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| **central florida assessment collaborative** |
| Individual Test Item Specifications |
| M/J Research 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 NGSSS and LAFS. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

**Benchmark Classification System**

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

* The four letters in the first position of the label identify the Subject Area (e.g., LA for Language Arts, MA for Mathematics) and identify this as a Florida Standard (FS) benchmark.
* The number in the second position represents the Grade Level (e.g., 1112 for Grades 11-12).
* The number or letter in the third position represents the Reporting Category to which that benchmark belongs.
* The number in the fourth position shows the specific Benchmark that falls under the specified reporting category and within the standard.



**Definitions of Benchmark Specifications**

The *Individual Benchmark Specifications* provides standard-specific guidance for assessment item development for CFAC item banks. For each benchmark assessed, the following information is provided:

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| |  |  | | --- | --- | | **Reporting Category** | refers to groupings of related benchmarks from the Florida Standards that are used to summarize and report achievement. | | **Standard** | refers to the standard statement presented in the NGSSS or domain in the Florida Standards. | | **Benchmark**  **Also Assesses** | refers to the benchmark statement presented in the statement in the Florida Standards. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.  refers to the benchmarks that are closely related to the benchmark (see description above) | | **Item Types**  **Cognitive Complexity** | are used to assess the benchmark or group of benchmark.  ideal level at which the item should be assessed. | | **Benchmark Clarifications**  **Content Focus** | explain how achievement of the benchmark will be demonstrated by students. In other words, the clarification statements explain what the student will do when responding to questions.  defines the content measured by each test item. Content focus addresses the broad content and skills associated with the examples found in the standards, benchmarks, or benchmark clarifications. | | **Content Limits** | define the range of content knowledge and that should be assessed in the items for the benchmark. | | **Text**  **Attributes** | define the types of texts that will be used in the development of items, including appropriate context or content suitable for assessing the particular benchmark. The texts may also contain certain stimuli that contribute to the development of items (e.g., illustrations with captions, charts, graphs). | | **Distractor Attributes** | give specific descriptions of the distractors for items at each grade level. | | **Sample Items** | are provided for each type of question assessed. The correct answer for all sample items is provided. | |  |
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**II. Individual Benchmark Specifications**

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.1a |
| **Benchmark** | Ensure that pronouns are in the proper case (subjective, objective, possessive). |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar when writing or speaking. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | The following passage contains subjective, objective, and possessive pronouns. Frank is growing tomatoes and cucumbers in his garden. I heard him tell his neighbor that he thinks that they are the best he has ever grown.  Which of the following is **true**?  A - "he" is an objective pronoun  B - "his" is a possessive pronounC - "his" is a subjective pronounD - "I" is an objective pronoun  Answer: **B** |

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.1b |
| **Benchmark** | Use intensive pronouns (e.g., myself, ourselves). |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar when writing or speaking. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | Which of the following demonstrates the correct usage of an intensive pronoun?  A - I can do it myself.B - I wish you would get it yourself.C - She found the key herself.D - The class themselves went to Washington, D. C.  Answer: **D** |

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.1c |
| **Benchmark** | Recognize and correct inappropriate shifts in pronoun number and person. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar when writing or speaking. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | Which of the following pair of words would be the **best** choice to complete the following sentence?  After listening to the dietician, we learned that if \_\_\_\_ eat right and exercise then maintaining \_\_\_\_\_ weight isn't difficult.  A - they, their  B - I, myC - we, our  D - you, your  Answer: **C** |

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.1d |
| **Benchmark** | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar when writing or speaking. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | In the following sentence the pronoun is vague and unclear as to which antecedent the pronoun is referring to. Rewrite the sentence for better clarity and understanding.  **John told James he has to work next weekend**.  Possible correct answers:  John said that James has to work next weekend.  James said that John has to work next weekend.  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.1e |
| **Benchmark** | 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** | N/A |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar when writing or speaking. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | Which of the following sentences does NOT use parallel structure?  A - Every summer Jessica and her family travel to sunny beaches, mysterious  islands, and tropical resorts.  B - Josh is a baseball pitcher, a soccer goalie, and a football quarterback.C - Michael won first place, has a younger brother, and tennis is his favorite sport.  D - Sarah paints portraits, carves sculptures, and runs track.  Answer: **C** |

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.2a |
| **Benchmark** | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| **Also Assesses** | LAFS.6.L.1.2 |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | Which of the following is NOT correct?  A - For someone that loves privacy (and I definitely do!) the room is perfect.  B - I won't have to share a room with my, two other sisters, Josie and Emma  anymore.  C - My dad said - unless I heard him wrong – that when she goes to college I can  have her room.  D - My sister, who starts college next year, wants to be a teacher.  Answer: **B** |

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| **Reporting Category** | Language Standards |
| **Standard** | Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.2b |
| **Benchmark** | Spell correctly |
| **Also Assesses** | LAFS.6.L.1.2 |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will determine correct usage of language and grammar. |
| **Content Focus** | Conventions of standard English regarding grammar, capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Sample Item** | In the following sentence, which word is spelled incorrectly?  **My brother's friends think that they're cool, but they're definitely wierd.**  A - definitely B - friends C - they're D - wierd  Answer: **D** |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.910.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** | N/A |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | The student will evaluate the argument and specific claims assessing whether the reasoning is valid. |
| **Content Focus** | Inference, Evaluating Arguments |
| **Content Limits** | Grade level appropriate texts used should contain an identifiable argument including but not limited to, persuading, entertaining, conveying a particular tone or a mood, informing, or expressing an opinion. |
| **Stimulus Attribute** | Text should be literary or informational; texts may include, but are not limited to, persuasive articles, essays, editorials, and informational articles. |
| **Sample Item** | Read the following excerpt taken from *The Life of Abraham Lincoln* by Henry Ketcham.  It is necessary at this point to take a glance at the history of American slavery, in order to understand Lincoln’s career. In 1619, or one year before the landing of the Mayflower at Plymouth, a Dutch man-of-war landed a cargo of slaves at Jamestown, Virginia. For nearly two centuries after this the slave trade was more or less brisk. The slaves were distributed, though unevenly, over all the colonies. But as time passed, differences appeared. In the North, the public conscience was awake to the injustice of the institution, while in the South it was not. There were many exceptions in both localities, but the public sentiment, the general feeling, was as stated.  There was another difference. Slave labor was more valuable in the South than in the North. This was due to the climate. The negro does not take kindly to the rigors of the North, while in the South the heat, which is excessive to the white man, is precisely suited to the negro. In the course of years, therefore, there came to be comparatively few negroes in the North while large numbers were found in the South.  It is generally conceded that the founders of our government looked forward to a gradual extinction of slavery. In the first draft of the Declaration of Independence, Thomas Jefferson inserted some scathing remarks about the King’s part in the slave traffic. But it was felt that such remarks would come with ill grace from colonies that abetted slavery, and the passage was stricken out. It was, however, provided that the slave trade should cease in the year 1808.  The Ordinance of 1787 recognized the difference in sentiment of the two portions of the country on the subject, and was enacted as a compromise. Like several subsequent enactments, it was supposed to set the agitation of the subject for ever at rest. This ordinance provided that slavery should be excluded from the northwestern territory. At that time the Mississippi river formed the western boundary of the country, and the territory thus ordained to be free was that out of which the five states of Ohio, Indiana, Illinois, Michigan, and Wisconsin were subsequently formed. It was not then dreamed that the future acquisition of new territory, or the sudden appreciation of the value of the slave, would reopen the question.  But three facts changed the entire complexion of the subject. It was discovered that the soil and climate of the South were remarkably well adapted to the growth of cotton. Then the development of steam power and machinery in the manufacture of cotton goods created a sudden and enormous demand from Liverpool, Manchester, and other cities in England for American cotton. There remained an obstacle to the supply of this demand. This was the difficulty of separating the cotton fiber from the seed. A negro woman was able to clean about a pound of cotton in a day.  In 1793, Eli Whitney, a graduate of Yale college, was teaching school in Georgia, and boarding with the widow of General Greene. Certain planters were complaining, in the hearing of Mrs. Greene, of the difficulty of cleaning cotton, when she declared that the Yankee school teacher could solve the difficulty that he was so ingenious that there was almost nothing he could not do.  The matter was brought to Whitney’s attention, who protested that he knew nothing of the subject;–he hardly knew a cotton seed when he saw it. Nevertheless he set to work and invented the cotton gin. By this machine one man, turning a crank; could clean fifty pounds of cotton a day. The effect of this was to put a new face upon the cotton trade. It enabled the planters to meet the rapidly-increasing demand for raw cotton.  It had an equal influence on the slavery question. Only negroes can work successfully in the cotton fields. There was a phenomenal increase in the demand for negro labor. And this was fifteen years before the time limit of the slave trade in 1808.    Based on this passage written by Henry Ketcham, what was the main argument for having slaves in the southern territories, but not in the north?  A - Slaves were considered cheap labor. B - The climate in the south was conducive to slavery. C - Northern states did not agree with the institution of slavery. D - Northern states did not have as much farmland and those in the South.  Answer: **B** |

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| **Reporting Category** | Reading Standards for Literature |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.6.RL.1.1 |
| **Benchmark** | Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| **Also Assesses** | N/A |
| **Item Types** | Selected Response or Short Response |
| **Benchmark Clarification** | The student will draw inferences and analyze the text. |
| **Content Focus** | Main Idea, Inference, Drawing Conclusions |
| **Content Limits** | Grade level appropriate text should include relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attribute** | Text should be literary and informational |
| **Sample Item** | Article 1  (News USA) - When YouTube first made its Internet debut in 2005, no one could have predicted the global affect it would have for musicians or record labels.  Fast-forward to present day, and wannabe recording artists are exploiting the dot.com site to broadcast their music to the world and to get noticed by record companies.  One case in point is Euro dance artist Abie Flinstone, a 19-year-old wunderkind from Lommel, Belgium, who has been likened to an Asian female Eminem and has used YouTube to her advantage.  For her efforts and marketing acumen, Flinstone's reward is that she has been signed by New York-based Big Jake Music, an indie record label and part of Seven Arts Music. Recently, parent company Seven Arts Entertainment announced that it will start marketing Flinstone's single "Get Outta My Way," featuring Kaliq Scott, a song she recorded in her bedroom. The song has reached no. 2 on Belgium's dance charts and will be available later this month in the U.S.  Like Flinstone, another up-and-coming artist who has enjoyed virtual success via YouTube, is Natassia Zolot, or Kreayshawn as she's known by her stage name -- a 22-year-old white rapper from East Oakland, Calif.  Last year, Kreayshawn recorded her now-famous "Gucci Gucci," a catchy ode to independence from designer labels, then used YouTube to premier her video. By Internet standards, it became an overnight sensation, garnering 11 million hits by August 2011. She has since pocketed a seven-figure record deal, and shows no signs of slowing down. Not bad for a girl who admits that she thought she was "still going to be struggling to pay rent." "I believe YouTube is changing everything for music artists," said Jake Shapiro, founder of Big Jake Music.  "Because of YouTube, small, independent record labels are now able to choose from the best of the best," he added.  With the backing of Big Jake Music, Flinstone finds herself in good company.  Article 2 YouTube, and Now We Do Too (April 7, 2009 by Matt Raymond)  Well, this is a day that has been a long time in coming. The Library of Congress has been working for several months now so that we could “do YouTube right.” When you’re the stewards of the world’s largest collection of audiovisual materials (some 6 million films, broadcasts and sound recordings), nothing less would be expected of you, and our own YouTube channel has now gone public.  We are starting with more than 70 videos, arranged in the following playlists: 2008 National Book Festival author presentations, the Books and Beyond author series, Journeys and Crossings (a series of curator discussions), “Westinghouse” industrial films from 1904 (I defy you to watch some of them without thinking of the Carl Stalling song “Powerhouse”), scholar discussions from the John W. Kluge Center, and the earliest movies made by Thomas Edison, including the first moving image ever made (curiously enough, a sneeze by a man named Fred Ott).  But this is just the beginning. We have made a conscious decision that we’re not just going to upload a bunch of videos and then walk away. As with our popular Flickr pilot project, we intend to keep uploading additional content. We’re modifying some of our work-flows in modest ways to make our content more useful and delivered across platforms with built-in audiences of millions.  Not so incidentally, all of the videos we post on YouTube will also be available at LOC.gov (and many, many more, of course) on American Memory, many of which are newly digitized in much higher resolution by the fine Motion Picture, Broadcast and Recorded Sound conservators in Culpeper, Va.  And now for something completely different: boxing cats!  Based on the analysis of both articles, write to explain which You Tube sources will get the most usage. Be sure to cite evidence from the articles to support your answer.  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Reading Standards for 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** | N/A |
| **Item Types** | Selected Response, Extended Response, and Short Response |
| **Benchmark Clarification** | The student will determine the main ideas and/or conclusions of a text and provide a summary of the text. |
| **Content Focus** | Main Idea, Inference, Author’s Perspective, Drawing Conclusions |
| **Content Limits** | Grade level appropriate text should include identifiable and relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attribute** | Text should be literary and informational. |
| **Sample Item** | Using the central ideas in the above You Tube articles; draw a conclusion from each article that explains how You Tube has affected the music industry and the educational industry.  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Writing |
| **Standard** | Text types and purposes |
| **Benchmark Number** | LAFS.6.W.1.1 |
| **Benchmark** | Write arguments to support claims with clear reasons and relevant evidence. |
| **Also Assesses** | N/A |
| **Item Types** | Performance Based and/or Portfolio |
| **Benchmark Clarification** | The student will select a choice that either establishes a claim/counterclaim and supply evidence while maintaining a formal style and objective tone while writing. |
| **Content Focus** | Descriptive Language; Grammar, Structure, Evidence of planning, editing, and revising |
| **Content Limits** | Grammar Elements including but not limited to the following: Sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Final draft should be typed. |
| **Stimulus Attribute** | None |
| **Sample Item** | Research the topic of immigration and support your claim about the following issue: Should there be stricter regulations to prevent foreigners from coming into the United States illegally?  Begin your research with the following questions in mind: Why do people immigrate? Who were the first immigrants to North America? Then begin to discuss European, African, Asian, Jewish, Middle Eastern, and Hispanic immigration and conclude with your personal views on immigration regulations based on your research.  **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 essay (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 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 essays 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 Standards |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1a |
| **Benchmark** | Introduce claim(s) and organize the reasons and evidence clearly. |
| **Also Assesses** | LAFS.6.W.1.1 |
| **Item Types** | Selected Response and Extended Response |
| **Benchmark Clarification** | The student will select a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support. |
| **Content Focus** | Textual analysis of informational text. |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text. Choices can be single sentence examples that present a claim/counterclaim, or they can be single sentence examples of relationships among supportive details. |
| **Stimulus Attribute** | Informational text |
| **Sample Item** | *Want to Increase Your Nutrient Intake? Pour a Glass of OJ!*  (News USA) – To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted.  Dietary Guidelines from 2010 pointed out an overweight, nutrient-challenged population whose downfall is somewhat anticlimactic: a lack of fruits and vegetables. But, the reality is alarming.  The National Fruit and Vegetable Alliance reports that 88 percent of children do not eat the suggested amount of fruit. Only eight percent of individuals even eat enough fruit to achieve daily goals.  One easy way to get more fruit in your diet — and the nutrients that go with it — is to carve out a 15-minute window for a quick breakfast. Even something as small as a piece of fruit, oatmeal and a glass of orange juice will improve your vitamin and nutrient intake.  According to an article in the Journal of the Academy of Nutrition and Dietetics, kids and adults who eat breakfast tend to get more key vitamins than people who skip it. In addition to eating fruit, drinking 100-percent fruit juice, can help Americans reach daily fruit and nutrient recommendations.  Since OJ is one of the most nutrient-dense juices, it’s a great source for nutrients like vitamin C, vitamin B6 and potassium. Although orange juice has a day’s supply of vitamin C and two servings of fruit, it doesn’t only support a healthy immune system. Potassium plays an active role in heart health, and the  B vitamin folate helps with cell development — which is especially important for pregnant women. Drinking OJ with breakfast can help maintain nerve and muscle function as a result of high thiamin levels. Now, doesn’t that sound like a friend you need in your life?  In case you’re hesitant due to old myths about your former BFF, here are some important facts:  Myth: 100-percent juice has added sugar. Fact: FDA-certified 100-percent fruit juice has no added sugars or artificial sweeteners. Myth: 100-percent juice does not count as a fruit serving. Fact: One eight-ounce glass of Pure Premium orange juice provides two fruit servings. Myth: Children who drink juice are less healthy than those who don’t.  Fact: NHANES data say those who drink fruit juice tend to have more nutritious diets than those who don’t, plus drinking juice daily is linked to consuming more servings of total whole fruit.  In the article the author states, "To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted." What does the author mean by this statement?  A – Friends are important. B – Everyone likes orange juice. C – You should drink orange juice with your friends. D – Some people do not drink as much juice as they used to.  Answer: **D** |

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| **Reporting Category** | Writing Standards |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1b |
| **Benchmark** | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| **Also Assesses** | LAFS.6.W.1.1 |
| **Item Types** | Selected Response and Performance Based/Portfolio |
| **Benchmark Clarification** | The student will demonstrate understanding through the selection of a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support, by using accurate credible sources to form opinions, gather evidence, write persuasively, and write to the reader's needs. |
| **Content Focus** | Textual analysis of informational text, identification of claims/counterclaims, determining opinion versus fact, and providing evidence. |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text |
| **Stimulus Attribute** | Informational text |
| **Sample Item** | Based on the passage above, “Want to increase your nutrient intake? Pour a glass of OJ!” answer the following question:   Which of the following is NOT a reason in support of drinking orange juice?  A – Pregnant women like orange juice. B – OJ is one of the most nutrient-dense juices. C – One eight ounce glass provides two servings of fruit. D – It’s a great source for nutrients like vitamin C, vitamin B6, and potassium.  Answer: **A** |

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| **Reporting Category** | Writing Standards |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1c |
| **Benchmark** | Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. |
| **Also Assesses** | LAFS.6.W.1.1 LAFS.6W.1.1e WHST.1.1.e |
| **Item Types** | Selected Response and Performance Based/Portfolio |
| **Benchmark Clarification** | The student will determine correct word choice to demonstrate unity and understanding of the relationship between claim/counterclaims, citing reasons, and evidence. |
| **Content Focus** | Textual analysis of informational text, identification of claims/counterclaims, determining opinion versus fact, providing evidence, writing persuasively, using proper textual citation and format. |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text. |
| **Stimulus Attribute** | Informational text |
| **Sample Item** | In the article, “Want to Increase Your Nutrient Intake? Pour a Glass of OJ!” which of the following is NOT a source used by the author to provide supporting evidence for the claims presented in the text?  A - NHANES B - The FDA C - The Council for Citrus Consumption D - The National Fruit and Vegetable Alliance  Answer: **C** |

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| **Reporting Category** | Writing Standards |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1d |
| **Benchmark** | Establish and maintain a formal style. |
| **Also Assesses** | N/A |
| **Item Types** | Performance Based/Portfolio |
| **Benchmark Clarification** | The student will write expository texts which synthesize ideas and information in an understandable manner using effective selection, organization, and analysis of content. |
| **Content Focus** | Organization, Research, Content Reliability, and Content Analysis |
| **Content Limits** | The writing prompt will be an independent prompt. |
| **Stimulus Attribute** | Informational text |
| **Sample Item** | Using a variety of primary and secondary sources, write an expository, comparison/contrast, or narrative essay that focuses on the issue of nutrition in the United States.  **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 essay (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 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 essays 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 Standards |
| **Standard** | Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1e |
| **Benchmark** | Provide a concluding statement or section that follows from the argument presented. |
| **Also Assesses** | N/A |
| **Item Types** | Extended Response, Selected Response, Performance Based/Portfolio |
| **Benchmark Clarification** | The student will determine correct words choice to demonstrate understanding of the presented claim/counterclaim and create a conclusion for the presented article, maintaining the style, audience, and voice as the original article |
| **Content Focus** | Textual analysis of informational text, identification of claims/counterclaims, determining opinion versus fact, providing evidence, writing persuasively, using proper textual citation and format |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text |
| **Stimulus Attribute** | Informational text |
| **Sample Item** | Using the text, “Want to Increase Your Nutrient Intake? Pour a Glass of OJ!” compose a conclusion for the article that summarizes the presented claims/counterclaims, while maintaining the author's style, audience, and voice.  **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 essay (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 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 essays 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. |
| **Also Assesses** | N/A |
| **Item Types** | Extended Response, Performance Based/Portfolio |
| **Benchmark Clarification** | The student will write an essay to explain or argue a point. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of a clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process. |
| **Content Focus** | Evidence of planning, editing, and revising. |
| **Content Limits** | Grammar elements include, but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that thoroughly represents the objectives or they may provide multiple pieces that demonstrate different components. |
| **Stimulus Attribute** | Informational text |
| **Sample Item** | Research events in American history and write an essay about what you think is the most significant event of the 21st century. You must prove through arguments and relevant evidence that this historical event is the most significant. Research topics may include: art, science, historical events, and inventions. Sample events: 911, Barack Obama elected president, Apple products including iPhone and iPad, Facebook, War in Afghanistan, Political issues, etc.   **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 essay (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 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 essays 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 standards for literacy in science and technical subjects |
| **Standard** | Key ideas and Details |
| **Benchmark Number** | LAFS.68.RST.1.2 |
| **Benchmark** | Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. |
| **Also Assesses** | N/A |
| **Item Types** | Extended Response and Short Response |
| **Benchmark Clarification** | The student will determine the main ideas and/or conclusions of a text and provide a summary of the text. |
| **Content Focus** | Main idea, Drawing Conclusions, and Summarizing |
| **Content Limits** | Grade level appropriate text should include identifiable and relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attribute** | Text should be literary and informational |
| **Sample Item** | *Preserving our Planet: How to Celebrate the Environment Every Day (BPT)*  Greenhouse gases are at an all-time high. Although some gases are naturally present in the atmosphere, such as water vapor, ozone, methane, carbon dioxide and nitrous oxide, human activities have created a new set of greenhouse gases (GHG) that are negatively affecting the ozone layer. GHGs are making it easier for the sun's harmful UV rays to pass through, which has resulted in global warming.  The United States is among the world's worst offenders when it comes to GHG emissions per capita, according to the United Nations Statistics Division. In 2008, the U.S. emitted 22.22 GHG per capita, which was a 13.3 percent increase from 1990.  One thing Americans can do to change is to support environmentally friendly mandates and legislation that are specifically targeted at large businesses and manufactures, since they tend to be the largest producers of GHG. Some companies are already striving to reduce their environmental footprint.  For example, The American Trucking Association (ATA) has a sustainability initiative called "Trucks Deliver a Cleaner Tomorrow," that focuses on reducing fuel consumption and finding innovative ways to reduce carbon monoxide emissions. The organization's goal is to reduce fuel consumption by 86 billion gallons and carbon monoxide emissions by 900 million tons for all vehicles by 2018, according to Bill Graves, ATA's CEO and president.  Other companies like ECORE, a recycled flooring manufacturer, are producing products in an environmentally friendly way. "We are committed to operating our business and facilities in a manner that uses resources wisely," says Arthur Dodge III, ECORE chairman and CEO. "We have developed energy-efficient manufacturing processes that use minimal water and little or no heat, and we reuse our scrap to minimize waste."  ECORE's state-of-the-art equipment and manufacturing processes also improve the quality of its products and increase energy efficiency. By incorporating these proprietary methods, ECORE uses 40 percent less energy than standard industry procedures. The amount of natural gas conserved each year could service 120 average American homes.  The second thing Americans businesses can do to be more eco-friendly is to strive to implement their own green practices, such as recycling paper and using energy efficient light bulbs. The U.S. Small Business Administration has even developed a Small Business Guide to Energy Efficiency that offers tips, advice, and resources on how to help companies do this.  The third thing Americans can do to make the earth a better place is to be more conscious of their own impact on the environment. There are many simple things people can do every day in order to be conscientious consumers, according to Green America, a non-profit organization founded in 1982 to harness economic power to create a socially just and environmentally sustainable society. Aside from buying green products and recycling, Green America offers easy, sustainable tips, such as how to make nontoxic cleaners to air drying your clothes and how to choose energy efficient appliances over conventional models. "Going green" doesn't have to be a daunting task, and simple changes can have a positive impact.  Based on the above passage, “Preserving our planet: How to Celebrate the Environment Every Day,” summarize three things Americans can do to preserve our planet.   **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |

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| **Reporting Category** | Reading informational Text |
| **Standard** | Key ideas and details |
| **Benchmark Number** | LAFS.68.RH.1.1 |
| **Benchmark** | Cite specific textual evidence to support analysis of primary and secondary sources. |
| **Also Assesses** | LAFS.68.RST.1 |
| **Item Types** | Selected Response |
| **Benchmark Clarification** | The student will identify textual evidence to support analysis of sources |
| **Content Focus** | Textual Support, Textual Analysis, Primary Sources, Secondary Sources, Close Reading |
| **Content Limits** | Grade level appropriate texts should include identifiable and relevant details which students can obtain and determine from primary and secondary sources. |
| **Stimulus Attribute** | Text should be informational science or technology based. Texts may include, but are not limited to, articles, essays, editorials, and informational articles. |
| **Sample Item** | Article 1  (News USA) - When YouTube first made its Internet debut in 2005, no one could have predicted the global affect it would have for musicians or record labels.  Fast-forward to present day, and wannabe recording artists are exploiting the dot.com site to broadcast their music to the world and to get noticed by record companies.  One case in point is Euro dance artist Abie Flinstone, a 19-year-old wunderkind from Lommel, Belgium, who has been likened to an Asian female Eminem and has used YouTube to her advantage.  For her efforts and marketing acumen, Flinstone's reward is that she has been signed by New York-based Big Jake Music, an indie record label and part of Seven Arts Music. Recently, parent company Seven Arts Entertainment announced that it will start marketing Flinstone's single "Get Outta My Way," featuring Kaliq Scott, a song she recorded in her bedroom. The song has reached no. 2 on Belgium's dance charts and will be available later this month in the U.S.  Like Flinstone, another up-and-coming artist who has enjoyed virtual success via YouTube, is Natassia Zolot, or Kreayshawn as she's known by her stage name -- a 22-year-old white rapper from East Oakland, Calif.  Last year, Kreayshawn recorded her now-famous "Gucci Gucci," a catchy ode to independence from designer labels, then used YouTube to premier her video. By Internet standards, it became an overnight sensation, garnering 11 million hits by August 2011. She has since pocketed a seven-figure record deal, and shows no signs of slowing down. Not bad for a girl who admits that she thought she was "still going to be struggling to pay rent."  "I believe YouTube is changing everything for music artists," said Jake Shapiro, founder of Big Jake Music.  "Because of YouTube, small, independent record labels are now able to choose from the best of the best," he added.  With the backing of Big Jake Music, Flinstone finds herself in good company.  Article 2 *YouTube, and Now We Do* Too (April 7, 2009 by Matt Raymond)  Well, this is a day that has been a long time in coming. The Library of Congress has been working for several months now so that we could “do YouTube right.” When you’re the stewards of the world’s largest collection of audiovisual materials (some 6 million films, broadcasts and sound recordings), nothing less would be expected of you, and our own YouTube channel has now gone public.  We are starting with more than 70 videos, arranged in the following playlists: 2008 National Book Festival author presentations, the Books and Beyond author series, Journeys and Crossings (a series of curator discussions), “Westinghouse” industrial films from 1904 (I defy you to watch some of them without thinking of the Carl Stalling song “Powerhouse”), scholar discussions from the John W. Kluge Center, and the earliest movies made by Thomas Edison, including the first moving image ever made (curiously enough, a sneeze by a man named Fred Ott).  But this is just the beginning. We have made a conscious decision that we’re not just going to upload a bunch of videos and then walk away. As with our popular Flickr pilot project, we intend to keep uploading additional content. We’re modifying some of our work-flows in modest ways to make our content more useful and delivered across platforms with built-in audiences of millions.  Not so incidentally, all of the videos we post on YouTube will also be available at LOC.gov (and many, many more, of course) on American Memory, many of which are newly digitized in much higher resolution by the fine Motion Picture, Broadcast and Recorded Sound conservators in Culpeper, Va.  And now for something completely different: boxing cats!   According to article one, which of the following is NOT a way that You Tube has affected the music industry?  A - Pays the rent of the artists. B - Allows the artists to premier video.  C - Allows artists to get noticed by record companies. D - Independent record labels are now able to choose from the best of the best.  Answer: **A** |

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| **Reporting Category** | Reading standards for literacy in science and technical subjects |
| **Standard** | Key Ideas and Details |
| **Benchmark Number** | LAFS.68.RST.1.1 |
| **Benchmark** | Cite specific textual evidence to support analysis of science and technical texts. |
| **Also Assesses** | LAFS.68.RH1 |
| **Item Types** | Selected Response, Short Response, and Extended Response |
| **Benchmark Clarification** | The student will draw inferences and analyze text. Students will provide textual evidence to support analysis. |
| **Content Focus** | Main Idea, Inference, Analysis of Text |
| **Content Limits** | Grade level appropriate text should include relevant details which students can determine, draw conclusions, and accurately summarize. |
| **Stimulus Attribute** | Text should be informational science or technology based. Texts may include but are not limited to articles, essays, editorials, and informational articles. |
| **Sample Item** | *Preserving our Planet: How to Celebrate the Environment Every Day (BPT)*  (BPT) -Greenhouse gases are at an all-time high. Although some gases are naturally present in the atmosphere, such as water vapor, ozone, methane, carbon dioxide and nitrous oxide, human activities have created a new set of greenhouse gases (GHG) that are negatively affecting the ozone layer. GHGs are making it easier for the sun's harmful UV rays to pass through, which has resulted in global warming.  The United States is among the world's worst offenders when it comes to GHG emissions per capita, according to the United Nations Statistics Division. In 2008, the U.S. emitted 22.22 GHG per capita, which was a 13.3 percent increase from 1990.  One thing Americans can do to change is to support environmentally friendly mandates and legislation that are specifically targeted at large businesses and manufactures, since they tend to be the largest producers of GHG. Some companies are already striving to reduce their environmental footprint.  For example, The American Trucking Association (ATA) has a sustainability initiative called "Trucks Deliver a Cleaner Tomorrow," that focuses on reducing fuel consumption and finding innovative ways to reduce carbon monoxide emissions. The organization's goal is to reduce fuel consumption by 86 billion gallons and carbon monoxide emissions by 900 million tons for all vehicles by 2018, according to Bill Graves, ATA's CEO and president.  Other companies like ECORE, a recycled flooring manufacturer, are producing products in an environmentally friendly way. "We are committed to operating our business and facilities in a manner that uses resources wisely," says Arthur Dodge III, ECORE chairman and CEO. "We have developed energy-efficient manufacturing processes that use minimal water and little or no heat, and we reuse our scrap to minimize waste."  ECORE's state-of-the-art equipment and manufacturing processes also improve the quality of its products and increase energy efficiency. By incorporating these proprietary methods, ECORE uses 40 percent less energy than standard industry procedures. The amount of natural gas conserved each year could service 120 average American homes.  The second thing Americans businesses can do to be more eco-friendly is to strive to implement their own green practices, such as recycling paper and using energy efficient light bulbs. The U.S. Small Business Administration has even developed a Small Business Guide to Energy Efficiency that offers tips, advice, and resources on how to help companies do this.   The third thing Americans can do to make the earth a better place is to be more conscious of their own impact on the environment. There are many simple things people can do every day in order to be conscientious consumers, according to Green America, a non-profit organization founded in 1982 to harness economic power to create a socially just and environmentally sustainable society. Aside from buying green products and recycling, Green America offers easy, sustainable tips, such as how to make nontoxic cleaners to air drying your clothes and how to choose energy efficient appliances over conventional models. "Going green" doesn't have to be a daunting task, and simple changes can have a positive impact.  After reading the article “Preserving our Planet: How to Celebrate the Environment Every Day” select one of the following conclusions from the article and provide textual evidence to support the claim.  **Possible Claims**  1- Greenhouse gases are negatively affecting the ozone layer. 2- There are many simple things people can do every day in order to be conscientious consumers. 3- The United States is among the world's worst offenders when it comes to GHG emissions per capita, according to the United Nations Statistics Division.  **Possible answers for each claim**  1- “GHGs are making it easier for the sun's harmful UV rays to pass through, which has resulted in global warming.  2- “Aside from buying green products and recycling, Green America offers easy, sustainable tips, such as how to make nontoxic cleaners to air drying your clothes and how to choose energy efficient appliances over conventional models.”  3- “In 2008, the U.S. emitted 22.22 GHG per capita, which was a 13.3 percent increase from 1990.”  **General Scoring Guide**  **2** - Student provides a complete, accurate, and clear response that generally observes  the conventions of standard American English grammar, spelling, capitalization, and punctuation. Student demonstrates an understanding of the concepts and/or processes. Student provides a correct answer using accurate explanations as support.  **1** - Student provides a partially correct answer to the question. Student demonstrates a partial understanding of the concept. Student provides a plausible response to the question but creates errors in capitalization, punctuation, spelling, sentence structure, and/or grammar that affect the clarity or understanding of the response.  **0** - Student did not provide a response. The student response is incorrect or off-topic. |