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| **CENTRAL FLORIDA ASSESSMENT COLLABORATIVE** |
| Individual Test Item Specifications |
| MJ Speech and Debate 1 |
| 2014 |

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

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the 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. | |  |

**II. Individual Benchmark Specifications**

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| **Reporting Category** | Reading Literature |
| **Standard** | LAFS.6.RL.1 Key Ideas and Details |
| **Benchmark Number** | LAFS.6.RL.1.2 |
| **Benchmark** | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Answer, Extended Response |
| **Benchmark Clarifications** | Students will determine the main ideas and/or conclusions of a text and provide a summary of the text. |
| **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. |
| **Content Focus** | Content must focus on the main idea, inferences, author’s perspective, and drawing conclusions. |
| **Sample Item** | Article 1 (NewsUSA) - When YouTube first made its Internet debut in 2005, no one could have predicted the global affect it would have for musicians or record labels.  Fast-forward to present day, and wannabe recording artists are exploiting the dot.com site to broadcast their music to the world and to get noticed by record companies.  One case in point is Euro dance artist Abie Flinstone, a 19-year-old wunderkind from Lommel, Belgium, who has been likened to an Asian female   Eminem and has used YouTube to her advantage.  For her efforts and marketing acumen, Flinstone's reward is that she has been signed by New York-based Big Jake Music, an indie record label and part of Seven Arts Music. Recently, parent company Seven Arts Entertainment announced that it will start marketing Flinstone's single "Get Outta My Way," featuring Kaliq Scott, a song she recorded in her bedroom. The song has reached no. 2 on Belgium's dance charts and will be available later this month in the U.S.  Like Flinstone, another up-and-coming artist who has enjoyed virtual success via YouTube, is Natassia Zolot, or 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!  **Short Answer Sample Item**  Using the central ideas in the above articles about YouTube, form a pro or con conclusion that focuses on whether or not YouTube has benefitted the music industry.    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 Literature |
| **Standard** | LAFS.6.RL.2 Craft and Structure |
| **Benchmark Number** | LAFS.6.RL.2.4 |
| **Benchmark** | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Answer, Extended Response |
| **Benchmark Clarifications** | The student will analyze words as they are used in the text, including figurative and connotative language. |
| **Content Limits** | Grade level appropriate text should include identifiable and relevant details that students can obtain and determine through analysis of poetry, drama, and short stories. |
| **Stimulus Attribute** | Text should be literary and informational. |
| **Content Focus** | Items should focus on grade level appropriate text (poetry, drama, and short stories) that include identifiable and relevant words which students can utilize to analyze figurative and connotative language, as well as the impact of word choices on tone and meaning. |

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| **Sample Item** | When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another. Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also.  In the above passage, the word ***ill*** is used. Which of the following is the meaning of the word ***ill*** as it is used in the passage?A. harmfulB. irritableC. unkindD. unwell  Answer: D |

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| **Reporting Category** | Reading Informational Text |
| **Standard** | LAFS.6.RI.3 Integration of Knowledge and Ideas |
| **Benchmark Number** | LAFS.6.RI.3.8 |
| **Benchmark** | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Answer, Extended Response |
| **Benchmark Clarifications** | The student will evaluate the argument and specific claims assessing whether the reasoning is valid. |
| **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. |
| **Content Focus** | Items should focus on grade level appropriate text that includes identifiable and relevant claims and counterclaims which students can utilize to evaluate and assess the reasoning and evidence for relevance. |
| **Sample Item** | 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 by 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. Northern states did not have as much farmland.  C. The climate in the south was conducive to slavery.  D. Northern states did not agree with the institution of slavery.  Answer: C |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6. W.1 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, Short Answer, Performance Based Assessment, Portfolio |
| **Benchmark Clarifications** | Students should be able to select a choice that either establishes a claim/counterclaim and supply evidence while maintaining a formal style and objective tone while writing. |
| **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. |
| **Stimulus Attribute** | None Specified |
| **Content Focus** | Content focus on descriptive language, grammar, structure, evidence of planning, editing, and revising. |
| **Sample Item** | Research immigration and support your claim about the following topic: Should there be stricter regulations to prevent illegal aliens from coming into the United States?  In your research consider the following:  1. Why do people immigrate?  2. Who were the first immigrants to North America?  3. Discuss European, African, Asian, Jewish, Middle Eastern, and Hispanic immigration.  Craft a speech that conveys your thoughts on illegal immigration supporting your views with reasons and relevant evidence.  General Scoring Guide  4 – Student’s speech offers a well-focused response to the prompt. The speech addresses the prompt with an accurate thesis, has a defined organizational structure, provides evidence and support where appropriate, provides a persuasive analysis that addresses the type of speech (argumentative, informative, or narrative), firmly establishes and maintains the writer’s view, and demonstrates an effective control of language.  3 – Student’s speech offers a focused and/or reasonable response to the prompt. The speech has an organizational structure, provides evidence and support that may be less accurate or convincing than the five (5) speech, provides an analysis that addresses the type of speech (argumentative, informative, or narrative), adequately establishes and maintains the writer’s view, and demonstrates an adequate control of language.  2 – Student’s speech demonstrates a partial understanding of the prompt. This speech 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), establishes but neglects to maintain the writer’s view, the analysis may be less complete than the four and five (4-5) speech.  1 – Student’s speech demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence and support, and the speech demonstrates a less than adequate control of language. The response fails to address the type of speech (argumentative, informative, or narrative), the writer’s view is not established, and the speech does not provide adequate analysis. 0 – Student’s speech is incorrect or off-topic. In addition to being incorrect/off-topic, these speeches lack a defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis, and demonstrate an ineffective control of language. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6. W.1 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, Short Answer, Extended Response |
| **Benchmark Clarifications** | Student should be able to demonstrate understanding thought the selection of a choice that either establishes a claim/counterclaim or that shows a means of demonstrating the relationships among the claims, counterclaims, and support, using accurate credible sources. Forming opinions, gathering evidence, writing persuasively, writing to the reader's needs. |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text |
| **Stimulus Attribute** | Text should be informational. |
| **Content Focus** | Content focuses on textual analysis of informational text, identification of claims and/or counterclaims, determining opinion versus fact, and providing evidence. |
| **Sample Item** | (NewsUSA) – To many, orange juice is like that best friend from childhood you eventually lost touch with over the years. Chances are, you lost more than a friend — and it’s time to get reacquainted.  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.  **Selected Response Sample Item**  Based on the above passage, *Want to increase your nutrient intake? Pour a glass of OJ*, answer the following question.  Which of the following does **not** represent a reason in support of drinking orange juice?  A. Orange juice is a nutrient dense juice.  B. The potassium in orange juice helps in heart health.  C. Orange juice can solve the problem of malnutrition.  D. Drinking orange juice is an easy way to get fruit into your diet.  Answer: C |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6. W.1 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 |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Student should be able to determine correct word choice to demonstrate unity and understanding of the relationship between claim/counterclaims; citing reasons and evidence. |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text |
| **Stimulus Attribute** | Text should be informational. |
| **Content Focus** | Content focuses on textual analysis of informational text, identification of claims or counterclaims, determining opinion versus fact, providing evidence, writing persuasively, and using proper textual citation and format |
| **Sample Item** | In the article, *Want to Increase Your Nutrient Intake? Pour a Glass of OJ*, which of the following is **not** a relevant and reliable source to provide supporting evidence for the claims presented in the text?A) The National Fruit and Vegetable AllianceB) The Food and Drug Administration (FDA)  C) The Council for Citrus ConsumptionD) National Health and Nutrition Examination Survey (NHANES)  Answer: C |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6.W.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.1d |
| **Benchmark** | Establish and maintain a formal style |
| **Also Assesses** | LAFS.6.W.1.1 |
| **Item Types** | Selected Response, Extended Response, Portfolio |
| **Benchmark Clarifications** | Student will be able to write expository texts which synthesize ideas and information in an understandable manner using effective selection, organization, and analysis of content. |
| **Content Limits** | The selected response items should be limited to the student’s ability to effective select, organize, and analyze content for a specific task or assignment.  The extended response and portfolio items should provide an independent prompt. |
| **Stimulus Attribute** | Text should be informational. |
| **Content Focus** | Content focuses on the crafting (organization, research, and establishing reliability) of expository text which demonstrates identification of claims or counterclaims, determining opinion versus fact, providing evidence, writing persuasively, and using proper textual citation and format. |
| **Sample Item** | Craft a three paragraph speech to convey your personal opinion on the nutritional issues facing the United States today. Compose your speech using a formal style avoiding the use of slang, cliché’s, and "text speech."  General Scoring Guide  4 – Student’s speech offers a well-focused response to the prompt. The speech addresses the prompt with an accurate thesis, has a defined organizational structure, provides evidence and support where appropriate, provides a persuasive analysis that addresses the type of speech (argumentative, informative, or narrative), firmly establishes and maintains the writer’s view, and demonstrates an effective control of language.  3 – Student’s speech offers a focused and/or reasonable response to the prompt. The speech has an organizational structure, provides evidence and support that may be less accurate or convincing than the five (5) speech, provides an analysis that addresses the type of speech (argumentative, informative, or narrative), adequately establishes and maintains the writer’s view, and demonstrates an adequate control of language.  2 – Student’s speech demonstrates a partial understanding of the prompt. This speech may have issues with structure, evidence and support, organization, and language. While the response provides analysis that addresses the type of speech (argumentative, informative, or narrative), the speech establishes but neglects to maintain the writer’s view, the analysis may be less complete than the four and five (4-5) speech.  1 – Student’s speech demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence and support, and speech demonstrates a less than adequate control of language. The response fails to address the type of speech (argumentative, informative, or narrative), the writer’s view is not established, and the speech does not provide adequate analysis. 0 – Student’s speech is incorrect or off-topic. In addition to being incorrect/off-topic, these speeches lack a defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis, and demonstrate an ineffective control of language. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6.W.1 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** | LAFS.6.W.1.1 |
| **Item Types** | Selected Response, Extended Response, Portfolio |
| **Benchmark Clarifications** | Student should be able to determine correct words choice to demonstrate understanding of the presented claim/counterclaim and create a conclusion for the presented article, maintaining the style, audience, and voice as the original article |
| **Content Limits** | Grade level text containing relevant identifiable details obtainable by students through presented text |
| **Stimulus Attribute** | Text should be informational. |
| **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 |
| **Sample Item** | Using the text, “*Want to increase your nutrient intake*?,” compose a conclusion to the article that summarizes the presented stance and claim of the original author, maintaining the author's style, audience, and voice.  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 response 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** | LAFS.6.W.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.3 |
| **Benchmark** | Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. |
| **Also Assesses** | LAFS.6.W.2.4, LAFS.6.W.1.3c, LAFS.6.W.1.3d, LAFS.6.W.1.3e |
| **Item Types** | Extended Response, Portfolio |
| **Benchmark Clarifications** | The student will use narratives to showcase his/her technique in relating a well-developed plot and details. |
| **Content Limits** | Writing prompt or assignment is to be grade appropriate and focused on fiction or non-fiction narrative. The assigned prompt should require the student to determine plot and conflict, fleshing out the work through the use of details, characterization, and dialogue. |
| **Stimulus Attribute** | Prompt/assignments should require students to write a fiction or nonfiction narrative organized with a clear introduction, body, and conclusion. Writing should demonstrate the students understanding of plot, structure, characterization, details, technique, conflict, and dialogue. |
| **Content Focus** | Content focuses on plot structure, characterization, details, writing technique, conflict, and dialogue. |

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| **Sample Item** | You are the President of the United States of America. You have just been notified by the Secretary of Defense that within 24 hours the United States will be invaded. Compose a speech, which you will present to the American people, explaining who is invading and why. Include chronological events leading up to the invasion, transitions, and descriptive details.  General Scoring Guide4 – Student speech offers a well-focused response to the prompt. These speeches address the prompt with a focused claim and thesis, have a defined organizational structure, provide evidence and support where appropriate, provide a persuasive analysis that supports the claim, and demonstrate an effective control of language.  3 - Student speech offers a focused and/or reasonable response to the prompt. These speeches have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) speeches, provide an analysis that addresses the claim, and demonstrate an adequate control of language.  2 - Student speech demonstrates a partial understanding of the prompt. These speeches may have issues with structure, evidence and support, organization, and language. While the response provides analysis that addresses the claim, the analysis may be less complete than the four and five (4-5) speeches.  1 – Student response demonstrates a less than adequate understanding of the prompt. These speeches lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate control of language. The response fails to address a specific claim and does not provide adequate analysis.  0 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these speeches lack a defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis, and demonstrate an ineffective control of language. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6. W.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.3c |
| **Benchmark** | Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another |
| **Also Assesses** | LAFS.6.W.2.4, LAFS.6.W.1.3, LAFS.6.W.1.3d, LAFS.6.W.1.3e |
| **Item Types** | Selected Response, Short Answer, Extended Response |
| **Benchmark Clarifications** | The student will demonstrate knowledge of transition words, phrases and clauses in order to convey the sequence of events resulting in the crafting of a consistent, logical, credible piece. |
| **Content Limits** | Writing should demonstrate the use of transitions that develop the sequence of events in a logical manner |
| **Stimulus Attribute** | None Specified |
| **Content Focus** | Content focuses on text structures and organizational patterns in comparison/contrast, persuasive, expository, and narrative writing. Content should reflect two different time periods with clear indicators to show the shift from one time to another. |
| **Sample Item** | You are running for Governor of the State of Florida. You have just been notified by an advisor that your opponent has recently obtained your picture at a book burning that was held in your home town when you were in high school. Compose a speech, which you will present to the citizens of Florida, explaining the event and why it does or does not influence your run for the Governorship. Include chronological events leading up to the event, transitions, and descriptive details.  General Scoring Guide4 – Student speech offers a well-focused response to the prompt. These speeches address the prompt with a focused claim and thesis, have a defined organizational structure, provide evidence and support where appropriate, provide a persuasive analysis that supports the claim, and demonstrate an effective control of language.  3 - Student speech offers a focused and/or reasonable response to the prompt. These speeches have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) speeches, provide an analysis that addresses the claim, and demonstrate an adequate control of language.  2 - Student speech demonstrates a partial understanding of the prompt. These speeches may have issues with structure, evidence and support, organization, and language. While the response provides analysis that addresses the claim, the analysis may be less complete than the four and five (4-5) speeches.  1 – 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 a specific claim and does not provide adequate analysis. 0 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these speeches lack a defined organizational structure, lack appropriate evidence and support, provide superficial or no analysis, and demonstrate an ineffective control of language. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6.W.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.3d |
| **Benchmark** | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| **Also Assesses** | LAFS.6.W.2.4, LAFS.6.W.1.3c, LAFS.6.W.1.3d, LAFS.6.W.1.3e |
| **Item Types** | Selected Response, Short Answer, Extended Response |
| **Benchmark Clarifications** | The items will require the students to use precise words and phrases, descriptive details, and sensory language to illustrate the experiences, events, setting, and/or characters. |
| **Content Limits** | Writing prompt or assignment is to be grade appropriate and focused on fiction or non-fiction narrative. Prompt should clearly exemplify that the writing is to be narrative. |
| **Stimulus Attribute** | The writing can be based on a variety of fictional and non-fictional works such as biographies, journals, diaries, personal accounts etc. |
| **Content Focus** | The use of descriptive and sensory language and details in order to develop setting, plot, characters, dialogue, setting, and the character's point of view. |
| **Sample Item** | "Excerpt from ""The Story of My Life by Helen Keller""  http://www.gutenberg.org/catalog/world/readfile?fk\_files=3287191&pageno=174  One day I took her (Helen) to the cistern. As the water gushed from the pump I spelled ""w-a-t-e-r."" Instantly she tapped my hand for a repetition, and then made the word herself with a radiant face. Just then the nurse came into the cistern-house bringing her little sister. I put Helen's hand on the baby and formed the letters ""b-a-b-y,"" which she repeated without help and with the light of a new intelligence in her face.  On our way back to the house everything she touched had to be named for her, and repetition was seldom necessary. Neither the length of the word nor the combination of letters seems to make any difference to the child. Indeed, she remembers HELIOTROPE and CHRYSANTHEMUM more readily than she does shorter names.  From the above excerpt, which of the following sentences contain descriptive details that demonstrate that Helen has developed an understanding and excitement for language?  A. Everything she touched had to be named.  B. Instantly she tapped my hand for recognition.  C. She repeated without help and with the light of a new intelligence.  D. Neither the combination of letters seems to make any difference to the child.  Answer: C |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6.W.1 Text Types and Purposes |
| **Benchmark Number** | LAFS.6.W.1.3e |
| **Benchmark** | Provide a conclusion that follows from the narrated experiences or events |
| **Also Assesses** | LAFS.6.W.2.4, LAFS.6.W.1.3, LAFS.6.W.1.3c, LAFS.6.W.1.3d" |
| **Item Types** | Selected Response, Extended Response |
| **Benchmark Clarifications** | The items will require the students to provide a conclusion that follows from and reflects what is experienced, observed, or resolved over the course of the narrative. |
| **Content Limits** | Writing should be grade appropriate and be limited to expository and narrative texts. Prompts should not request that students write comparison/contrast, cause/effect, or argument/support pieces. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or non-fiction). |
| **Content Focus** | Content focuses on the ability to provide a conclusion that is appropriate for a narrative. |
| **Sample Item** | "Excerpt from ""The Story of My Life by Helen Keller""  http://www.gutenberg.org/catalog/world/readfile?fk\_files=3287191&pageno=174  One day I took her (Helen) to the cistern. As the water gushed from the pump I spelled ""w-a-t-e-r."" Instantly she tapped my hand for a repetition, and then made the word herself with a radiant face. Just then the nurse came into the cistern-house bringing her little sister. I put Helen's hand on the baby and formed the letters ""b-a-b-y,"" which she repeated without help and with the light of a new intelligence in her face.  On our way back to the house everything she touched had to be named for her and repetition was seldom necessary. Neither the length of the word nor the combination of letters seems to make any difference to the child. Indeed, she remembers HELIOTROPE and CHRYSANTHEMUM more readily than she does shorter names.  Using the above excerpt, which of the following sentences would provide the most appropriate concluding sentence?  A. Helen loved flowers.  B. The baby's name was Mary.  C. Helen had a very good memory.  D. By the end of summer she knew over 500 words.  Correct Answer: D |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6. W.1 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** | Not Applicable |
| **Item Types** | Extended Response, Performance Based Assessment |
| **Benchmark Clarifications** | Students will research s debate topic 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 Limits** | Grammar elements including but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well representative of the objectives or they may provide multiple pieces that demonstrate different components. Items should only include informative/informative texts. |
| **Stimulus Attribute** | None Specified |
| **Content Focus** | Content focuses on examining a topic and conveying ideas in order to craft informative/explanatory text showing evidence of planning, editing, and revising. |
| **Sample Item** | Research current gun control laws and tragic events dealing with guns. You may want to explore background checks, mental illness, and the ban on assault weapons.  Craft a multiple paragraph essay that proves through arguments and relevant evidence the need for or against stricter gun control laws.  General Scoring Guide    4 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, provide a persuasive analysis that addresses the type of essay (argumentative, informative, or narrative), and demonstrate an effective control of language.    3 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, provide an analysis that addresses the type of essay (argumentative, informative, or narrative), and demonstrate an adequate control of language.    2 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language. While the response provides analysis that addresses the type of essay (argumentative, informative, or narrative), the analysis may be less complete than the four and five (4-5) essays.    1 – 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.    0 - 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. |

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| **Reporting Category** | Writing |
| **Standard** | LAFS.6. W.2 Production and Distribution of Writing |
| **Benchmark Number** | LAFS.6.W.2.4 |
| **Benchmark** | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| **Also Assesses** | LAFS.6.W.1.1, LAFS.6.W.2.5 |
| **Item Types** | Selected Response, Extended Response, Performance Based Assessment |
| **Benchmark Clarifications** | Students will develop a portfolio including polished pieces of writing incorporating evidence of techniques that work to explain or persuade an audience to a specific purpose or theme. Body of work should reflect student development through the course focusing on the use of clear sentence structure, word choice, and organization. It should also reflect student development of clear tone and point of view. Student should include evidence of planning, editing, and revision as part of the writing process. |
| **Content Limits** | Grammar elements including but not limited to the following: sentence structure, punctuation, spelling, and syntax. Structure should include a clear pattern of organization and evidence of intended sentence and paragraph structure. Students may provide one piece that is well representative of the objectives or they may provide multiple pieces that demonstrate different components. |
| **Stimulus Attribute** | None Specified |
| **Content Focus** | Content focuses on descriptive language, grammar, structure, evidence of planning, editing, and revising. |
| **Sample Item** | Students will explore and research the topic of sex education in schools to develop their beliefs surrounding the topic.  Essay topic: Should sex education be taught in public schools?  General Scoring Guide    4 – Student essay offers a well-focused response to the prompt. These essays  address the prompt with an accurate thesis, have a defined organizational  structure, provide evidence and support where appropriate, provide a persuasive  analysis that addresses the type of essay (argumentative, informative, or narrative), and  demonstrate an effective control of language.    3 - Student essay offers a focused and/or reasonable response to the prompt.  These essays have an organizational structure, provide evidence and support that  may be less accurate or convincing than the five (5) essays, provide an analysis  that addresses the type of essay (argumentative, informative, or narrative), and  demonstrate an adequate control of language.  2 - Student essay demonstrates a partial understanding of the prompt. These  essays may have issues with structure, evidence and support,  organization, and language. While the response provides analysis that addresses  the type of essay (argumentative, informative, or narrative), the analysis may be  less complete than the four and five (4-5) essays.    1 – 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.    0 - 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. |

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| **Reporting Category** | Language |
| **Standard** | LAFS.6.L.1 Conventions of Standard English |
| **Benchmark Number** | LAFS.6.L.1.2 |
| **Benchmark** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **Also Assesses** | Not Applicable |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Student will demonstrate knowledge of the conventions of standard English regarding capitalization, punctuation, and spelling. |
| **Content Limits** | Text items should be grade-appropriate. Text items should be of interest and appropriate for students. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Content Focus** | Content focuses on the conventions of standard English capitalization, punctuation, and spelling. |
| **Sample Item** | My brother's friends think that they're cool, but they're definitely wierd.  In the preceding sentence, which word is spelled incorrectly?   1. definitely 2. friends 3. they’re 4. wierd   Answer: D |

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| **Reporting Category** | Language |
| **Standard** | LAFS.6.L.2 Knowledge of Language |
| **Benchmark Number** | LAFS.6.L.2.3a |
| **Benchmark** | Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy |
| **Also Assesses** | LAFS.6.L.2.3 |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Student will identify how word choice in different contexts has different implications. |
| **Content Limits** | Grade-level appropriate text. May be assessed with short passages (Informational or literary) that use similar language containing wordiness and redundancy. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Content Focus** | Content focuses on word choice, author's purpose, and connotation as well as avoidance of wordiness and redundancy. |
| **Sample Item** | Which of the following sentences is the **most** precise, avoiding redundancy and wordiness?A. Although Sarah went to the mall, she didn't buy anything.B. Last summer, at 3 am in the morning, Josh went swimming in the lake.  C. In spite of the fact that Timothy and Thomas are twins, they are not alike.D. The camp counselors came to a completely unanimous decision to order pizza Friday night.  Answer: A |

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| **Reporting Category** | Language |
| **Standard** | LAFS.6.L.3 Vocabulary Acquisition and Use |
| **Benchmark Number** | LAFS.6.L.3.4a |
| **Benchmark** | Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| **Also Assesses** | LAFS.6.L.3.4 |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Student will identify and determine word meaning through the use of context clues. |
| **Content Limits** | Grade-level appropriate text. May be assessed with short passages (Informational or literary) that use similar language containing wordiness and redundancy. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Content Focus** | Content focuses on word meaning and word function |
| **Sample Item** | Everyone wants a loaded pizza except Jennifer because she detests vegetables.  Using context clues, what is the correct definition of the word *detests* in the above sentence?  A. allergic B. dislikes C. enjoys D. wants  Answer: B |

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| **Reporting Category** | Language |
| **Standard** | LAFS.6.L.3 Vocabulary Acquisition and Use |
| **Benchmark Number** | LAFS.6.L.3.4b |
| **Benchmark** | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| **Also Assesses** | LAFS.6.L.3.4 |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Student will identify and determine word meaning through the use of context clues. |
| **Content Limits** | Grade-level appropriate text. May be assessed with short passages (Informational or literary) that use similar language containing wordiness and redundancy. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Content Focus** | Content focuses on root words, vocabulary building, and context clues. |
| **Sample Item** | “The singer spent three hours signing \_\_\_\_\_graphs after the concert."  Which of the following root words **best** completes the preceding sentence?   1. auto 2. bio 3. magni 4. spect   Answer: A |

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| **Reporting Category** | Language |
| **Standard** | LAFS.6.L.3 Vocabulary Acquisition and Use |
| **Benchmark Number** | LAFS.6.L.3.5a |
| **Benchmark** | Interpret figures of speech (e.g., personification) in context. |
| **Also Assesses** | LAFS.6.L.3.5 |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Students will demonstrate knowledge of figures of speech through interpretation, selection, and use |
| **Content Limits** | Grade-level appropriate text. May be assessed with short passages (Informational or literary) that use similar language containing wordiness and redundancy. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Content Focus** | Content focuses on figures of speech, and word choice |
| **Sample Item** | Which of the following sentences does **not** contain an example of personification?   1. The dog howled like a wolf to the smiling moon. 2. The loud bang of the firecracker echoed off the cliff. 3. Bees buzzed happily around the laughing spring blossoms. 4. The illustrious trees danced in the wind, along the edge of the grassy meadow.   Answer: B |

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| **Reporting Category** | Language |
| **Standard** | LAFS.6.L.3 |
| **Benchmark Number** | LAFS.6.L.3.5c |
| **Benchmark** | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| **Also Assesses** | LAFS.6.L.3.5 |
| **Item Types** | Selected Response, Short Answer |
| **Benchmark Clarifications** | Students will demonstrate ability to determine the relationships between word associations and definitions |
| **Content Limits** | Grade-level appropriate text. May be assessed with short passages (Informational or literary) that use similar language containing wordiness and redundancy. |
| **Stimulus Attribute** | Text may be literary or informational (fiction or nonfiction) containing identifiable errors and corrections. |
| **Content Focus** | Content focuses on word families, connotative meanings, and denotations. |
| **Sample Item** | Which one of the following words does **not** fit in with the connotative meaning of the others?   1. brat 2. child 3. juvenile 4. kid   Answer: A |