text in  the library?   1. author 2. call Number 3. status 4. title   Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Text Types and Purposes |
| Benchmark Number | LAFS.6.W.1.2.a |
| Benchmark | Write informative/explanatory texts to examine a topic and convey  ideas, concepts, and information through the selection, organization, and analysis of relevant content.  a. 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. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Performance |
| Recommended Cognitive  Complexity Level | Moderate-Break Down, High-Perform |
| Benchmark Clarification | Students will recognize that topics for research need to be evaluated  for relevancy, organized for sequence, and focused to a single, narrowed topic. |
| Content Focus | Text types and purposes regarding the introduction and organization  a topic. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario and a list of four pieces of  information. Student should select the answer that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | From the topics listed below, which has the narrowest focus?  A. Florida  B. Leon County  C. Tallahassee  D. United States  Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Research to Build and Present Knowledge |
| Benchmark Number | LAFS.6.W.3.7 |
| Benchmark | Conduct short research projects to answer a question, drawing on  several sources and refocusing the inquiry when appropriate. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Extended Response, Performance |
| Recommended Cognitive  Complexity Level | Moderate- Apply; High-Assess |
| Benchmark Clarification | Students will recognize that topics for research need to be organized with a viable timeline in place. |
| Content Focus | Research to build and present knowledge regarding how to organize  and research a topic. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four organizational options. Student should select the answer that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Your assignment is to write a report on weather. Which group represents the correct order for completing the report?   1. list what you know, list what you want to know, pick topic, search topic 2. list what you want to know, list what you know, pick topic, search topic 3. pick topic, list what you know, list what you want to know, search topic 4. search topic, list what you want to know, list what you know, pick topic   Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Research to Build and Present Knowledge |
| Benchmark Number | LAFS.6.W.3.8 |
| Benchmark | 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 | Multiple Choice, Extended Response, Performance |
| Recommended Cognitive  Complexity Level | Low- Identify; Moderate Apply; High- Judge |
| Benchmark Clarification | Students will apply responsible and ethical behavior when using the  Internet. |
| Content Focus | Research to build and present knowledge in a responsible and ethical  manner. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of a realistic situation and a list of  four options. Students should select the appropriate answer. |
| Distractor Attributes | None Specified |
| Sample Item | You have posted a photo on a social media site but now you want to remove it. Which of the following is true?  A. The photo can be removed and leave no trace behind.  B. The photo can be removed and no one will be able to access it.  C. The photo could already be on many websites and hard drives.  D. When you delete a photo on your page it is deleted from all pages.  Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Integration of Knowledge and Ideas |
| Benchmark Number | LAFS.68.RH.3.9 |
| Benchmark | Analyze the relationship between a primary and secondary source on  the same topic. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Extended Response |
| Recommended Cognitive  Complexity Level | Low- Identify; Moderate-Distinguish |
| Benchmark Clarification | Students will identify primary sources. |
| Content Focus | Integration of knowledge and ideas regarding the selection of  primary resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You are asked to write a report using primary sources. Which of the following is an example of only primary sources?  A. almanac, encyclopedia, thesaurus  B. biography, historical fiction, photograph  C. letter, diary, photograph  D. letter, periodical, textbook  Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Craft and Structure |
| Benchmark Number | LAFS.68.RST.2.4 |
| Benchmark | Determine the meaning of symbols, key terms, and other domain-  specific words and phrases as they are used in specific scientific or technical context relevant to grades 6-8 texts and topics. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Identify; Moderate-Apply |
| Benchmark Clarification | Determine the meaning of symbols, key terms and other domain  specific words and phrases to locate resources. |
| Content Focus | Craft and Structure regarding the location of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four  pieces of information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You have looked in the Online Public Access Catalog (OPAC) for the book named Flash. Which letter will tell you if your local library has a copy you can check out?  A. author  B. call number  C. status  D. title  Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Text Types and Purposes |
| Benchmark Number | LAFS.7.W.1.1.b |
| Benchmark | Write arguments to support claims with clear reasons and relevant  evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Extended Response |
| Recommended Cognitive  Complexity Level | Moderate-Break Down; High-Assess |
| Benchmark Clarification | Students will identify the correct search terms to narrow a topic. |
| Content Focus | Text types and purposes regarding the use of search terms to narrow  a topic. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four organizational options. Student should select the appropriate answer. |
| Distractor Attributes | None Specified |
| Sample Item | You are writing a paper on African mammals. Which of the following searches would help narrow the topic search?   1. Africa and animals 2. Africa and mammals 3. Africa; not mammals 4. Africa or mammals   Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Production and Distribution of Writing |
| Benchmark Number | LAFS.7.W.2.6 |
| Benchmark | Use technology, including the Internet, to produce and publish  writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Identify; Moderate-Apply |
| Benchmark Clarification | Students will identify information in order to create a bibliography. |
| Content Focus | Production and distribution of writing and ideas regarding the  location of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Where are you most likely to find the copyright information in a  book?   1. in the glossary 2. in the index 3. on the back of the title page 4. on the table of contents   Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Research to Build and Present Knowledge |
| Benchmark Number | LAFS.7.W.3.7 |
| Benchmark | Conduct short research projects to answer a question, drawing on  several sources and generating additional related, focused questions for further research and investigation. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Extended Response |
| Recommended Cognitive  Complexity Level | Low- Recognize; Moderate- Apply |
| Benchmark Clarification | Students will recognize that information needs to come from valid  and appropriate sources. |
| Content Focus | Research to build and present knowledge regarding the evaluation of  sources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four options. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You are doing a research project on climate change. You want to use valid information from experts not opinions of the public. Which of the following would be an example of a valid research site?   1. a blog by a middle school science class 2. a tweet about the hot weather 3. a weather theme chat room on climate change 4. a website by the National Oceanic Atmospheric Administration   Answer: D |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Research to Build and Present Knowledge |
| Benchmark Number | LAFS.7.W.3.8 |
| Benchmark | Gather relevant information from multiple print and digital sources,  using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Also Assesses | N/A |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low- Identify; Moderate-Apply. |
| Benchmark Clarification | Students will apply basic skills to use information responsibly. |
| Content Focus | Research to build and present knowledge to understand the  importance of bibliographic form and intellectual property rights. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is not appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Which term below does not belong in a bibliography?  A. author’s name  B. author’s purpose  C. copyright date  D. publisher  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Key Ideas and Details |
| Benchmark Number | LAFS.8.RI.1.1 |
| Benchmark | Cite the textual evidence that most strongly supports an analysis of  what the text says explicitly as well as inferences drawn from the text. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Identify; Moderate-Apply. |
| Benchmark Clarification | Students will evaluate sources for accuracy, validity, and  appropriateness for the topic. |
| Content Focus | Key ideas and details regarding the evaluation of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of interest and appropriate for students. |
| Text Attributes | Text should include a scenario and a list of four pieces of  information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You have been asked to find the longitude and latitude of your  current location. Which is the best resource to use?  A. almanac  B. atlas  C. encyclopedia  D. thesaurus  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Craft and Structure |
| Benchmark Number | LAFS.8.RI.2.4 |
| Benchmark | Determine the meaning of words and phrases as they are used in text,  including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or illusions to other text. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Extended Response |
| Recommended Cognitive  Complexity Level | Low- Recognize; Moderate -Apply |
| Benchmark Clarification | Students will evaluate sources for accuracy, validity, and  appropriateness for the topic. |
| Content Focus | Craft and structure regarding the evaluation of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is not appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You are looking for information on the web about the rain forest.  After finding several sources you need to evaluate them to make sure they are good sites. Which of the following choices below will NOT help you evaluate the site.  A. Who is the author?  B. When was the site last visited? C. What is the purpose of the site? D. When was the site last updated?  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Text Types and Purposes |
| Benchmark Number | LAFS.8.W.1.1.b |
| Benchmark | Write arguments to support claims with clear reasons and relevant  evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Extended Response, Performance |
| Recommended Cognitive  Complexity Level | Moderate- Classify; High-Assess |
| Benchmark Clarification | Students will find, evaluate, and select the sources demonstrating  mastery of technology tools. |
| Content Focus | Text type and purpose regarding the evaluation of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |

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| Sample Item | You have been assigned the topic healthy diet. After finding several sources you need to look at the description to determine which site is most likely to provide reliable information on healthy eating. Which of the choices below will **most** likely provide the information you need?   1. [www.adietforyou.com-](http://www.adietforyou.com-) a site for you to set up a weight   loss plan   1. [www.choosemyplate.gov-](http://www.choosemyplate.gov-) a site by U.S. Department   of Agriculture   1. [www.faddiets.com-](http://www.faddiets.com-) a site for the most current fad diets 2. [www.thinkquest.org/1234-](http://www.thinkquest.org/1234-) a site by fourth grade class   on healthy diets  Answer: B |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Production and Distribution of Writing |
| Benchmark Number | LAFS.8.W.2.6 |
| Benchmark | Use technology, including the Internet, to produce and publish  writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Performance |
| Recommended Cognitive  Complexity Level | Low- Recognize; Moderate- Apply |
| Benchmark Clarification | Students will use appropriate media to create products. |
| Content Focus | Production and distribution of writing regarding the selection of  appropriate media. |
| Content Limits | Text items should be grade appropriate. Text items should be of interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four options. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You have included video clips in your research for the History Fair. What is the most appropriate way to present your report?  A. an oral report that describes the video  B. a printed report with screen shots of the video  C. a slide show with imbedded video  D. a slide show with screen shots of the video  Answer: C |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | [Research to Build and Present Knowledge](http://www.cpalms.org/Standards/PublicPreviewIdea1729.aspx) |
| Benchmark Number | LAFS.8.W.3.8 |
| Benchmark | Gather relevant information from multiple print and digital sources,  using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice, Performance |
| Recommended Cognitive  Complexity Level | Moderate- Apply; High- Create |
| Benchmark Clarification | Students will use information and technology responsibly and  ethically. |
| Content Focus | [Research to build and present knowledge re](http://www.cpalms.org/Standards/PublicPreviewIdea1729.aspx)garding the ethical and  responsible of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of interest and appropriate for students. |
| Text Attributes | Text should include a scenario of an assigned report and a list of four pieces of information. Student should select the information that is appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | Which of the following behaviors would be considered plagiarism?  A. copying from a website  B. copying one of your photos  C. drawing a picture  D. writing an essay  Answer: A |

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| Reporting Category | M/J Library Skills/Information Literacy |
| Standard | Research to Build and Present Knowledge |
| Benchmark Number | VA.68.S.3.4 |
| Benchmark | Demonstrate respect for copyright laws and intellectual property  ownership. |
| Also Assesses | Not Applicable |
| Item Types | Multiple Choice |
| Recommended Cognitive  Complexity Level | Low-Recognize; Moderate- Apply |
| Benchmark Clarification | Students will evaluate research and recognize ethical use of another’s work. |
| Content Focus | Research to build and present knowledge and ideas regarding the  ethical use of resources. |
| Content Limits | Text items should be grade appropriate. Text items should be of  interest and appropriate for students. |
| Text Attributes | Text should include a scenario and a list of four pieces of information. Student should select the information that is not appropriate. |
| Distractor Attributes | None Specified |
| Sample Item | You have found a picture on line you want to use for your book report. Which one of the following does **not** demonstrate ethical use?  A. get permission to use it  B. give credit to the author  C. know how to download it to your computer  D. list the website in your bibliography  Answer: C |