

# CENTRAL FLORIDA ASSESSMENT COLLABORATIVE

## Individual Test Item Specifications

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Speech 1

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2013

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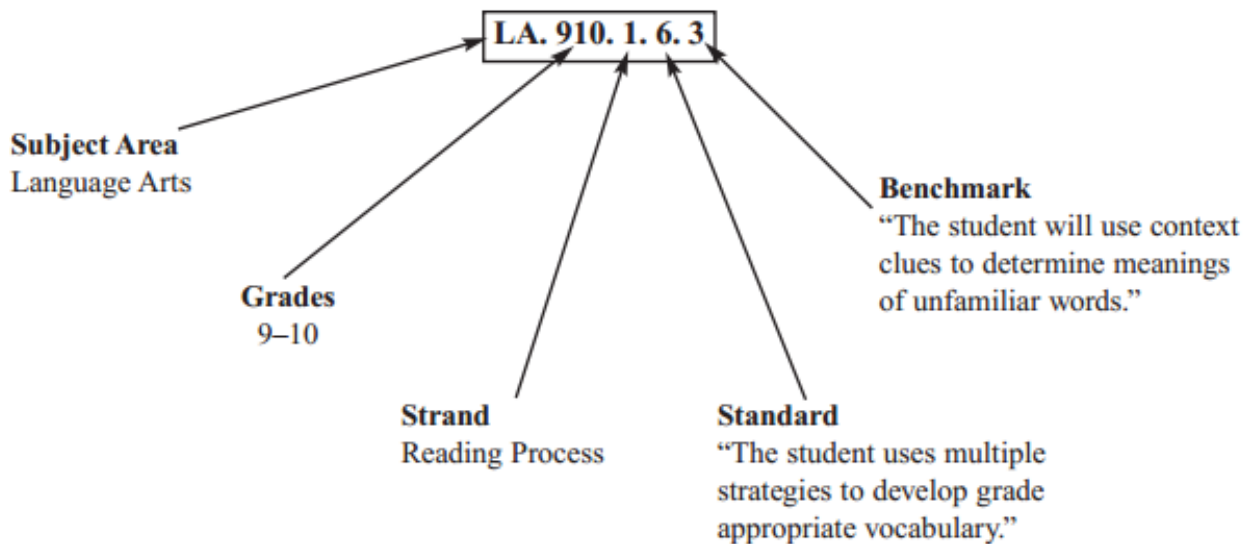
## I. Guide to the Individual Benchmark Specifications

Content specific guidelines are given in the *Individual Benchmark Specifications* for each course. The *Specifications* contains specific information about the alignment of items with the NGSSS and CCSS. It identifies the manner in which each benchmark is assessed, provides content limits and stimulus attributes for each benchmark, and gives specific information about content, item types, and response attributes.

### Benchmark Classification System

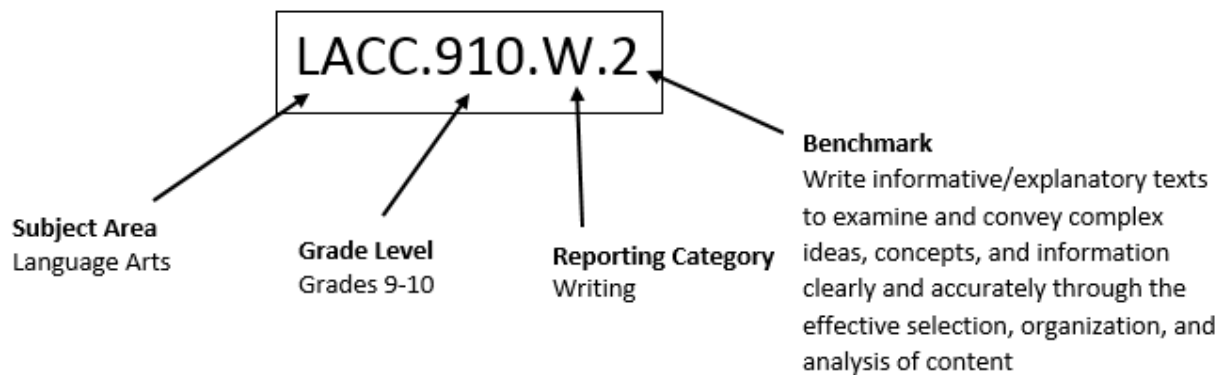
Each NGSSS benchmark is labeled with a system of letters and numbers.

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



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

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



## Definitions of Benchmark Specifications

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

<b>Strand</b>	is a broad category of knowledge within a content area in the NGSSS. The strands are the same for all grade levels.
<b>Standard</b>	refers to the standard statement presented in the NGSSS or domain in the CCSS.
<b>Benchmark</b>	refers to the benchmark statement presented in the NGSSS or standard statement in the CCSS. In some cases, two or more related benchmarks are grouped together because the assessment of one benchmark addresses another benchmark. Such groupings are indicated in the Also Assesses statement.
<b>Item Types</b>	are used to assess the benchmark or group of benchmark.
<b>Benchmark Clarifications</b>	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.
<b>Content Limits</b>	define the range of content knowledge and that should be assessed in the items for the benchmark.
<b>Text Attributes</b>	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).
<b>Distractor Attributes</b>	give specific descriptions of the distractors for items at each grade level.
<b>Sample Items</b>	are provided for each type of question assessed. The correct answer for all sample items is provided.

## II. Individual Benchmark Specifications

Reporting Category	Reading Literature
Standard	Key Ideas and Details
Benchmark Number	LACC.910.RL.1.2
Benchmark	Determine the theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Also Assesses	Not Applicable
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will summarize the text of a speech, will identify the theme or central idea, and will analyze how that theme or idea is developed throughout the text of the speech, including specific details that contribute to the theme directly.
Content Focus	Item will focus on summarizing, identifying important details, identifying theme/central idea, identifying and analyzing how the theme and/or idea is developed over the course of an entire speech, choosing details to support this analysis including elements of plot and characterization.
Content Limits	Grade-level texts for oral interpretation should be selected. This benchmark asks students to complete a task that is several steps, and a text that provides enough substance is important. The themes analyzed/used in the chosen text should be universal and not culturally specific.
Text Attributes	Texts must be of significant length and substance, enough to trace the development of a theme. Texts would most likely be fiction, but could be non-fiction as well (memoir, for example) Texts should not include pictures or graphs as these are not necessary and a theme cannot be traced developmentally in an image or a graph.
Distractor Attributes	Distractors should include incorrect but plausible theme or central idea and misleading or incorrect summary of the text.
Sample Item	Read the following quote from the mouse in <i>The Lion and the Mouse</i> . "You ridiculed the idea of my ever being able to help you, expecting to receive from me any repayment of your favor; now you know that it is possible for even a Mouse to con benefits on a Lion." Which of the statements below can you infer is the theme for the fable above? A. No act of kindness, no matter how small, is ever wasted. B. No act of kindness, no matter how small, is appreciated by a lion.

	<p>C. No act of kindness, no matter how small, is wasted on a mouse. D. No act of kindness, no matter how small, is wasted on a lion.</p>
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Answer: A

Reporting Category	Reading Literature
Standard	Craft & Structure
Benchmark Number	LACC.910.RL.2.4
Benchmark	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Also Assesses	LACC.910.RL.2.3
Item Types	Selected Response
Benchmark Clarification	The student will be asked to determine the meaning of words and phrases in literary text, specifically addressing figurative language and the connotation and denotation of these words or phrases in addition to identifying how the use of a particular word affects the tone and mood of the speech.
Content Focus	Connotation and denotation of specific words and phrases, figurative language and/or their affect on the tone and mood.
Content Limits	Grade-level appropriate texts should be used which contain word(s) that can be grouped or identified as having a specific effect on the tone of the text. Clichés and colloquialisms should not be used in these items. Items should focus on one of two things: the students' ability to analyze the connotation/denotation or figurative use of a particular word/phrase and also the students' ability to use these techniques to aide them in analyzing how the word choice affects the tone and/or mood of the piece.
Text Attributes	Text should be literary, and contain a recognizable tone with connotative/ denotative words or phrases. Text should also contain examples of figurative language that affects tone of the text.
Distractor Attributes	For questions focused on the connotation of words, distractors should include answer choices that are the wrong connotation for a word, but a plausible connotation in another use; the denotation of the word; other denotations of a particular word, but which are inappropriate for the selection; reference emotions from the text, which are incorrect/disconnected to the connotation of a specific word. For questions focused on the affect on the tone or mood, distractors should include tone words that are inappropriate for the selection; tone words that are simply emotions mentioned in the passage; words that describe the characters' emotions and not the author's



	<p>tone; connotations of specific words instead of the author's tone; words that describe the setting, but not the tone or mood.</p>
<p>Sample Item</p>	<p>Read the quotation below from Edgar Allan Poe’s story “The Tell Tale Heart.”</p> <p>Upon the eighth night I was more than usually cautious in opening the door. A watch's minute hand moves more quickly than did mine. Never before that night had I <i>felt</i> the extent of my own powers --of my sagacity. I could scarcely contain my feelings of triumph. To think that there I was, opening the door, little by little, and he not even to dream of my <b>secret deeds or thoughts</b>. I fairly chuckled at the idea; and perhaps he heard me; for he moved on the bed suddenly, as if startled. Now you may think that I drew back -- but no. His room was as black as pitch with the thick darkness, (for the shutters were close fastened, through fear of robbers,) and so I knew that he could not see the opening of the door, and I kept pushing it on steadily, steadily.</p> <p>What connotation does the phrase “<i>secret deeds or thoughts</i>,” have in this sentence, and how does it affect the tone of the text?</p> <p>A. The connotation of the phrase is that these are evil deeds and thoughts, and the effect on the mood is happy.  B. The connotation of the phrase is that these are triumphant deeds and thoughts, and the effect on the mood is scary.  C. The connotation of the phrase is that these are evil deeds and thoughts, and the effect on the mood is suspenseful.  D. The connotation of the phrase is that these are triumphant deeds and thoughts, and the effect on the mood is suspenseful.</p> <p>Answer: C</p>

Reporting Category	Reading Literature
Standard	Craft & Structure
Benchmark Number	LACC.910.RL.2.5
Benchmark	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g. parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Also Assesses	LACC.910.RL.2.3
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will be asked to identify types of text structures in literary or non-fiction texts and then analyze how these structures affect the selection as a whole.
Content Focus	Literary and non-fictional text structures include: descriptive, listing, chronological/sequential, cause/effect, comparison/contrast, and problem/solution. The student should identify how these structures create effects that determine genre of text.
Content Limits	Text should be of substantial length for a text structure to be evident. Text should contain an easily identifiable pattern of organization
Text Attributes	Text could be fiction or nonfiction. Texts could include graphics such as political cartoons, but these must have enough words included to accurately assess the students' ability.
Distractor Attributes	Distractors should include incorrect interpretations of structure within a text. Distractors may also include incorrect information to determine the genre of a text.
Sample Item	<p>How-to Make a Peanut butter and Jelly Sandwich</p> <p>Directions:</p> <ol style="list-style-type: none"> <li>1. Begin by taking out two slices of bread and placing them on a plate next to each other.</li> <li>2. Take off the top of the jar of peanut butter, and using a knife, scoop out some peanut butter.</li> <li>3. Spread the peanut butter on one slice of bread.</li> <li>4. Clean the knife.</li> <li>5. Take off the top of the jar of jelly, and using a knife, scoop out some jelly.</li> <li>6. Spread the jelly on the other slice of bread.</li> <li>7. Place the slices of bread together, spread sides facing.</li> <li>8. Eat!</li> </ol> <p>What is the text structure of the above text?</p>

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|--|---|
|  | <p>A. cause/effect<br/>B. compare/contrast<br/>C. chronological/sequential<br/>D. descriptive</p> |
|--|---|

Answer: C

Reporting Category	Reading Informational Texts
Standard	Key Ideas & Details
Benchmark Number	LACC.910.RI.1.1
Benchmark	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Also Assesses	LACC.910.RI.1.2, LACC.910.RI.1.3
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	Students will identify textual evidence to support analysis of what the text says explicitly and use evidence from the text to make inferences.
Content Focus	Inferences, citing textual evidence to support conclusions, relevant details, predictions.
Content Limits	Grade-level appropriate text should include identifiable details, which provide support for understanding and making inferences.
Text Attributes	Text should be informational or non-fiction, and include strong textual evidence from which inferences can be made.
Distractor Attributes	Distractors may include, but not limited to details that do not support the central idea of the speech, incorrect interpretations of the central idea that are too broad, narrow, or are a specific fact, incorrect summary statements, plausible but incorrect distractors based on the text.
Sample Item	<p>Read the quotation from Pope John Paul II’s speech during his visit to India after the death of Mahatma Gandhi.</p> <p>“For a brief moment the light seemed to have gone out. Yet his teachings and the example of his life live on in the minds and hearts of millions of men and women. Yes, the light is still shining, and the heritage of Mahatma Gandhi speaks to us still. And today as a pilgrim of peace I have come here to pay homage to Mahatma Gandhi, hero of humanity.”</p> <p>Which textual evidence does NOT support the central idea of this speech?</p> <p>A. “...his teachings and the example of his life live on in the minds and hearts of millions...”</p> <p>B. “...the light is still shining and the heritage of Mahatma Gandhi speaks to us still.”</p> <p>C. “For a brief moment the light seemed to have gone out.”</p> <p>D. “...today as a pilgrim of peace I have come here to pay homage...”</p> <p>Answer: <b>C</b></p>

Reporting Category	Reading Informational Text
Standard	Key Ideas & Details
Benchmark Number	LACC.910.RI.1.2
Benchmark	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Also Assesses	LACC.910.RI.1.1; LACC.910.RI.1.3
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	Students will determine the central idea, provide a correct summary statement, and locate relevant details and facts that support the development of the text.
Content Focus	Central idea, summary statement, and relevant details
Content Limits	Grade-level appropriate texts should include an identifiable central idea and relevant details from which students can analyze the development of the text.
Text Attributes	Texts should be informational. Other stimuli may include, but are not limited to, illustrations with captions, graphics, and charts.
Distractor Attributes	Distractors may include, but are not limited to details that do not support the central idea of the speeches, incorrect interpretations of the central idea that are too broad, narrow, or a specific fact, incorrect summary statements, plausible but incorrect distractors based on the text.

Sample Item	<p>Read the following excerpt from JFK’s Civil Rights Speech of 1963 and answer the question that follows.</p> <p>Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated.</p> <p>What is the central idea of this excerpt, and which detail supports this idea?</p> <p>A. The central idea is that all races should be equal in the law and is supported by the detail about servicemen who are sent to fight for our rights.</p> <p>B. The central idea is that all races should be equal in the law and is supported by the detail about Vietnam.</p> <p>C. The central idea is that all races should fight for our country and is supported by the detail about servicemen who are sent to fight for our rights.</p> <p>D. The central idea is that all races should fight for our country and is supported by the detail about Vietnam.</p> <p>Answer: A</p>
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Reporting Category	Reading Informational Text
Standard	Key Ideas & Details
Benchmark Number	LACC.910.RI.1.3
Benchmark	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Also Assesses	LACC.910.RI.1.1 , LACC.910.RI.1.2
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will identify the way a text is structured specifically to the choices the speaker makes in regards to how information is revealed affects the speech.
Content Focus	Text organization and structure
Content Limits	Text structures found within grade-level appropriate texts should be identifiable and may include, but are not limited to, comparison/contrast, cause/effect, chronological order, argument/support, definition/explanation, question/answer, and problem/solution.
Text Attributes	Text should include a portion in which the author unfolds analysis or a series of ideas of events supporting an evident text structure.
Distractor Attributes	Distractors could include incorrect identification of an organizational pattern, incorrect descriptions of how ideas are introduced or developed, incorrect descriptions of the connections between each idea in a series (including references to a character's state of mind at the time as evidenced by the order of events revealed), simple restating of the action of a selection.
Sample Item	<p>During the wedding reception, the groom’s best man stood up to make a special toast. He began by stating, “I always knew these two would end up together”, and continued by including the important life events the bride and groom had gone through leading up to marriage.</p> <p>Which organization structure did the groom use to make his toast memorable?</p> <p>A. chronological order  B. cause and effect  C. problem and solution  D. compare and contrast</p> <p>Answer: A</p>

Reporting Category	Reading Informational Text
Standard	Craft & Structure
Benchmark Number	LACC.910.RI.2.4
Benchmark	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyze the cumulative impact of specific word choices on meaning and tone (e.g. how the language of a court opinion differs from that of a newspaper)
Also Assesses	LACC.910.RI.2.5, LACC.910.RI.2.6
Item Types	Selected Response
Benchmark Clarification	The student will examine the use of words and phrases in a text to determine meaning and how specific word choices affect the tone of the text.
Content Focus	Items focus will be on words and phrases within text with connotative, denotative, figurative, or technical meaning that affect the tone of the text.
Content Limits	Grade level appropriate texts which contain a variety of words and phrases with connotative meaning, or figurative language, or technical meaning (e.g. the phrase “ <i>drowned out</i> ” can refer to a flood or a sound that can’t be heard because other sounds around it are too loud).
Text Attributes	Non-fiction or informational texts, which allow the student to respond to a variety of connotative/denotative, figurative or technical words and phrases which impact meaning and tone.
Distractor Attributes	Distractors will include incorrect words meanings, incorrect interpretations, and incorrect details drawn from text.
Sample Item	<p>Read the quotation from Martin Luther King, Jr.’s “I Have a Dream” speech.</p> <p>“With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood.”</p> <p>What type of figurative language does King use?</p> <p>A. simile  B. hyperbole  C. understatement  D. metaphor</p> <p>Answer: D</p>



Reporting Category	Reading Informational Text
Standard	Craft & Structure
Benchmark Number	LACC.910.RI.2.6
Benchmark	Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance the point of view or purpose.
Also Assesses	LACC.910.RI.2.5, LACC.910.RI.2.4
Item Types	Selected Response
Benchmark Clarification	The student will examine the author’s purpose for writing and analyze rhetorical devices such as ethos, pathos, and logos within text and how they affect the point of view or purpose of the text.
Content Focus	The content focus of items is rhetorical devices (ethos, pathos, logos), point of view, and author’s purpose.
Content Limits	Grade level texts are lengthy enough to include recognizable author’s point of view and rhetoric.
Text Attributes	Non-fiction or informational texts, which allow the student to respond to rhetoric and point of view or purpose.
Distractor Attributes	Distractors will include incorrect references to rhetorical devices. Distractors will include incorrect but plausible purpose or point of view.
Sample Item	<p>Read the quotation from Martin Luther King, Jr.’s “I Have A Dream” speech.</p> <p>“I have a dream that one day this nation will rise up and live out the true meaning of its creed: ‘We hold these truths to be self-evident: that all men are created equal.’</p> <p>I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.</p> <p>I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.”</p> <p>Which rhetorical device does King use to convey his central idea?</p> <p>A. repetition B. hyperbole C. understatement D. irony</p> <p>Answer: A</p>

Reporting Category	Reading Informational Text
Standard	Integration of Knowledge & Ideas
Benchmark Number	LACC.910.RI.3.8
Benchmark	Delineate and evaluate the argument and specific claims in text assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Also Assesses	Not applicable
Item Types	Selected Response
Benchmark Clarification	Student will evaluate an argument's specific claims to determine the validity and relevance.
Content Focus	Evaluate argument, delineate specific claims, assess reasoning as valid or false
Content Limits	Grade level texts are lengthy enough to include argument and claims, which assess valid reasoning or falsehoods.
Text Attributes	Non-fiction or informational texts, which allow the student to identify false statements and reasoning in relation to the argument.
Distractor Attributes	Distractors will include incorrect but plausible reasoning and false statements.

Sample Item	<p>The following is an excerpt from the article <i>Crowdfunding Tackles Student Debt Crisis</i> on News. Read the excerpt, and answer the question that follows.</p> <p>For college hopefuls and college grads alike, the reality of higher education is growing remarkably dim. Tuition rises every year, employment opportunities aren't improving, and student loan debt has surpassed the \$1 trillion mile marker.</p> <p>As owner of NBA team the Dallas Mavericks and successful entrepreneur Mark Cuban noted on his blog, "We freak out about the trillions of dollars in debt our country faces. What about the trillion dollar plus debt college kids are facing?"</p> <p>More than 37 million Americans are burdened with student debt, and they're falling more behind on their student loans than ever before. Long-term delinquency rates for student loans are higher than delinquency rates of car loans, mortgages and home equity lines of credit.</p> <p>This isn't too surprising, though, given the sluggish job market. According to a recent labor analysis by the Associated Press, over half of bachelor's degree-holders under 25 are underemployed or can't find a job at all.</p> <p>What makes the statement by Mark Cuban a valid argument?</p> <p>A. Long-term delinquency rates for student loans are higher than delinquency rates of car loans, mortgages and home equity lines of credit.</p> <p>B. More than 37 million Americans are burdened with student debt, and they're falling more behind on their student loans than ever before.</p> <p>C. According to a recent labor analysis by the Associated Press, over half of bachelor's degree-holders under 25 are underemployed or can't find a job at all.</p> <p>D. Tuition rises every year, employment opportunities aren't improving, and student loan debt has surpassed the \$1 trillion mile marker.</p> <p>Answer: B</p>
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Reporting Category	Speaking and Listening
Standard	Comprehension & Collaboration
Benchmark Number	LACC.910.SL.1.1a
Benchmark	Come to discussions prepared, having read and researched material under study; explicitly draw on preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
Also Assesses	LACC.910.SL.1.1b, LACC.910.SL.1.1c, LACC.910.SL.1.1d, ACC.910.SL.1.1e,
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will identify ways to prepare for group discussions including finding reliable primary sources, identifying impartial information, and ways to bring information to discussions.
Content Focus	Purpose and focus, roles, managing conflict and diversity.
Content Limits	Students should identify both appropriate and inappropriate behaviors and dialogue for a variety of group discussion settings.
Text Attributes	Text should be informational or non-fiction.
Distractor Attributes	Distractors will include various items of the same situation with close answers, but ones that are not appropriate solutions.
Sample Item	<p>Your class has decided to conduct a Socratic Seminar discussion on a recent topic of contention in politics.</p> <p>Which of the following is an appropriate source for finding information on this topic?</p> <p>A. a book about the topic  B. national television news station  C. a web bloggers account of the topic  D. an internet source developed by the political opponents</p> <p>Answer: B</p>

Reporting Category	Speaking and Listening
Standard	Comprehension & Collaboration
Benchmark Number	LACC.910.SL.1.1b
Benchmark	Work with peers to set rules for collegial discussions and decision-making (e.g.: informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Also Assesses	LACC.910.SL.1.1a, LACC.910.SL.1.1c, LACC.910.SL.1.1d, ACC.910.SL.1.1e,
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will identify appropriate rules and guidelines for group discussions and identify roles and responsibility for those roles.
Content Focus	Purpose and focus, defining roles, managing conflict and diversity.
Content Limits	Students should identify both appropriate and inappropriate rules for group discussions, voting procedures, ways to determine equal division of tasks and roles for group discussions.
Text Attributes	Text should be non-fiction or informational that allows the student to respond to a variety of situations that may be encountered while setting rules for group discussion situations.
Distractor Attributes	Distractors will include what is NOT appropriate to rules in a group situation. Distractors will include inappropriate roles for students, or inappropriate decision making.
Sample Item	<p>Which of the following rules is NOT an appropriate way to work with others in a group discussion?</p> <p>A. Let others finish before making a comment.  B. Make personal remarks about the others and their ideas.  C. Show respect for the opinions of the others in the group.  D. Do not stifle the creativity of the group by making evaluations.</p> <p>Answer: B</p>

Reporting Category	Speaking and Listening
Standard	Comprehension & Collaboration
Benchmark Number	LACC.910.SL.1.1c
Benchmark	Propel conversations by posing and responding to questions that relate to the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Also Assesses	LACC.910.SL.1.1a, LACC.910.SL.1.1b, LACC.910.SL.1.1d, ACC.910.SL.1.1e
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will identify appropriate and inappropriate ways of focusing on the specific discussion topic, ways of broadening the scope of group discussions as appropriate, ways of encouraging participation by all group members, and ways of identifying ideas and conclusions that are appropriate and/or inappropriate.
Content Focus	Managing conflict and diversity, respond to questions, broaden themes, challenge ideas and conclusions
Content Limits	Students will be able to respond to questions that broaden themes and ideas, and clarify, challenge and draw conclusions.
Text Attributes	Texts should be non-fiction or informational that allows the student to respond to a variety of situations that may be encountered in group discussion situations.
Distractor Attributes	Distractors will include items of similar situations with close answers, or ones that have inappropriate solutions.
Sample Item	<p>Which of the following is NOT an appropriate way to initiate a challenge to another student's statement?</p> <p>A. Focus on the statement, not the person.  B. Focus on the conflict, and get the group to agree with you.  C. Focus on the methods to win the argument.  D. Focus on the person, and not the statement.</p> <p>Answer: A</p>

Reporting Category	Speaking and Listening
Standard	Comprehension & Collaboration
Benchmark Number	LACC.910.SL.1.1d
Benchmark	Respond thoughtfully to diverse perspectives, summarize points of agreement, and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Also Assesses	LACC.910.SL.1.1a, LACC.910.SL.1.1b, LACC.910.SL.1.1c, ACC.910.SL.1.1e,
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will identify ways to restate ideas for clarification, ways to articulate the ideas of others, ways to listen critically, ways to identify areas of common understanding, ways to explain differing opinions in respectful ways, and how to admit a change of mind on a previously held opinion.
Content Focus	Manage conflict and diversity in group discussions, make connections to new evidence and reasoning.
Content Limits	Respond to diverse perspectives, maintain objectivity, and explain differing opinions in respectful ways.
Text Attributes	Text should be non-fiction or informational, and allow the student to justify their own conclusions with evidence of the reasoning presented.
Distractor Attributes	Distractors will include differing scenarios that deal with dissention, disagreement, and differing opinions.
Sample Item	<p>Which of the following statements is NOT an appropriate way to respond to the ideas of others in a group discussion?</p> <p>A. "I don't understand your idea so let's move on."  B. "Thank you for your input; that is an interesting point."  C. "Your idea about the issue brings a new perspective."  D. "Your ideas have helped to change my mind on the topic."</p> <p>Answer: A</p>

Reporting Category	Speaking and Listening
Standard	Comprehension & Collaboration
Benchmark Number	LACC.910.SL.1.2
Benchmark	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Also Assesses	LACC.910.SL.1.1a, LACC.910.SL.1.1b, LACC.910.SL.1.1c, LACC.910.SL.1.1e, LACC910.SL.1.3
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will should analyze and critique a variety of speeches, including but not limited to those of classmates and those of well-known speakers (e.g., Martin Luther King, Jr., Abraham Lincoln). The students will identify the specific rhetorical devices used by speakers, potential fallacies, errors in reasoning, and inappropriate use of evidence.
Content Focus	Identifying point of view and rhetorical devices, analyzing and critiquing speeches, identifying fallacies, reasoning errors, and inappropriate use of evidence.
Content Limits	The content should be limited to experiences in public speaking as opposed to content written for other situations.
Text Attributes	Prompts should be written that allow the students to critique speeches that were written by well-known speakers. Speeches should be used for the critique.
Distractor Attributes	Distractors will include items that do not include identifiable point-of-view, rhetoric, fallacies, inappropriate evidence and reasoning errors.
Sample Item	<p>“The people claiming doom from greenhouse effect and climate change are like the little boy crying wolf. It hasn’t happened, and we should not respond with Legislative changes.”</p> <p>Which fallacy has the speaker made in the above statement?</p> <p>A. begging the question  B. false analogy  C. hasty generalization  D. irrelevant evidence</p> <p>Answer: B</p>



Reporting Category	Speaking and Listening
Standard	Presentation of Knowledge & Ideas
Benchmark Number	LACC.910.SL.2.4
Benchmark	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Also Assesses	LACC.910.SL.2.5, LACC.910.SL2.6
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will identify appropriate and successful ways of organizing ideas, information, support, etc., for a variety of public speaking situations. The student will identify appropriate use of reason and rhetoric. The student will use language, etc., as needed to persuade, to inform, or to entertain, and identify ways of adapting for different audiences.
Content Focus	Identifying evidence and supporting reasoning, using a variety of presentation media appropriate for purpose, audience and task.
Content Limits	The content will be limited to appropriate use of public speaking or public performance appropriate to audience.
Text Attributes	Text should be informational or non-fiction that allow students to present information that is appropriate to the audience.
Distractor Attributes	Distractors will include various items of the same situation with close answers, but ones that are not appropriate solutions.
Sample Item	<p>A student is giving a persuasive speech on climate change. The goal is to persuade the audience to participate in local recycling programs. Which of the following methods of organizing ideas would NOT be appropriate for the topic and situation?</p> <p>A. cause and effect organization  B. comparison and contrast organization  C. order of importance – least to most important  D. spatial organization</p> <p>Answer: D</p>

Reporting Category	Speaking and Listening
Standard	Presentation of Knowledge & Ideas
Benchmark Number	LACC.910.SL.2.5
Benchmark	Make strategic use of digital media (e.g., textural, graphic, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
Also Assesses	LACC.910.SL.2.4, LACC.910.SL2.6
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will use different digital media, including to suit a variety of speaking situations. The student will identify the appropriate medium to suit the speaking situation, the information presented, the audience, and the interest value.
Content Focus	Identifying and using a variety of presentation media for speeches.
Content Limits	The content will be limited to media appropriate for public speaking situations.
Text Attributes	Non-fiction or informational text that will allow the student to enhance understanding for use in their presentation.
Distractor Attributes	Distractors will include inappropriate digital media and techniques to enhance presentations.
Sample Item	<p>Which one of the following is an appropriate item to include in a presentation about Edgar Allen Poe?</p> <p>A. audio of your favorite song  B. illustrations of flowers and sunshine  C. pictures of the author  D. video of your vacation</p> <p>Answer: C</p>

Reporting Category	Speaking and Listening
Standard	Presentation of Knowledge and Ideas
Benchmark Number	LACC.910.SL.2.6
Benchmark	Adapt speech to a variety of contexts and texts, demonstrating command of formal English when indicated or appropriate.
Also Assesses	LACC.910.SL.2.4, LACC.910.SL2.5
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	The student will show a command of English speaking styles appropriate to audience including formal, informal, or casual language based on the situation and topic.
Content Focus	Adapting speech and language to the appropriate audience.
Content Limits	The content is limited to situations that the student will encounter in public speaking scenarios.
Text Attributes	Text should be non-fiction or informational, and may be written formally or informally.
Distractor Attributes	Distractors will include appropriate and inappropriate contexts of formal, informal or casual language.
Sample Item	<p>A student is giving a commemorative speech honoring an educator who is retiring after teaching in the same school for 40 years. The audience will consist of the teacher’s family, friends, community leaders, and school board members. Which language style would be the MOST appropriate for the situation?</p> <p>A. casual tone  B. formal tone  C. friendly tone  D. informal tone</p> <p>Answer: B</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.1a
Benchmark	Introduce precise claim(s), distinguish the claim(s) from alternative or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
Also Assesses	LACC.910.W.1.1, LACC.910.W.1.1b, LACC.910.W.1.1c, LACC.910.W.1.1e
Item Types	Selected Response
Benchmark Clarification	Students 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	Analysis, organization, and support
Content Limits	Content can be single sentence examples that present a claim/counterclaim, or they can be single sentence examples of relationships among supportive details.
Text Attributes	Informational Text that is long enough to establish the text structure.
Distractor Attributes	Distractors can be single-sentence answers that offer plausible claims/counterclaims or supportive evidence but do not actually contain a valid relationship or parallel to the topic.
Sample Item	<p>Which of the following statements is an acceptable claim for use in a persuasive speech?</p> <p>A. Elvis Presley died in 1977.  B. Recycling can save money for local communities.  C. A step in folding napkins is to open the napkin.  D. One way to organize ideas is order of importance.</p> <p>Answer: B</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.1b
Benchmark	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
Also Assesses	LACC.910.W.1.1, LACC.910.W.1.1a, LACC.910.W.1.1c, LACC.910.W.1.1e
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	Student response will demonstrate an awareness of the intended audience. Student response will address the needs of and knowledge level of the audience. Student arguments will reflect the need for fair and balanced coverage of a topic. Student claims will contain supporting evidence equivalent to that used or presented within the text.
Content Focus	Forming opinions, gathering evidence, writing persuasively, writing to the reader’s needs.
Content Limits	Text should contain a single, identifiable claim. Text should contain substantial evidence to support that claim.
Text Attributes	Text should be an opinion piece. Text should provide an adequate supporting evidence of a claim. Text should be grade-level appropriate and should be written to the knowledge of the audience.
Distractor Attributes	Distractors should include claims or arguments that do not support the topic or do not provide fair/balanced coverage relative to the given audience.
Sample Item	Students running for class president were asked to write a brief speech highlighting the positive changes they would like to make at school. Which of the following would NOT be an appropriate topic to add to their platform?  A. book fairs B. school field trips C. firing teachers D. snacks and treats offered in the cafeteria  Answer: C

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.1c
Benchmark	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Also Assesses	LACC.910.W.1.1, LACC.910.W.1.1a, LACC.910.W.1.1b, LACC.910.W.1.1e
Item Types	Selected Response, Extended Response
Benchmark Clarification	Student will be able to use transitional words or phrases to cohesively move between claims and counterclaims within major sections of a text.
Content Focus	Forming opinions, gathering evidence, writing persuasively, writing to the reader's needs.
Content Limits	Text should contain a single, identifiable claim. Text should contain substantial evidence to support that claim.
Text Attributes	Text should be an opinion piece. Text should provide an adequate supporting evidence of a claim. Text should be grade-level appropriate and should be written to the knowledge of the audience.
Distractor Attributes	Distractors should include plausible but incorrect claims related to the topic.
Sample Item	Which of the following methods would NOT be an effective way to evaluate evidence for a persuasive speech?  A. The evidence is relevant to the topic. B. The evidence is enough to support the topic. C. The evidence is based on opinions of the topic. D. The evidence is verifiable and reliable for the topic.  Answer: C

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.1e
Benchmark	Provide a concluding statement or section that follows from and supports the argument presented.
Also Assesses	LACC.910.W.1.1, LACC.910.W.1.1a, LACC.910.W.1.1b, LACC.910.W.1.1c
Item Types	Selected Response, Short Answer
Benchmark Clarification	Student will write intelligible conclusions for text without use of summary. Conclusion will restate or support the argument presented.
Content Focus	Concluding statements, supporting document, argument presented.
Content Limits	Text should be informational or non-fiction.
Text Attributes	Text should establish a clear argument and provide clear support.
Distractor Attributes	Distractors include items that are not conclusion, or do not support the stated argument.
Sample Item	<p>Which words or phrases would be effective for the conclusion of a persuasive speech?</p> <p>A. A rhetorical question  B. A recommendation  C. A startling statistic  D. An anecdote</p> <p>Answer: B</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.2a
Benchmark	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Also Assesses	LACC.910.W.1.1
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	Student will introduce a topic, and organize a written essay or paper that uses complex ideas to support the topic given. Student will also include formatting not to exclude headings, figures, tables, or multimedia, etc.
Content Focus	Essay, Research paper, Documentary, etc.
Content Limits	Text should be fiction, non-fiction or informational.
Text Attributes	Text should include a well-defined topic with complex ideas and concepts. Organization should be apparent, and formatting should be included to aid comprehension.
Distractor Attributes	Distractors include incorrect formatting, ideas, or connections.
Sample Item	<p>Which of organizational pattern is NOT an effective method in an informative speech?</p> <p>A. Comparison and contrast  B. Chronological order  C. Order of importance  D. Spatial order</p> <p>Answer: C</p>



Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.2b
Benchmark	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Also Assesses	LACC.910.W.1.1
Item Types	Selected Response, Short Answer, Extended Response
Benchmark Clarification	Student will define a topic and develop appropriate support, for example facts, definitions, details, and quotations, as relevant to the audience.
Content Focus	Focused topic, using relevant facts and details, appropriate to audiences knowledge of topic.
Content Limits	Well-chosen and defined topic, relevant and appropriate details to support that topic, and awareness of audience knowledge of the topic.
Text Attributes	Text is informational, non-fiction or fiction.
Distractor Attributes	Distractors will include details not focused on topic or details not addressed appropriately to audience.
Sample Item	<p>Which of the following would be a relevant example of a detail to include in an informational speech about an author?</p> <p>A. Birth date  B. Allergies  C. Shoe size  D. Favorite Food</p> <p>Answer: A</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.2c
Benchmark	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Also Assesses	LACC.910.W.1.1
Item Types	Selected Response, Extended Response
Benchmark Clarification	Student will create cohesion within a written essay by utilizing varied transitional words or phrases.
Content Focus	Relationships between complex ideas and concepts should be defined to create cohesion within a written text.
Content Limits	Text should include appropriate transitions to create cohesion in writing.
Text Attributes	Text should be fictional, non-fictional or informational.
Distractor Attributes	Distractors include incorrect use of transitional phrases between paragraphs or complex ideas.
Sample Item	<p>Which of the following would <b>NOT</b> be an appropriate transition to use between an introduction and body paragraph in a text?</p> <p>A. furthermore  B. in conclusion  C. in addition  D. to continue</p> <p>Answer: B</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.2d
Benchmark	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
Also Assesses	LACC.910.W.1.1
Item Types	Selected Response, Extended Response
Benchmark Clarification	Student will address a topic using appropriate and relatable language.
Content Focus	Using domain specific vocabulary.
Content Limits	Text should include vocabulary suited to the specific topic.
Text Attributes	Text should be non-fiction, fiction or informational.
Distractor Attributes	Distractors should include language not related to the topic; items can be plausible but incorrect.
Sample Item	<p>Why would a speaker need to give definitions for technical terms in a speech?</p> <p>A. As a guide for giving a speech.  B. As a way to persuade the audience  C. As a way to increase audience understanding  D. As a way to use audio and visual aids.</p> <p>Answer: C</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.2e
Benchmark	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Also Assesses	LACC.910.W.1.1
Item Types	Short Answer, Extended Response
Benchmark Clarification	Student will use language and tone appropriate to the audience and occasion for which they are writing.
Content Focus	Style and objective of text should be primary to writing.
Content Limits	Text should be non-fiction or informational.
Text Attributes	Text should concentrate on response of audience and tone of occasion.
Distractor Attributes	Not applicable
Sample Item	<p>A student is giving a commemorative speech honoring an educator who is retiring after teaching in the same school for 40 years. The audience will consist of the teacher’s family, friends, community leaders, and school board members.</p> <p>Write a speech establishing the correct style and tone for the given scenario.</p> <p>General Scoring Guide</p> <p>5 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, and demonstrate an effective control of language.</p> <p>4 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, and demonstrate an adequate control of language.</p> <p>3 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language.</p> <p>2 – Student response demonstrates a less than adequate understanding of the prompt. These responses lack a defined organizational structure, lack sufficient evidence and support, and demonstrate a less than adequate control of language</p> <p>1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these essays lack a defined organizational structure, lack appropriate evidence and support, and demonstrate an ineffective control of language.</p> <p>0 – Student did not provide a response.</p>

Reporting Category	Writing
Standard	Text Types & Purposes
Benchmark Number	LACC.910.W.1.2f
Benchmark	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Also Assesses	LACC.910.W.1.1
Item Types	Extended Response
Benchmark Clarification	Student will write intelligible conclusions for text without use of summary. Conclusion will restate or support the argument presented.
Content Focus	Concluding statements, supporting document, argument presented.
Content Limits	Text should include a clear argument with clear support.
Text Attributes	Text should be informational or non-fiction.
Distractor Attributes	Not applicable
Sample Item	<p>The following excerpt is from JFK’s Civil Rights speech from 1963. Using appropriate details from the text, write a brief conclusion to support the main idea.</p> <p>Today, we are committed to a worldwide struggle to promote and protect the rights of all who wish to be free. And when Americans are sent to Vietnam or West Berlin, we do not ask for whites only. It ought to be possible, therefore, for American students of any color to attend any public institution they select without having to be backed up by troops. It ought to be possible for American consumers of any color to receive equal service in places of public accommodation, such as hotels and restaurants and theaters and retail stores, without being forced to resort to demonstrations in the street, and it ought to be possible for American citizens of any color to register and to vote in a free election without interference or fear of reprisal. It ought to be possible, in short, for every American to enjoy the privileges of being American without regard to his race or his color. In short, every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated.</p>

General Scoring Guide

5 – Student essay offers a well-focused response to the prompt. These essays address the prompt with an accurate thesis, have a defined organizational structure, provide evidence and support where appropriate, and demonstrate an effective control of language.

4 - Student essay offers a focused and/or reasonable response to the prompt. These essays have an organizational structure, provide evidence and support that may be less accurate or convincing than the five (5) essays, and demonstrate an adequate control of language.

3 - Student essay demonstrates a partial understanding of the prompt. These essays may have issues with structure, evidence and support, organization, and language.

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

1 - Student response is incorrect or off-topic. In addition to being incorrect/off-topic, these essays lack a defined organizational structure, lack appropriate evidence and support, and demonstrate an ineffective control of language.

0 – Student did not provide a response.

Reporting Category	Writing
Standard	Research & Present Knowledge
Benchmark Number	LACC.910.W.3.8
Benchmark	Gather relative information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoid plagiarism and following a standard format for citation.
Also Assesses	Not applicable
Item Types	Selected Response
Benchmark Clarification	Student will search for and integrate reliable print and digital sources into a research document.
Content Focus	Research of multiple forms of sources, which directly relate to topic. Follow conventional guidelines appropriate to topic.
Content Limits	Text should be of appropriate length and with clearly identified sources of research integrated into the writing.
Text Attributes	Text should be informational or non-fiction.
Distractor Attributes	Distractors include inappropriate citing of sources or unrelated material that is not properly integrated into the text.
Sample Item	<p>Which of the following would be the best source for information for finding a word's etymology?</p> <p>A. Dictionary.com  B. Wikipedia  C. thesaurus  D. textbook</p> <p>Answer: A</p>

Reporting Category	Language
Standard	Conventions of Standard
Benchmark Number	LACC.910.L1.1
Benchmark	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Also Assesses	Not applicable
Item Types	Selected Response, Extended Response
Benchmark Clarification	Student will demonstrate command of the Standard English grammar and usage when writing or speaking.
Content Focus	Conventions of Standard English grammar and usage and composition skills.
Content Limits	Text should be grade appropriate and may consist of essays, letters, or expository texts.
Text Attributes	Text should be informational or non-fiction.
Distractor Attributes	Distractors may include incorrect usage of grammatical structures being tested, inaccurate interpretations of grammar and usage. Distractors include items that are plausible but incorrect.
Sample Item	<p>Which statement below demonstrates correct standard use of agreement of subject-verb agreement and pronoun—antecedent agreement.</p> <p>A. All the students in the class do her own work.  B. All the students in the class does her own work.  C. All the students in the class do their own work.  D. All the students in the class does their own work.</p> <p>Answer: C</p>



Reporting Category	Language
Standard	Vocabulary Acquisition & Use
Benchmark Number	LACC.910.L3.4
Benchmark	Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grades 9-10 Reading and Content choosing flexibly from a range of strategies.
Also Assesses	Not applicable
Item Types	Selected Response
Benchmark Clarification	Student will demonstrate ability to comprehend the meaning of unknown words/phrases using a range of strategies, such as context clues, word relationships, tone, etc.
Content Focus	Comprehension of unknown words/phrases using strategies.
Content Limits	Text should be at grade level and contain unknown or little known words.
Text Attributes	Text should be fiction, informational or non-fiction.
Distractor Attributes	Distractors may include plausible but incorrect word definitions.
Sample Item	<p>The candidate for office responded to the negative audience <b>feedback</b> by adjusting the facts used.</p> <p>What does the word <b>feedback</b> mean in the sentence above?</p> <p>A. the noise from the speakers on the stage floor  B. the response from the survey of the friends  C. the noise from the microphone worn around the neck  D. a return message</p> <p>Answer: D</p>

Reporting Category	Language
Standard	Vocabulary Acquisition & Use
Benchmark Number	LACC.910.L3.5a
Benchmark	Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
Also Assesses	Not applicable
Item Types	Selected Response
Benchmark Clarification	Student will interpret figures of speech in context and analyze their role.
Content Focus	Interpret and analyze figures of speech.
Content Limits	None
Text Attributes	Text should be fiction or non-fiction.
Distractor Attributes	Distractors should include incorrect figures of speech.
Sample Item	<p>Which of the following would NOT be considered ironic?</p> <p>A. Vicky’s comments were as sharp as a knife edge.  B. Lena stomped out of the room in fury and frustration.  C. Michael was accidentally in the hall at the same time as Mary was.  D. The rain pummeled the football field in the late afternoon.</p> <p>Answer: C</p>