Florida Interim Assessment Item Bank and Test Platform

Passage and Item Specifications

English Language Arts Grades 11–12

FLORIDA DEPARTMENT OF EDUCATION
www.fldoe.org

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I. Introduction

In July 2010, the Florida Department of Education (FDOE) approved the adoption of the Common Core State Standards (CCSS) for English/Language Arts (ELA) to support their pursuit of improved outcomes for all Florida ELA students and their participation in national educational initiatives, such as Race to the Top. The U.S. Department of Education awarded a Race to the Top grant to the FDOE in August 2010. An important component of this grant focused on the development of high-quality assessment items and balanced assessments for use by districts, schools, and teachers. The assessment items will be stored in the Florida Interim Assessment Item Bank and Test Platform (IBTP), a statewide secure system which allows Florida educators to search the item bank, export test items, and generate customized high-quality assessments for computer-based delivery or paper-and-pencil delivery. The IBTP allows Florida educators to determine what students know and are able to do relative to instruction on Florida's Next Generation Sunshine State Standards and the CCSS. The ELA component of this effort will encompass the CCSS for grades kindergarten through 12.

A. Purpose

This document, *Florida Interim Assessment Item Bank and Test Platform Passage and Item Specifications English Language Arts Grades 11–12*, defines the expectations for content and standards alignment of assessment items for the IBTP. These specifications are intended for item writers and reviewers in the development of high-quality passages and assessment items.

B. Scope

These *Passage and Item Specifications* provide general and grade-specific guidelines for the development of all Grades 11–12 ELA passages and items available in the Florida Interim Assessment Item Bank.

C. Standards Alignment

English Language Arts items developed for the IBTP will align to the Common Core State Standards. The Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are structured into three levels of specificity: strands, clusters, and standards. These define what ELA students should know and be able to do at every grade level, kindergarten through high school.

The overarching goal of the CCSS is to prepare students to read and comprehend the kinds of complex texts they will commonly encounter in college and careers. As such, the CCSS have shifted from traditional standards in the following ways.

- Students will focus on building knowledge through content-rich informational texts.
- Students will ground their reading, writing, and speaking in evidence from text.
- Students will have regular practice with complex texts and their academic language.[1]

To reflect these shifts, test developers and reviewers must ensure that passages and items developed for the CCSS have the following qualities.

- Passages will demonstrate grade-appropriate complexity and rigor, as measured by quantitative factors, qualitative factors, and reader/task considerations. Text complexity will increase steadily from elementary through high school.
- Passages will be either literary or informational and will reflect a variety of writing styles. As the grades progress, so will the amount of informational text, as most college and workplace reading and writing is evidence-based and either argumentative or expository. Accordingly, grades 6–12 include not only Literature and Informational Texts but also Reading for Literacy in History/Social Studies and Reading for Literacy in Science and Technical Subjects.
- Items may require text-dependent analysis, asking students to follow what is stated explicitly and to make valid inferences that square with textual evidence, or items may stand alone, requiring information contained within the stem.
- Items will assess students' knowledge of academic vocabulary, either directly or indirectly, because comprehension of academic language is a pivotal part of understanding complex texts and a key indicator of overall academic success.

D. Definitions: Reading Passages, Stimuli, and Assessment Items

Reading passages and other complex stimuli are important components of the Florida IBTP. For purposes of these specifications, a reading passage is a segment of written work which is to be followed by a series of questions, or assessment items, that assess the student's comprehension of content presented. A complex stimulus is a presentation of information as a scenario, text or media (e.g., graph, diagram), which may accompany a passage to provide additional context or information upon which to assess the student's mastery of certain standards.

II. Guidelines for Passage Development

A. Passage Types

All passages will be either commissioned or taken from the public domain. A **commissioned passage** is a selection developed by a writer for exclusive use in the Florida IBTP. **Public domain passages** are previously published but non-copyrighted passages that are chosen from a variety of sources and used in a form as close as possible to the form in which they were originally published.

The CCSS explain that a key factor in working toward college and career readiness is reading a wide variety of complex and challenging texts. For this reason, four types of reading passages will be used.

- **Literary texts** include fiction, poetry, and plays.
- **Informational texts**
  - **Literary nonfiction** includes the subgenres of exposition and argumentation.
  - **History and social studies texts** include primary source documents as well as secondary source documents that use evidence and data to support arguments about historical events and issues.

– **Science and technical documents** include texts that explain, describe, or analyze scientific or technical topics and that often include scientific or technical vocabulary and present quantitative information.

1. **Literary Texts**

   - Specific forms of literary texts may come from contemporary fiction, folktales, fables, tall tales, legends, myths, fantasy, historical fiction, mysteries, science fiction, poetry, and drama. Literary texts should be substantive enough to lend themselves to a wide range of standards and a variety of item types.
   - Themes in literary texts should be important and universal.

2. **Informational Texts**

   As students progress into higher grade levels, they will read informational texts with increasing frequency. By grades 7 and 8, students should be reading informational text more often than literary text (approximately 40% literary and 60% informational). By grade 12, students' reading should be 30% literary and 70% informational.

Distribution of Literary and Informational Passages by Grade Band

Grade Band	Literary	Informational
K–3	50%	50%
4–5	45%	55%
6–8	40%	60%
9–12	30%	70%

Literary Nonfiction

- Informational texts cover a broad range of nonfiction writing. At grades K–5, they include "biographies and autobiographies; [text] about history, social studies, science, and the arts; [and] technical texts."[2] At grades 6–12, they include "personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts . . . written for a broad audience."[3]
- Expository texts should not be mere restatements or reteachings of concepts taught in school, although they should be closely related to curriculum (through the extension, elaboration, or updating of information or the new application of concepts).

History and Social Studies Texts

- History and social studies texts may be primary or secondary sources.
- A primary source is a document that was created at the time being studied. Examples of primary sources may include speeches, policy documents, party platforms, political campaign pamphlets, political manifestos, political cartoons, charters or constitutions, personal journals or diaries, autobiographies or memoirs, letters, census records, and advertisements.

- Secondary sources offer arguments and interpretations of historical events or issues, and they present well-researched evidence and data as support.
- Sources should steer clear of contemporary political topics that are controversial or highly charged. (See the **Diversity** and **Bias and Sensitivity Concerns** sections on page 9 for more details.)
- Secondary history and social studies texts often include graphic support for the text in the form of detailed maps, graphs, timelines, and charts. There should be enough text so that the piece is mainly text with graphic support. Students should be able to answer questions or solve problems by integrating information from the text and the graphics.
- Texts should be substantive and complex enough to lend themselves to a wide range of standards and a variety of item types.

Science and Technical Texts

- Science and technical texts address scientific or technical topics. They often include scientific or technical vocabulary and present quantitative information.
- Examples of science and technical texts may include scientific papers describing an experiment or process; scientific papers summing up the research about a given topic; detailed explanations of how certain technology works; detailed discussions of a topic that is scientific or technical in nature; and technical documents describing the operation, repair, or construction of a device.
- Science and technical texts often include quantitative and technical information presented in the text and expressed in visual form—for example, detailed flow charts, diagrams, models, graphs, tables, or mathematical expressions.
- Texts should be substantive and complex enough to lend themselves to a wide range of standards and a variety of item types.

B. Criteria for Passage Development

The CCSS propose a three-part model for assessing texts: **quantitative measures, qualitative measures and considerations, and reader and task considerations**. Each category is explained in detail below. It is essential that these categories be given proper consideration throughout the passage development process.

1. Quantitative Measures

The CCSS define quantitative measures as "those aspects of text complexity . . . that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software." The quantitative measures relevant to passage development are Lexile® score, Pearson Reading Maturity Metric (RMM) score, and word count. Lexile® measures text complexity in terms of semantic complexity (vocabulary) and syntactic complexity (sentence length) (as defined by the Lexile® Framework for Reading). Pearson RMM

measures text complexity based on a computational language model to accurately estimate how much language experience is required to achieve adult knowledge of the meaning of each word, sentence, and paragraph. Along with measuring the maturity of words used in texts, the Pearson RMM incorporates other measures of text complexity, including the level of syntactic complexity, semantic coherence, and information about length of sentences (as defined by Pearson RMM).

- Vocabulary should be appropriate for the specified grade level according to commonly accepted word lists, such as Children's Writer's Word Book and EDL Core Vocabularies.

Passages should contain a variety of Tier 2 (general academic) and, when possible, Tier 3 (domain-specific) words. Some of these words should be approximately one grade above level so they can be used in test questions. Students should be able to discern the meaning of tested words based on ample contextual information. See the **Tiered Vocabulary** section on page 7 for more details on this topic.

- Passages (except poetry and drama) will have Lexile® and Pearson RMM scores as two measures of readability. The charts below show grade-level ranges for Lexile® and Pearson RMM scores.

Grade Band	Lexile®	
	minimum	maximum
K–1	N/A	N/A
2–3	420L	820L
4–5	740L	1010L
6–8	925L	1185L
9–10	1060L	1335L
11–12	1185L	1385L

Grade Band	Pearson RMM	
	minimum	maximum
K–1	N/A	N/A
2–3	3.53	6.13
4–5	5.42	7.92
6–8	7.04	9.57
9–10	8.41	10.81
11–12	9.57	12.00

- Passage length will increase across grade levels, but it should also vary within grade levels.

Grade	Range of Number of Words per Text	Average Number of Words per Text
K	25–200	50
1	25–300	150
2	50–500	300
3	100–700	500
4	100–900	500
5	200–1,000	600
6	200–1,100	700
7	300–1,100	700
8	300–1,200	700
9	300–1,400	900
10	300–1,400	900
11	300–1,500	1,000
12	300–1,500	1,000

2. Qualitative Measures and Considerations

The CCSS define qualitative measures as "those aspects of text complexity best measured by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands." The qualitative measures relevant to CCSS passage development are explained below.

Readability and Text Complexity

The quantitative measures discussed above (Lexile®, Pearson RMM, and word count) should not be the sole criteria for determining the readability of a passage. Passages may occasionally fall outside of the stated ranges as long as these exceptions can be strongly defended based on qualitative factors, such as those stipulated below.

- Readability is a complex notion, comprising many factors. Among the text factors to be considered are levels of meaning or purpose; clarity, elaboration, and organization of ideas; language conventionality or clarity; familiarity of the genre or topic; prior knowledge; level of abstraction; and difficulty of concepts.
- All passages must be appropriate for the intended grade level. Topics must be appropriate for the age of the student; concepts should be neither too dense or sophisticated nor too sparse, simplistic, or juvenile. Likewise, style, tone, and vocabulary must be grade appropriate.

- In general, the best estimate of readability or appropriateness, in terms of difficulty, is based on a consensus judgment of attentive readers who have experience with students at the intended grade level.

Tiered Vocabulary[4]

The CCSS refer to general academic (Tier 2) and domain-specific (Tier 3) vocabulary. Below is an explanation of the tiers and guidance on how they should be incorporated into passage and item development.

"Isabel L. Beck, Margaret G. McKeown, and Linda Kucan have outlined a useful model for conceptualizing categories of words readers encounter in texts and for understanding the instructional and learning challenges that words in each category present. They describe three levels, or *tiers*, of words in terms of the words' commonality (more to less frequently occurring) and applicability (broader to narrower)."

- **Tier 1** words are the words of everyday speech usually learned in the early grades, albeit not at the same rate by all children. These words are not challenging to the average native speaker.
- **Tier 2** words, referred to as "general academic" vocabulary in the CCSS, are words that readers will find in all types of complex texts from different disciplines. These words help students access a wide range of texts (literary, informational, and technical). As indicated in Appendix A of the CCSS, "Tier Two words often represent subtle or precise ways to say relatively simple things—*saunter* instead of *walk*, for example."
- **Tier 3** words are closely tied to a specific field of study. The CCSS refer to Tier 3 words as "domain-specific" because these words are not used in a wide range of texts but are confined to particular domains of knowledge (e.g., lava, carburetor, legislature, circumference, and aorta). Appendix A of the CCSS notes, "Recognized as new and 'hard' words for most readers (particularly student readers), [Tier 3 words] are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary)."

When a standard asks for **domain-specific vocabulary**, developers should try to choose a Tier 3 word.

The following sources provide information about the reading level of individual words:

Taylor, Stanford E. EDL Core Vocabularies: Reading, Mathematics, Science, and Social Studies. Austin, TX: Steck-Vaughn-EDL, 1989.

Mogilner, Alijandra. *Children's Writer's Word Book*. Cincinnati, OH: Writer's Digest Books, 1992.

General Quality and Content

- Passages must be able to function as intact, standalone pieces. They must contain a logical beginning and end, contain well-developed key concepts, and exhibit all other qualities of good writing.
- Passages should be accessible to all children at the target grade. Passages should not require specialized or otherwise unreasonable background knowledge, cultural or regional familiarity, or experience beyond what students at that grade might be expected to know.
- Passages must be timely but not apt to become outdated. Conversely, pieces with dated language, style, tone, or content will be accepted only when called for by the standard.
- Passages must reflect a range of cultures, ethnicities, and backgrounds.
- Passages written about ethnic- or culture-specific topics should contain sufficient information to present an accurate depiction, not a superficial treatment.
- No selection should advantage or disadvantage any particular group of students. (For more information, see the **Diversity** and **Bias and Sensitivity Concerns** sections on page 9.)

Source Documentation

Inaccurate information or misrepresentation of a topic/subject must be avoided. Factual material in passages must be documented by at least **two high-quality, independent, reliable sources**. In literary passages, information such as settings, names of historical figures and sites, historical dates and facts, holidays, customs, climate, and any other information not commonly known by an adult must be documented. All facts in informational passages must be documented. As with literary passages, any facts having to do with the traditions, customs, or lifestyles of another culture (e.g., how to play an ancient Chinese game) or with another geographical or historical place or time must be documented. In science and technical passages, documentation of complex or sophisticated science-related facts, procedures, or experiments must be documented.

C. Reader and Task Considerations

The CCSS define reader and task considerations as "variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed)." The reader and task considerations relevant to CCSS passage development include diversity, bias/sensitivity, and alignment to the CCSS.

Fairness to all students is of the utmost importance in testing. As such, the content in passages should be as fair and balanced as possible. Passages should avoid negative or sensitive topics, stereotyping, biased language, and controversial or emotionally charged subject matter. Passages should aim to include as many students as possible. Comprehensive and balanced representation in authors, as well as in content, is an additional concern.

1. **Diversity**
    - Overall, passages must represent both genders, both in characters and in author representation.
    - Passages should represent a wide range of cultures and ethnicities in terms of topics, characters, and situations. It is essential that contemporary fiction, poetry, etc., also be representative of minority cultures.
    - Passages about topics specific to a certain culture or region should include sufficient information to allow all students to understand them. They should not create an advantage or disadvantage for any group because of prior knowledge and experience or the lack thereof.
2. **Bias and Sensitivity Concerns**
    - Topics and situations that might be perfectly acceptable in other contexts can adversely affect students taking a test on their own with no discussion or adult guidance. The topics to avoid include, but are not limited to,
        - spiritual matters, parapsychology, the occult, ghosts, witches, magic, and extraterrestrials
        - catastrophes (e.g., earthquakes, floods, fires, hurricanes)
        - anything that could be related to recent national tragedies
        - being fired or losing a job
        - sexual activity, abortion, serious illness, and death
        - serious social problems (e.g., poverty, alcoholism, drug abuse, domestic violence, animal abuse, divorce)
        - games of chance, alcohol, tobacco, guns, and violence
    - Passages should not question, suggest, or seem to advocate any particular attitude, belief, or value that might not be held by all Americans. Topics about beliefs or values that are essential in the legal, economic, and social structure of our society and to the personal and social responsibilities of citizens in our society (e.g., democratic values) are acceptable.
    - Passages should not include children being unkind or hurtful to people or animals or disrespectful to adults or other authority figures.
    - Passages should not contain any situation in which children may be in dangerous or unsafe conditions or in which children are unsupervised by adults.
    - Passages should not include unhealthful practices by children or adults.
    - Passages should avoid nonstandard English. Passages also should avoid topics that use words or phrases that are likely to have suggestive or negative connotations
3. **Exemptions to the Bias and Sensitivity Guidelines**

    Some of the CCSS dictate the use of foundational U.S. documents, seminal documents, religious works such as the Bible, and other sources that may contain references to sensitive issues. These standards require the use of

primary source, public domain passages; commissioned passages cannot adequately assess them.

It might become necessary at times for passage developers to relax the bias/sensitivity guidelines in order to adequately address such standards.

However, this does not give developers blanket permission to use any document that fits the standard, regardless of bias and sensitivity concerns.

Passage developers' discretion and content-area expertise are of the utmost importance in distinguishing acceptable from unacceptable texts. Often, it is not the topic alone that might be sensitive but the way in which the topic is treated.

4. **Text Features and Graphics**[5]

   - Understanding and interpreting text structure is an important element of the CCSS. Students are asked to locate key information, describe text structure, and analyze how a text's structure relates to its purpose and meaning. As such, **text features** such as headings, subheadings, numbered and bulleted steps, glossaries, and sidebars may be included in some informational passages, especially at lower grade levels in which structure should be more clearly "signposted."
   - The CCSS also focus on **graphics**—specifically, integrating textual information with information presented visually. As such, graphics should not be decorative. Developers should avoid graphics that are simple, unnecessary, or merely supplementary to the meaning of the text.
   - Graphics should be high quality and complex, and they should provide an independent source of information within a text. Their interpretation should be essential to understanding the text.
   - Graphics—as well as the items that relate to them—should not be dependent on color.

III. Guidelines for Item Development

English Language Arts item writers for the Florida Interim Assessment Item Bank must have a comprehensive knowledge of ELA curriculum based on the Common Core State Standards and an understanding of the range of cognitive abilities of the students to be assessed. Item writers should understand and consistently apply the guidelines established in this document. Item writers are expected to use their best judgment in writing items that measure the ELA standards of the CCSS.

A. Overall Considerations

1. Each item should be written to measure primarily one CCSS standard or substandard; however, other standards or substandards may also be addressed for some item types.
2. Items should be appropriate for students in terms of grade-level instruction, experience and difficulty, cognitive development, and reading level. The reading level of the test items should be on grade level, except for specifically assessed terms or concepts.

3. Items should be written to the cognitive level (DOK) of the standard. For example, if the standard states the student will compare concepts, the item should assess a comparison.
4. Items should assess the application of the concept rather than the memorization of dates, names, or facts unless otherwise noted in the individual standards specifications.
5. Items should not require the student to define terms but to understand terms used in context.
6. Each item should be written clearly and unambiguously to elicit the desired response.
7. Items should contain accurate and sufficient content information.
8. Items should avoid providing information that may be used to answer other items (known as clueing or clanging).
9. Each item should require students to read the passage closely and analytically.
10. Items should require students to remain within the text rather than to step outside of it and should ask students to support their answers with evidence from the text, where possible.
11. Each item should use language that is text-specific rather than generic.
12. Each item should be a "question worth asking" (in other words, address significant parts of the passage rather than information that is not key to the passage).
13. Items should not disadvantage or exhibit disrespect to anyone in regard to age, gender, race, ethnicity, language, religion, socioeconomic status, disability, occupation, or geographic region.
14. Every effort should be made to keep the test items as concise as possible without losing cognitive flow or compromising the overall idea or concept.
15. The item content should be timely but not likely to become outdated too quickly.
16. Real-world, factual stimulus materials included in item text (charts, graphs, tables, etc.) must cite the source used.

B. Item Style and Format

This section presents stylistic guidelines and formatting directions.

1. Items should be clear and concise and should use vocabulary, concepts, and sentence structure appropriate for the assessed grade level. Writers should refer to the resources provided during item writer training.
2. Selected Response (SR) items should have only one correct answer.
3. The words *most likely* or *best* should be used only when appropriate to the question.
4. Avoid the use of *all of the above*, *none of the above*, *no change needed*, *correct as is*, *not enough information*, *cannot be determined*, or similar options.

5. For grades K–5, use uppercase type to emphasize key words (*FIRST*, *MOST*, *MOST LIKELY*, *MAIN*, *OPPOSITE*, *BEST*, etc.). Do not emphasize key words for grades 6–12.
6. Stems should usually be positive, not negative. On the rare occasion that a stem involves the word *NOT*, *EXCEPT*, or *LEAST*, the word should be emphasized by uppercase type for grades K–5. Do not emphasize words for grades 6–12.
7. Masculine pronouns should NOT be used to refer to both sexes. Name(s) should be used whenever possible to avoid gender-specific pronouns (e.g., instead of *The student will make changes so that he . . .* , use *John and Maria will make changes so that they . . .*).
8. In grades K–3, the terms *story*, *article*, *play*, or *poem* should be used when referring to a reading passage. Grades 4–12 should use the terms *passage*, *article*, *play*, or *poem*. For all grades, functional material should be referred to by its specific format (e.g., *schedule*, *brochure*, *flier*, *webpage*).
9. In grades 6–12, if more than one sentence is quoted from the passage or article, the term *excerpt* should be used. In grades K–5, the terms *sentences* or *paragraph* should be used. When just once sentence is quoted, the term *sentence* should be used. When ellipses are used to indicate omission within a quoted sentence, the quoted text should be referred to as an *excerpt*. In poetry, the term *line* or *lines* should be used when referring to a quotation from a poem.
10. Items requiring art should use art that is set to scale whenever possible. If not possible, a not-to-scale text box should be included at the bottom left of the art.
11. Graphics in items should be clearly labeled and contain all necessary information.

C. Use of Additional Stimuli

Complex stimuli such as graphics may be used to provide both necessary and supplemental information—that is, some stimuli may contain information that is necessary for answering the question and other stimuli may support the context of the question. Scenarios may include diagrams, illustrations, charts, tables, audio files, or video files unless otherwise noted in the individual standards specifications.

1. An item should not begin with the stimulus; it should always be preceded by text.
2. All graphics (tables, charts, graphs, photographs, maps, illustrations, etc.) should be titled. Titles should be in all caps, boldfaced, and centered; they may be placed above or below the stimulus.

D. Documentation

Most CCSS reading items are passage driven, which means that students will rely on information in the passage to answer the question. Very few items will need to introduce new information (i.e., facts or details that do not appear in the passage).

In the rare event that an item or stimulus might need to introduce new information, it is essential to avoid presenting inaccurate information or misrepresenting a topic/subject. For this reason, factual material introduced in items must be documented by at least two high-quality, independent, reliable sources.

E. Reader and Task Considerations

1. Bias and Sensitivity

Fairness to all students is of the utmost importance in testing. As such, passages must represent both genders and a wide range of cultures and ethnicities. Items should reflect this diversity and should be balanced in terms of characters/subjects addressed. In addition, different cultures and ethnicities should be treated respectfully, and items should avoid stereotyping or pigeonholing ethnic or cultural groups.

Please see page 9 for more detailed information on bias and sensitivity concerns.

2. Universal Design[6]

The application of universal design principles helps develop assessments that are usable by the greatest number of test takers, including those with disabilities and nonnative speakers of English. To support the goal of providing access to all students, item writers must attend to the best practices suggested by universal design, including, but not limited to

- reduction of wordiness
- avoidance of ambiguity
- selection of reader-friendly construction and terminology
- consistently applied concept names and graphic conventions

Universal design principles also inform decisions about item and test layout and design, including, but not limited to, type size, line length, spacing, and graphics.

Throughout the development process, these elements are carefully monitored. The review processes and field testing are used to ensure appropriateness, clarity, and fairness.

3. Readability

CCSS-aligned items must be written with readability in mind. In addition, vocabulary must be appropriate for the grade level being tested. Please refer to the **Tiered Vocabulary** section on page 7.

4. Text Features and Graphics

- Understanding and interpreting text structure is an important element of the CCSS. As such, **text features**, such as headings, subheadings, numbered and bulleted steps, glossaries, and sidebars, may be included in some informational passages, especially at lower grade levels in which structure should be more clearly designated.
- The CCSS also focus on **graphics**—specifically, integrating textual information with information presented visually. Graphics should not be assessed in isolation from the main body of the text.

- Graphics in passages should be complex and provide "an independent source of information within a text. Their interpretation should be essential to understanding the text." Items relating to graphics must require students to relate these two independent sources of information (graphics and main body of text) to one another.

F. Item Difficulty and Cognitive Complexity

Items included in the Florida Interim Assessment Item Bank will reflect a range of difficulty and cognitive complexity. Item writers will not be expected to make a prediction of difficulty for each item created. However, item writers should develop items that reflect a range of difficulty levels. Difficulty levels will be established in field trials and included in the item release.

Each item for the IBTP will be aligned to a depth of knowledge (DOK) level that captures its cognitive complexity. Cognitive complexity, as described by Dr. Norman Webb, refers to the cognitive demand associated with an item, focusing on the expectation made of the item, not the ability of the student. When classifying an item's demands on thinking (i.e., what the item requires the student to recall, understand, analyze, and do), it assumes that the student is familiar with the basic concepts of the task. The complexity of the items remains independent of the particular curriculum a student has experienced. More information about Florida's depth of knowledge levels is available online at *http://www.cpalms.org/Uploads/docs/CPALMS/initiatives/contentcomplexity/CPALMS_ccdefinitions_120911.pdf* .

1. Levels of Depth of Knowledge for English Language Arts

Reading

Level 1 (Recall) items or tasks require students to recite facts or to use simple skills or abilities. Oral reading that does not include analysis of the text and verbatim repetition of a text are exemplary of DOK Level 1 reading tasks. Level 1 standards or test items require only a surface understanding of the text presented and often consist of verbatim recall from the text or simple understanding of a single word or phrase.

Some examples that represent but do not constitute all of Level 1 performance are:

- Recognize and name end punctuation
- Use a dictionary to find the meaning of words
- Identify figurative language in a reading passage
- Recognize the correct order of events from a text
- Quote accurately from a text

Level 2 (Basic Application of Concepts and Skills) includes the engagement of some mental processing beyond recalling a response; it requires both comprehension by attending to contextual clues and subsequent processing of text or portions of text. Intersentence analysis of inference is required. Some important concepts are covered, but not

in a complex way. Literal main ideas are stressed. Level 2 thinking may require students to apply some of the skills and concepts that are covered in Level 1.

Some examples that represent but do not constitute all of Level 2 performance are:

- Use context cues to identify the meaning of unfamiliar words
- Provide an objective summary of the text
- Predict a logical outcome based on information in a reading selection
- Identify and summarize the major events in a narrative
- Determine the main idea of a text
- Determine how details support the main idea
- Recognize elements of a plot
- Make connections between the text of a story or drama and a visual or oral presentation of the text

Level 3 (Strategic Thinking and Complex Reasoning) tasks call upon students to go beyond the text; however, they are still required to show understanding of the ideas in the text. Students may be encouraged to explain, generalize, or connect ideas. Standards and items at Level 3 involve reasoning and planning. Students must be able to support their thinking. Level 3 may involve abstract theme identification, inference across an entire passage, or students' application of prior knowledge. Level 3 may also involve more than superficial connections between texts.

Some examples that represent but do not constitute all of Level 3 performance are:

- Determine the author's purpose and describe how it affects the interpretation of a reading selection
- Identify causal relationships in a text
- Assess the extent to which the reasoning and evidence in a text support the author's claims
- Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil)
- Trace and evaluate the argument and specific claims in a text
- Summarize information from multiple sources to address a specific topic
- Analyze and describe the characteristics of various types of literature
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas

Level 4 (Extended Thinking and Complex Reasoning) standards or assessment items consist of extended activities, with extended time provided for their completion. The extended time period is not a distinguishing factor if the required work is only repetitive. In other words, any combination of Levels 1–3 skills called upon by an extended time period task will not rise to a Level 4 rating unless the task also encompasses significant conceptual understanding and higher-order thinking. High levels of complexity through analysis and synthesis characterize both Levels 3 and 4. What distinguishes the two is that a Level 4 standard or test item will entail a significant effort over time, multiple resources, and documents. At Level 4, students are expected to take information from at least one passage and are asked to apply this information to a new task. They may also be asked to develop hypotheses and perform complex analyses of the connections among texts.

Some examples that represent but do not constitute all of Level 4 performance are:

- Analyze and synthesize information from multiple sources
- Examine and explain alternative perspectives across a variety of sources
- Describe and illustrate how common themes are found across texts from different cultures

Writing

Level 1 (Recall) requires the student to write or recite simple facts. This writing or recitation does not include complex synthesis or analysis but is restricted to basic ideas. The students are engaged in listing ideas or words, as in a brainstorming activity prior to written composition, are engaged in a simple spelling or vocabulary assessment, or are asked to write simple sentences. Students are expected to write and speak using Standard English conventions. This includes using appropriate grammar, punctuation, capitalization, and spelling.

Some examples that represent but do not constitute all of Level 1 performance are:

- Use punctuation marks correctly
- Identify Standard English grammatical structures and refer to resources for correction
- Recall information from experiences or gather information from provided sources to answer a question
- Use correct grammar, punctuation, capitalization, and spelling to construct simple sentences

Level 2 (Basic Application of Concepts and Skills) tasks require some mental processing. At this level, students are engaged in tasks such as writing first drafts for a limited number of purposes and audiences. At Level 2, students are beginning to connect ideas using a simple organizational structure. For example, students may be engaged in note

taking, outlining, or simple summaries. Text may be limited to one paragraph. Students demonstrate a basic understanding and appropriate use of such reference materials as a dictionary, thesaurus, or website.

Some examples that represent but do not constitute all of Level 2 performance are:

- Construct compound sentences
- Use simple organizational strategies to structure written work
- Write summaries that contain the main idea of the reading selection and pertinent details
- Outline a text, illustrating its key ideas
- Use correct grammar, punctuation, capitalization, and spelling to produce a paragraph about an experience or activity

Level 3 (Strategic Thinking and Complex Reasoning) tasks require higher-level mental processing. Students are engaged in developing compositions that include multiple paragraphs. These compositions may include complex sentence structure and may demonstrate some synthesis and analysis. Students show awareness of their audience and purpose through focus, organization, and the use of appropriate compositional elements. The use of appropriate compositional elements includes such things as addressing chronological order in a narrative or including supporting facts and details in an informational report. At this stage, students are engaged in editing and revising to improve the quality of the composition.

Some examples that represent but do not constitute all of Level 3 performance are:

- Support ideas with details and examples
- Use transitional words or sentences to tie ideas together in an essay or story
- Edit writing to produce a logical progression of ideas associated with a theme
- Write arguments to support claims with clear reasons and relevant evidence
- Write opinion pieces on topics or texts, supporting a point of view with reasons and information

Level 4 (Extended Thinking and Complex Reasoning) tasks may incorporate a multiparagraph composition that demonstrates synthesis and analysis of complex ideas or themes. Such tasks will require extended time and effort with evidence of a deep awareness of purpose and audience. For example, informational papers include hypotheses and supporting evidence. Students are expected to create compositions that demonstrate a distinct voice and that stimulate the reader or listener to consider new perspectives on the addressed ideas and themes.

Some examples that represent but do not constitute all of Level 4 performance are:

- Write an analysis of two passages, identifying the common theme and generating a purpose that is appropriate for both
- Use voice appropriate to the purpose and audience of an essay
- Conduct research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content
- Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation

G. Item Types

This section presents guidelines for development of the following types of items:

Selected Response (SR)—1 point

Constructed Response (CR)—2 points

Extended Response (ER)—4 points

Essay Response (ESR)—6 points

Performance Task (PT)—1–10 points

1. Selected Response (SR) Items (1 Point)

Selected response items require students to choose an answer from the choices given. Each item consists of a stem and either three or four answer options, depending on the grade level (see #3 below). One of the answer options is the correct answer and the remaining options are called distractors. Selected response items may also include a stimulus and/or passage.

1. SR items should take approximately one minute per item to answer.
2. SR items are worth one point each.
3. SR items for grades K, 1, and 2 should have three answer options (A, B, and C). SR items for all other grades and courses should have four answer options (A, B, C, and D).
4. SR items must have only one correct answer option.
5. During item development and review, the correct response should be indicated.
6. During item development and review, the distractor attributes should be referenced for each standard in the item specifications to locate information explaining why a student would select that distractor.

7. Distractors should reflect misconceptions or mistakes commonly made by students.
8. Each distractor should be a believable answer (i.e., plausible, but incorrect).
9. All answer options should be written in a style appropriate to the question asked. For example, a "how" question should have answer options that explain how.
10. Options should have parallel structure whenever possible. Test item options should not have an outlier (e.g., an answer option that is significantly longer than or different from the other options).
11. Items should not be clued or answered by information in the stem or other options.
12. If an option is a single word or a phrase, the option should start with a lowercase letter. If an option is a sentence, the sentence should be conventionally capitalized and punctuated. Options that are imperatives should be treated as sentences.
13. Answer options that are single words should be arranged in alphabetical or reverse alphabetical order.
14. Answer options that are phrases or sentences should be arranged from shortest to longest or longest to shortest.
15. Numerical answer options should be arranged in ascending or descending order.
16. When the item requires the identification of a choice from the item stem, table, chart, or illustration, the options should be arranged as they are presented in the item stem, table, chart, or illustration.

Distractor Attributes

Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item's strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers.

2. Open-Ended Response Items (2–6 Points)

- Constructed Response (CR) (2 points)
- Extended Response (ER) (4 points)
- Essay Response (ESR) (6 points)

Introduce open-ended items with a statement or question (not the imperative "Explain" or "Write") and then tell the student what to do (write one paragraph explaining, describing, etc.). Open-ended response items require the student to provide written and oral responses. A scoring rubric and

exemplar should be developed for all open-ended response items. Exemplars will be used as scoring guides and should be specific to the item, but not so specific as to discount multiple correct answers. Exemplars should include a clear and defensible description of the top score point, and contain straightforward language that is accurate and complete and is easy to interpret.

Exemplars

- Include scoring guidance for every aspect of the item that is required.
- Include all applicable criteria from the standard being assessed.
- The best exemplars include a bulleted list of the points that a student may include ("a top score may include but is not limited to the following points"), not always a sample of what a student may write.
- Exemplars should be in bulleted format where appropriate.
- If an item asks for specific quotations or references to the text, the exemplar should list those (not simply state that the response should include quotations or references).
- If the student is asked to take a position for or against, the exemplar should list points for each position.

In addition, open-ended items should display the following elements:

- Contain clear and explicit directions to elicit specific expected answers, which become the basis for scoring rubrics
- May allow for multiple legitimate interpretations and points of view
- Must be consistent in the total number of points and the estimated amount of time a student will take to earn full credit (e.g., extended response items, which are worth 4 points, should take longer than constructed response items, which are worth 2 points)
- Require students to use higher-order thinking skills (application, analysis, synthesis, and evaluation)
- Require students to support their answers with evidence from the text
- Be phrased in a way that is stimulus-specific rather than generic
- Be free of grammatical errors, incorrect spelling, or slang that may distract students from answering the question (see the style guide for details)
- Be clearly written to accommodate universal design principles (see page 13)

Constructed Response (CR) Items (2 Points)

Constructed response (CR) items are designed to measure a single standard and to elicit brief written or oral responses from students. A written response might include "write one paragraph"; an oral response might include a 1-3 minute presentation. If it is a written response, include "Write one paragraph" within the directions. The recommended time allotment for a student to respond is 5–10 minutes. Constructed responses generally do not require extensive research. A complete answer is worth 2 points and a partial answer is worth 1 point. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Score	Description
2	• Response provides a complete and correct explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with details from the passage.
1	• Response provides a partially complete and correct explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with limited details (in quantity or quality) from the passage.
0	• Response is incorrect, irrelevant, or not provided.

Extended Response (ER) Items (4 Points)

Extended response (ER) items are more complex than 2-point CR items. ER items are designed to measure a single standard, but other related standards or substandards may be addressed. ER items are intended to elicit brief written responses of one or two paragraphs from students or a 3 to 5 minute oral presentation. An extended response may require some research. The recommended time allotment for a student to respond is 10–15 minutes. A complete answer is worth 4 points. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Score	Description
4	• Response provides a complete and correct explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with multiple details from the passage.
3	• Response provides a mostly complete and correct explanation of, or answer to, the item. • Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with some details from the passage.
2	• Response provides a partially complete and correct explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported by few details from the passage.
1	• Response provides a minimally complete and correct explanation of, or answer to, the item. • Response may be too brief to show understanding of the text. • Inaccurate, too few, or unsupported details may be included in the response.
0	• Response is irrelevant, inappropriate, or not provided.

Essay Response (ESR) Items (6 Points)

Essay Response (ESR) items are designed to elicit in-depth written responses from students and may assess more than one standard or substandard. In most cases, essay responses will be three or more paragraphs in length, with a distinct introduction, body, and conclusion. Include "Write an essay..." within the directions. Students should be given about 30 minutes to complete each item. ESR items are worth a total of 6 points. Two of the points focus on organization and purpose, which relate to CCSS writing standards. Two of the points focus on the use of evidence, support, and details, which may relate to CCSS reading and/or writing standards. Two of the points relate to the use of language conventions and vocabulary, which relate to CCSS language standards. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Part I: Writing	
2	*Purpose:* • The writing is purposeful throughout the essay. • The essay has a topic and central idea that are clearly introduced and consistently referred to throughout the course of the essay. *Organization:* • The essay is logically organized and uses transitions effectively. • Ideas, concepts, facts, definitions, and examples are clearly related and connected to one another with words, phrases, clauses, and syntax. • The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the central idea and addresses the audience appropriately.
1	*Purpose:* • The writing is intermittently purposeful. • The essay has a topic and central idea that are unclear and/or referred to inconsistently. *Organization:* • The essay is organized somewhat logically and uses transitions, though not always effectively. • Ideas, concepts, facts, definitions, and examples may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the central idea. The conclusion also may not address the audience appropriately.
0	• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	*Support/Evidence:* • The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay. • The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. *Sources:* • All support/evidence is derived from credible and accurate sources.
1	*Support/Evidence:* • The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay. • The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. *Sources:* • The support/evidence is mostly derived from credible and accurate sources.
0	• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language/Vocabulary:* • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. *Conventions:* • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	*Language/Vocabulary:* • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. *Conventions:* • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

3. Performance Task (PT) Items (1–10 Points)

Performance tasks are used to measure students' ability to integrate knowledge and skills over multiple standards, clusters, and/or domains. Specifically, performance tasks may require students to create a product, demonstrate a process, or perform an activity that demonstrates proficiency in ELA. Higher point performance tasks generally take longer than the other item types and may last as long as a few hours or continue over the course of a few days. They are evaluated using customized scoring rubrics, and they may be worth 1–10 points. A customized rubric may be constructed using portions of more than one rubric: a 2-point research, 4-point writing, and 2-point speech, for example, can comprise the 8 points needed. A performance task may address one or more standards and may be composed of multiple items. The expectation is the performance tasks will include a demonstration of the student's mastery of the standard. Items are expected to have rubrics.

Performance Tasks may have the following characteristics.

1. Performance tasks may cover a short time period or may cover an extended period of time.

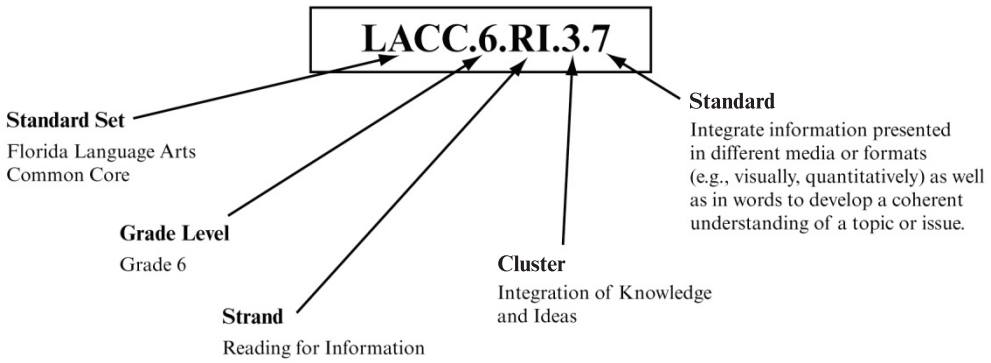
2. Performance tasks should possess sufficient complexity and rigor to clearly exceed the demands of extended response or essay items.
3. Written responses required for performance tasks should be of extended length; other types of typical response formats include demonstrations, oral presentations, exhibits, or other products.
4. Tasks required of a performance task should be worthwhile and meaningful to students.
5. Performance tasks must contain clear and explicit directions for understanding and completing the required component tasks and producing the objective output.
6. Whenever appropriate, performance tasks should be presented in a scaffolded format (bullet points, numbering, individual answer spaces, etc.).
7. All tasks, skills, and/or behaviors required by the performance tasks must be objective, observable, and measurable.
8. All necessary equipment, materials, and resources should be referenced within the text of the performance task.
9. Performance tasks should elicit a range of score points.
10. Performance tasks generally require students to organize, apply, analyze, synthesize, and/or evaluate concepts.
11. Performance tasks may measure performance in authentic situations and outside the classroom where appropriate and practical.
12. Every performance task requires companion rubrics to be used for scoring purposes. Rubrics should meet the following criteria.
    a. The rubrics and performance tasks should be developed in tandem to ensure compatibility. It is appropriate to use parts of generic rubrics to describe the specific assessed skill.
    b. Rubrics must be specific to the individual requirements of each performance task.
    c. The rubric must allow for efficient and consistent scoring.
    d. Every possible score point must have a clearly worded descriptor, including the zero score point.
    e. The highest score descriptor should allow for all foreseeable methods of correctly and thoroughly completing all requirements of the performance task.

IV. Guide to Grade-Level Specifications

A. CCSS: English Language Arts Standards Classification System

The Florida CCSS are labeled with a system of numbers and letters.

- The four letters in the first position of the code identify the Florida Language Arts Common Core standard set.
- The number(s) in the second position represent the grade level to which the standard set belongs.
- The letter(s) in the third position represent the strand.
- The number in the fourth position represents the cluster in the strand.
- The number in the last position represents the standard.
- The sentence after the code is the "standard language," or the standard itself.



Grade 6	
STANDARD CODE	**STANDARD**
LACC.6.RI.3.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

B. Definitions for Individual Specification Components

For each standard, the following information is presented.

Strand	Strand is a broad category of knowledge within the overall study of English Language Arts and Literacy. Strands for all grade levels include Reading Literature; Reading Informational Text; Writing; Speaking and Listening; and Language. Grades 6–12 also include Literacy in History/Social Studies; Literacy in Science and Technical Subjects; and Writing in History/Social Studies, Science and Technical Subjects. Strands may also be referred to as *domains*.
Cluster	Key Ideas and Details: A cluster is a subcategory within a strand. Each cluster represents a key area of study within the strand. For example, the Reading Literature strand includes the following clusters: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, and Range of Reading and Level of Text Complexity. The clusters are the same across grade levels.
Standard	Each standard defines a skill or understanding that students should have by the end of the grade. This is an example: *LACC.6.RI.1.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, or elaborated in a text (e.g., through examples or anecdotes).* In the example above, *LACC.6.RI.1.3* is the "standard code." *LACC* stands for Language Arts Common Core, *6* stands for grade 6, *RI* stands for the Reading Informational Text strand, *1* stands for the cluster in the strand (Key Ideas and Details), and *3* stands for the standard in the strand. The sentence after the code is the "standard language," or the standard itself. Since this document covers a grade band rather than an individual grade, the **Standard** section will provide the standard code and language for each individual grade-level standard within the band. For example: LACC.6.RL.1.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LACC.7.RL.1.1—Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. LACC.8.RL.1.1—Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Clarification and Content Limits	This section provides detailed interpretations of key elements of the standards. It provides explanations that will help item developers understand the precise skills being assessed. The section also defines the scope of the standards, including vertical progressions between grade levels and specific information about what the standard does or does not include. Please note that the information in this section sometimes addresses only the key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard. Grade 6 focuses on . . . Grade 7 focuses on . . . Grade 8 focuses on . . .
DOK Target(s)	This section points out the Depth of Knowledge (DOK) levels most appropriate for items aligned to the standard. The possible levels are 1, 2, 3, and 4.
Suggested Stimulus or Passage Material	This section lists the types of passages or other stimuli that may be used to assess the standard. For example, standards from the Reading for Literature strand must be assessed with literary texts, not with informational texts. Standards that assess listening skills require an oral stimulus that is read aloud by the teacher or that is an audio recording.
Distractor Attributes for Selected Response Items	Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item's strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers. Example: Possible attributes for *LACC.6.RL.1.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text* may include but are not limited to: - details do not support analysis of text - incorrect analysis of text - incorrect inferences drawn from text

[1] Adapted from materials from the May 2012 Student Achievement Partners Item Writers Working Session.

[2] Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, 31. *http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf*.

[3] Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, 57. *http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf*.

[4] This section is adapted from Appendix A of the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. *http://www.corestandards.org/assets/Appendix_A.pdf*.

[5] This section is adapted from the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. *http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf*.

[6] This section is adapted from the FCAT 2.0 Reading Test Item Specifications. *http://fcat.fldoe.org/fcat2/itemspecs.asp*.

V. CCSS Grade-Level Specifications

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.1112.RL.1.1—Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Clarification and Content Limits	Grades 11–12 focus on using textual evidence to support an analysis of direct and inferred interpretations of text. Students use textual evidence to determine where the author deliberately or unintentionally creates ambiguity, thereby creating uncertainty about characters, setting, events, and meaning.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support text analysis; – incorrect inferences based on the text; – textual evidence that is irrelevant or minimally relevant in support of text analysis; – incorrectly identifying where the author created ambiguity about characters, setting, events, and meaning.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.1112.RL.1.2—Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	
Clarification and Content Limits	Grades 11–12 focus on analyzing how two or more themes or central ideas connect, influence, and build on one another (e.g., the reflexive influence of greed and power). Students analyze how two or more interrelated themes or central ideas are advanced as conflicts, characters' thoughts, dialogue, events, and ideas unfold. Students provide an objective summary that includes the themes and central ideas of the text while omitting less important ideas/details and opinions.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text that has two or more themes or central ideas
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – details that do not support the theme or central idea; – incorrectly interpreting the theme or central idea; – incorrectly determining how a theme emerges through conflicts, characters' thoughts or dialogue, or events; – incorrect or incomplete summary statement.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.1112.RL.1.3—Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
Clarification and Content Limits	Grades 11–12 focus on how the elements of a story or drama (e.g., setting, characters, plot, conflict, and resolution) influence the meaning of the text. Students determine how the author's deliberate choices to include certain elements help him or her turn an idea into a cohesive text.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text: story or drama
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how the author introduces and develops characters, setting, plot, conflict, or resolution; – incorrectly analyzing how certain elements of the story influence text meaning.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 2: Craft and Structure	
Standard 4: LACC.1112.RL.2.4—Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	
Clarification and Content Limits	Grades 11–12 focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Students focus on figurative words and phrases (metaphor, simile, personification, hyperbole, etc.) and connotative meanings (ideas or meanings suggested or associated with words or phrases) that affect meaning and tone. Students focus on words that have multiple meanings (i.e., words that can be used as a noun or a verb) or on aesthetic language (creative/poetic language) that affects meaning and tone. All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text (poetry in particular for fresh, engaging, and beautiful language); Shakespeare must be represented at these grade levels
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed word or phrase; – meanings of the assessed word or phrase that are correct but are not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase; – inaccurately assessing how the figurative and/or connotative meaning of words or phrases affects the tone; – incorrectly analyzing the cumulative impact of word choices on meaning and tone.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 2: Craft and Structure	
Standard 5: LACC.1112.RL.2.5—Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
Clarification and Content Limits	Grades 11–12 focus on how the author's decisions (e.g., the choice of where to begin or end a story or the choice to provide a comedic or tragic resolution) affect the meaning, structure, and beauty of the text as a whole.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	Distractors may include but are not limited to – incorrectly analyzing how the author has structured specific parts of the text; – incorrectly analyzing how the author's choices impact text meaning, structure, and beauty of the text as a whole.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 2: Craft and Structure	
Standard 6: LACC.1112.RL.2.6—Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	
Clarification and Content Limits	Grades 11–12 focus on interpreting the underlying meaning of language that is multilayered (e.g., satire, irony, understatements, or sarcasm) and that reflects the point of view of the author or character(s).
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text in which the author says one thing but means something else (i.e., the text contains satire, sarcasm, irony, or understatement)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting point of view or meaning beyond what is stated in the text; – incorrectly understanding use of satire, irony, understatements, or sarcasm.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 3: Integration of Knowledge and Ideas	
Standard 7: LACC.1112.RL.3.7—Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)	
Clarification and Content Limits	Grades 11–12 focus on analyzing the interpretation of a story, drama, or poem in a new medium by attending to its nuances (e.g., dialogue in a recorded production of a play, tone in a recorded novel, or inflections in a recorded poem). Students judge whether the new material improves, fairly interprets, detracts from, undermines, etc., the original source text.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Story, drama, or poem in its original form and in a different medium (e.g., recorded or live production of a play or recorded novel or poetry); Shakespeare and American playwrights must be represented at these grade levels
Distractor Attributes for Selected Response Items	Distractor may include, but are not limited to – incorrectly comparing/analyzing multiple interpretations of a story, drama, or poem in different media; – incorrectly evaluating how different versions interpret the source text.

Strand: READING STANDARDS FOR LITERATURE
Cluster 3: Integration of Knowledge and Ideas
Standard 8: N/A to literature

Strand: READING STANDARDS FOR LITERATURE	
Cluster 3: Integration of Knowledge and Ideas	
Standard 9: LACC.1112.RL.3.9—Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	
Clarification and Content Limits	Grades 11–12 focus on comparing/contrasting similarities, differences, approaches, interpretations, evidence, reasons, conclusions, etc., of related themes or topics between two or more foundational works of American literature (e.g., comparing the treatment of the "individual" between two texts from the American romanticism literary era).
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Foundational works of American literature from the eighteenth, nineteenth, and early twentieth century; multiple texts with similar topics or themes
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how two or more eighteenth-, nineteenth-, and early-twentieth-century American literature treats similar themes or topics.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.1112.RL.4.10—By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.	
Clarification and Content Limits	Grade 11 focuses on reading/comprehending literature in the grades 11–CCR band, with scaffolding on higher level texts. Grade 12 focuses on reading/comprehending literature independently at the high end of the grades 11–CCR band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade 11 literature in the grades 11–CCR text complexity band Grade 12: literature at the high end of the grades 11–CCR text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect understanding, interpreting, or analyzing grade level literature, including stories, drama, and poetry.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.1112.RI.1.1—Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Clarification and Content Limits	Grades 11–12 focus on using textual evidence to support an analysis of direct and inferred interpretations of text. Students use textual evidence to evaluate the legitimacy of claims, evidence, and conclusions. Students use textual evidence to determine where the author deliberately or unintentionally creates ambiguity, thereby creating uncertainty about ideas and meaning.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Informational text

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support text analysis; – incorrect inferences based on the text; – incorrectly identifying where the author created ambiguity; – textual evidence that is irrelevant or minimally relevant in support of text analysis.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.1112.RI.1.2—Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	
Clarification and Content Limits	Grades 11–12 focus on how two or more central ideas that connect to and influence each other are advanced as information is introduced, supported, and explained. Students analyze how two or more central ideas connect to, influence, and build on one another (e.g., the reflexive influence of freedom and rights). Students provide an objective summary that includes the central ideas of the text while omitting less important ideas/details and opinions.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text that has two or more central ideas
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – details that do not support the central ideas; – incorrectly analyzing how central ideas develop over the course of the text; – incorrectly identifying facts, events or information that shapes the central ideas; – incorrectly interpreting the central ideas; – incorrectly analyzing the central ideas; – incorrect or incomplete summary statements.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.1112.RI.1.3—Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	
Clarification and Content Limits	Grades 11–12 focus on analyzing how intricate ideas and sequences of events contribute to the overall meaning of a text. Students analyze how individuals, ideas, or events connect and progress as the information is developed. They must look at the details not in isolation but in relation to each other and to the text as a whole.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text that contains complex ideas or sequences of events
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how a set of ideas or sequence of events develop over the course of a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 2: Craft and Structure	
Standard 4: LACC.1112.RI.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).	
Clarification and Content Limits	Grades 11–12 focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Students focus on figurative words and phrases (metaphor, simile, personification, hyperbole, etc.), connotative meanings (ideas or meanings suggested or associated with words or phrases), and technical words and phrases. Students analyze how the author uses and develops key terms throughout the text. All words and phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4

Suggested Stimulus or Passage Material	Informational text; some passages must have key terms that are repeated and refined over the course of the text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed word or phrase; – meanings of the assessed word or phrase that are correct but are not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase; – incorrectly analyzing how the author uses and refines the meaning of key terms over the course of a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 2: Craft and Structure	
Standard 5: LACC.1112.RI.2.5—Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	
Clarification and Content Limits	Grades 11–12 focus on judging the impact of the structure of an argumentative or expositional text in terms of making points clear, convincing, and engaging. Students move beyond simply recognizing a text's structure. They assess whether and how the structure contributes effectively to the author's purpose.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text (informative or persuasive)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing the effectiveness of the structure the author uses for his argument; – incorrectly evaluating whether the chosen structure makes the argument clear, convincing, or engaging.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 2: Craft and Structure	
Standard 6: LACC.1112.RI.2.6—Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	
Clarification and Content Limits	Grades 11–12 focus on how rhetorical devices (e.g., metaphor, oxymoron, and alliteration) and strategies (e.g., ethos, pathos, and logos) advance the author's point of view or purpose in a text. Students identify the author's purpose and determine how the writing style and content contribute to it. Students analyze how the writing style and content produce powerful, persuasive, or beautiful text.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text that includes effective rhetoric
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the author's point or view or purpose; – incorrectly identifying rhetorical devices or strategies used by the author; – incorrectly analyzing how style or content contributes to the power, persuasiveness, or beauty of the text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 3: Integration of Knowledge and Ideas	
Standard 7: LACC.1112.RI.3.7—Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	
Clarification and Content Limits	Grades 11–12 focus on combining information from various media, formats, or other texts to respond to a question or solve a problem. Students must determine the relevance and importance of the information in terms of helping them achieve their goal.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	At least two informational texts presented in different media or formats

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly evaluating multiple sources of information presented in various media or formats; – incorrectly determining how or what information is integrated in various media or formats.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 3: Integration of Knowledge and Ideas	
Standard 8: LACC.1112.RI.3.8—Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).	
Clarification and Content Limits	Grades 11–12 focus on assessing whether the reasoning in seminal U.S. texts aligns with constitutional principles such as checks and balances, limited government, separation of powers, etc. Students should examine how legal reasoning is used in the texts, including, but not limited to: 1. The specific issue being debated 2. What legal rule is pertinent 3. How the facts relate to the legal rule 4. How the rule was applied to the facts 5. The outcome determined by synthesizing the issue, rule and facts. Students judge whether the arguments in a work of public advocacy (political text that argues in favor of a cause, idea, or policy that benefits the American public) are sound. Students determine why an author produced the work of public advocacy.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Seminal U.S. texts, U.S. Supreme Court majority opinions and dissents, works of public advocacy
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly describing reasoning in a text; – incorrectly evaluating the reasoning in a text; – incorrectly describing the premises, purposes, and arguments laid out in a text; – incorrectly evaluating the premises, purposes, arguments laid out in a text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 3: Integration of Knowledge and Ideas	
Standard 9: LACC.1112.RI.3.9—Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	
Clarification and Content Limits	Grades 11–12 focus on analyzing the themes, purposes, and rhetorical strategies used in the foundational U.S. documents.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's second inaugural address)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing the themes, purposes, and rhetorical features of significant seventeenth-, eighteenth-, and nineteenth-century U.S. historical and literary documents.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.1112.RI.4.10— By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.	
Clarification and Content Limits	Grade 11 focuses on reading/comprehending literary nonfiction in the grades 11–CCR band, with scaffolding on higher level texts. Grade 12 focuses on reading/comprehending literary nonfiction independently at the high end of the grades 11–CCR band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade 11: literary nonfiction in the grades 11–CCR text complexity band Grade 12: literary nonfiction at the high end of the grades 11–CCR text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect understanding, interpretation, or analysis of grade level nonfiction.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.1112.RH.1.1—Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.	
Clarification and Content Limits	Grades 11–12 focus on using textual evidence to support an analysis of primary and secondary sources. Students use textual evidence to connect insights gleaned from details to understand the text as a whole.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text: primary or secondary source
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support analysis of primary or secondary sources; – incorrectly identifying primary or secondary sources.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.1112.RH.1.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	
Clarification and Content Limits	Grades 11–12 focus on identifying the central ideas or information in a primary or secondary source document. Students distinguish central ideas from less important ideas or supporting details. Students provide a summary that accurately represents the connections between the key details and ideas in a text.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text: primary or secondary source
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying central ideas of or information in a primary or secondary source; – identifying a less important idea as a central idea; – incorrect or incomplete summary statements of how key details and ideas develop over the course of the text.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.1112.RH.1.3—Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.	
Clarification and Content Limits	Grades 11–12 focus on evaluating multiple explanations for actions and events and determining which ones have the strongest support. Students use textual evidence to determine where the author left the text ambiguous or inconclusive, whether inadvertently or by design.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text that explains actions/events and supports explanations with evidence
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly evaluating explanations for actions or events in the text; – incorrectly identifying textual evidence in support of explanations; – incorrectly identifying ambiguity in the text.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 2: Craft and Structure	
Standard 4: LACC.1112.RH.2.4—Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in Federalist No. 10).	
Clarification and Content Limits	Grades 11–12 focus on domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Words should be specific to history or social studies. Students analyze how the author uses and develops key terms throughout the text (e.g., LBJ's "Great Society" or FDR's "New Deal"). All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed word or phrase; – meanings of the assessed word or phrase that are correct but are not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase; – incorrectly analyzing how an author uses and refines key terms.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 2: Craft and Structure	
Standard 5: LACC.1112.RH.2.5—Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.	
Clarification and Content Limits	Grades 11–12 focus on how the text is structured and how key parts of the text (sentences, paragraphs, sections) support the passage's central thesis, argument, or idea. Students must understand key parts of the text not just in isolation but as contributors to the text as a whole. They must analyze how the author linked together sentences and paragraphs to communicate ideas and accomplish his or her purposes.

DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text: primary source
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing the structure of a complex primary sources; – incorrectly identifying textual evidence that supports the passage's central theme, argument, or idea; – incorrectly identifying how key sentences, paragraphs, or large portions of the text contribute to the whole.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 2: Craft and Structure	
Standard 6: LACC.1112.RH.2.6—Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.	
Clarification and Content Limits	Grades 11–12 focus on judging the strengths/weaknesses of two authors' differing perspectives on the same historical event by evaluating how they approach the topic, make and support their arguments, and/or emphasize relevant information.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Two history/social studies texts that have differing points of view on the same historical event or issue
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the author's claims, reasoning, or evidence; – incorrectly contrasting the points of view of two authors on the same topic; – incorrectly evaluating each author's approach to the topic.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 3: Integration of Knowledge and Ideas	
Standard 7: LACC.1112.RH.3.7—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.	
Clarification and Content Limits	Grades 11–12 focus on using information from charts, graphs, tables, alternative texts, and other media to draw conclusions. Students integrate the information presented in different formats and media to answer a question or solve a problem (e.g., using a GDP recovery graph to analyze different nations' abandonment of the gold standard).
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	At least two history/social studies texts in different formats and media (e.g., visual, quantitative, words)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly evaluating multiple sources of information presented in various media or formats; – incorrectly determining how or what information is integrated in various media or formats.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 3: Integration of Knowledge and Ideas	
Standard 8: LACC.1112.RH.3.8—Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.	
Clarification and Content Limits	Grades 11–12 focus on assessing an author's argument (premises, claims, and evidence) based on information from another source. Students must assess which information is relevant and credible in terms of addressing the author's premises, claims, and evidence.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	At least two history/social studies texts about similar topics; one must contain information that corroborates or challenges the other

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly evaluating an author's premises, claims, or evidence; – providing information as a challenge or corroboration of author's premise, claim, or evidence which is not relevant.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 3: Integration of Knowledge and Ideas	
Standard 9: LACC.1112.RH.3.9—Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.	
Clarification and Content Limits	Grades 11–12 focus on using information from multiple sources to develop a comprehensive understanding of an idea or event. Students should be aware of the discrepancies between the information given in multiple sources and account for these inconsistencies in their overall understanding of the topic.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	At least two history/social studies texts about related ideas/events
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying information that is integrated in primary and secondary sources; – incorrectly identifying discrepancies between primary and secondary sources.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.1112.RH.4.10—By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.	
Clarification and Content Limits	Grades 11–12 focus on learning to read history/social studies texts in the grades 11–CCR band without scaffolding or support by the end of the grade band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grades 11–12: history/social studies texts in the grades 11–CCR text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting or analyzing grade level history/social studies texts.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.1112.RST.1.1—Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.	
Clarification and Content Limits	Grades 11–12 focus on using textual evidence to support an analysis of a text. Students use textual evidence to determine distinctions the author makes within concepts, ideas, phenomena, etc., and to note whether gaps or inconsistencies in an experiment, procedure, process, conclusion, etc., are present.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support text analysis; – textual evidence that is irrelevant or minimally relevant in support of text analysis; – incorrectly identifying gaps or discrepancies in texts.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.1112.RST.1.2—Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	
Clarification and Content Limits	Grades 11–12 focus on identifying the central ideas or conclusions in a text. Students summarize intricate concepts, processes, or information through concise and accurate paraphrasing. They include main ideas and details, and they omit less important ideas or biases/opinions.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the central idea or conclusions of a text; – identifying a less important idea as a central idea; – incorrect or incomplete summaries of complex concepts, processes or information; – summary statements that fail to simplify or inaccurately paraphrase complex concepts, processes or information.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.1112.RST.1.3—Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	
Clarification and Content Limits	Grades 11–12 focus on the purpose of the procedural steps for an experiment or a technical task. Students follow the sequence of steps and identify the connections between the steps. Students use information and explanations in the text to analyze the results of an experiment or a procedure. They compare one set of results or ideas to another.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that includes a multistep procedure and results (This can be a description of an experiment, a description of the operation/repair/construction of a device, a description of how some technology works, a description of how to perform a technical process or task, etc.)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the sequence of steps in an experiment, taking measurements, or performing technical steps; – incorrectly analyzing results based on textual explanations.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS
Cluster 2: Craft and Structure
Standard 4: LACC.1112.RST.2.4—Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

Clarification and Content Limits	Grades 11–12 focus on domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Words should be specific to science or technical subjects. Students determine the meaning of symbols and key terms as used in context in grades 11–12 scientific and technical texts. All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that contains domain-specific (Tier 3) words or symbols
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed symbol, key term, word or phrase; – meanings of the assessed word or phrase that are correct but not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 2: Craft and Structure	
Standard 5: LACC.1112.RST.2.5—Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.	
Clarification and Content Limits	Grades 11–12 focus on identifying how the text places various details and ideas into categories or hierarchies. Students show their understanding of information/ideas by explaining how specific details are related to one another.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how the text structures information into categories or hierarchies; – incorrectly identifying how details relate to one another.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 2: Craft and Structure	
Standard 6: LACC.1112.RST.2.6—Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.	
Clarification and Content Limits	Grades 11–12 focus on determining why the author provided a particular explanation, description, or discussion in a text. Students note issues that are unresolved (e.g., identifying where further research needs to be completed, identifying new questions raised by the research contained in the passage, etc.).
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that provides an explanation, describes a procedure, or discusses an experiment
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text; – details that do not determine why an author provided an explanation, described a procedure, or discussed an experiment in a text; – incorrectly identifying unresolved issues.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 3: Integration of Knowledge and Ideas	
Standard 7: LACC.1112.RST.3.7—Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.	
Clarification and Content Limits	Grades 11–12 focus on using information from charts, graphs, tables, alternative texts, and other media to draw conclusions. Students integrate the information presented in different formats and media to answer a question or solve a problem.
DOK Target(s)	2, 3, 4

Suggested Stimulus or Passage Material	At least two scientific or technical texts presented in diverse formats and media (e.g., quantitative data, video, multimedia)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly evaluating how information from multiple sources presented in diverse formats are integrated; – drawing incorrect conclusions from the multiple sources;

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 3: Integration of Knowledge and Ideas	
Standard 8: LACC.1112.RST.3.8—Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.	
Clarification and Content Limits	Grades 11–12 focus on assessing the testable explanation (hypothesis) as well as the data, analysis, and conclusions that stem from the hypothesis after an experiment or simulation. Students use factual information from other sources to verify data. Students corroborate or challenge conclusions with other sources of information that address similar concepts, phenomena, and topics.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that contains a hypothesis, data, analysis, and conclusions; scientific or technical text with corroborating or challenging information about a related topic
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly evaluating the hypotheses, data, analysis, or conclusions in a science or technical text; – providing information as a challenge or corroboration of hypotheses, data, analysis, or conclusions.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 3: Integration of Knowledge and Ideas	
Standard 9: LACC.1112.RST.3.9—Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.	
Clarification and Content Limits	Grades 11–12 focus on integrating information from a variety of sources that revolve around a similar subject and central idea to better understand a process, phenomenon, or concept. Students use textual evidence to identify and reconcile apparent or real discrepancies between sources.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Two or more related scientific or technical texts from a range of sources (e.g., texts, experiments, simulations)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly synthesizing information from multiple sources; – incoherently synthesizing information of a process, phenomenon, or concept; – presenting explanations to resolve conflicts ineffectively.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.1112.RST.4.10—By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.	
Clarification and Content Limits	Grades 11–12 focus on learning to read science/technical texts in the grades 11–CCR band without scaffolding or support by the end of the grade band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grades 11–12: science/technical texts in the grades 11–CCR text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting or analyzing grade level science/technical texts.

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 1 (a–e):

LACC.1112.W.1.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from and supports the argument presented.

Clarification and Content Limits	Writing standard 1 in grades 11–12 focuses on making and supporting argumentative claim(s). Indicator a. in grades 11–12 focuses on introducing precise claim(s), distinguishing claim(s) from alternative or opposing claims, and organizing claim(s), counterclaims, and evidence to clarify the relationships among each and introducing claim(s) both precise and knowledgeable, establishing the significance of claim(s), and organizing ideas in a logical sequence. Indicator b. in grades 11–12 focuses on providing evidence to develop claim(s) and counterclaims, and pointing out the strengths and limitations of each side of the argument in a manner suited to the intended audience and developing claim(s) and counterclaims thoroughly, supplying the most relevant evidence for each, and anticipating the audience's values and potential biases. Indicator c. in grades 11–12 focuses on using words, phrases, and clauses to connect the major sections of the text, to create cohesion, and to clearly relate claim(s), reasons, evidence, claim(s) and counterclaims to one another and using syntax to connect major sections of the text. Indicator d. in grades 11–12 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator e. in grades 11–12 focuses on providing a conclusion appropriate to and supporting the argument.

DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 2 (a–f):

LACC.1112.W.1.2—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

f. 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).

Clarification and Content Limits	Writing standard 2 in grades 11–12 focuses on conveying information in explanatory writing. Indicator a. in grades 11–12 focuses on introducing a topic and organizing information to make connections and distinctions and organizing information such that elements build on one another into a coherent whole. Indicator b. in grades 11–12 focuses on developing the topic with relevant and sufficient information appropriate to the audience and using the most significant information. Indicator c. in grades 11–12 focuses on using transitions to relate concepts, link sections, and create cohesion and using syntax to relate concepts, link sections, and create cohesion. Indicator d. in grades 11–12 focuses on using precise and domain-specific vocabulary to clarify the topic and using literary techniques to clarify the topic. Indicator e. in grades 11–12 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator f. in grades 11–12 focuses on providing a conclusion that flows from and supports the explanation provided.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
Standard 3 (a–e): LACC.1112.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Clarification and Content Limits	Writing standard 3 in grades 11–12 focuses on developing experiences by writing narratives. Indicator a. in grades 11–12 focuses on establishing context to engage and orient the reader and establishing a smooth progression of story elements and establishing the significance of the narrative. Indicator b. in grades 11–12 focuses on using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop aspects of the narrative. Indicator c. in grades 11–12 focuses on using a variety of techniques to sequence events to build a coherent whole and using techniques that also build toward a specific tone or outcome. Indicator d. in grades 11–12 focuses on using precise and descriptive language to vividly communicate narrative elements. Indicator e. in grades 11–12 focuses on providing a conclusion appropriate to and reflecting on the experiences, observations, or resolutions of the narrative.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 2: Production and Distribution of Writing	
Standard 4: LACC.1112.W.2.4—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.)	
Clarification and Content Limits	Writing standard 4 in grades 11–12 focuses on producing writing that is clear and coherent. The development, organization, and style employed should suit the intended audience and purpose.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 2: Production and Distribution of Writing	
Standard 5: LACC.1112.W.2.5—Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
Clarification and Content Limits	Writing standard 5 in grades 11–12 focuses on developing and improving writing through planning, revising, editing, or trying a new approach. Particular focus is placed on purpose and audience.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 2: Production and Distribution of Writing	
Standard 6: LACC.1112.W.2.6—Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Clarification and Content Limits	Writing standard 6 in grades 11–12 focuses on using technology—including the Internet—to produce and update writing and using technology to update writing in response to new information.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 3: Research to Build and Present Knowledge	
Standard 7: LACC.1112.W.3.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Clarification and Content Limits	Writing standard 7 in grades 11–12 focuses on conducting short and extended research projects to answer questions. Questions should be narrowed or broadened as appropriate. Answers should synthesize multiple sources.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 3: Research to Build and Present Knowledge	
Standard 8: LACC.1112.W.3.8—Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Clarification and Content Limits	Writing standard 8 in grades 11–12 focuses on gathering information from multiple authoritative sources, evaluating each source for its usefulness in addressing the research question. Information from these sources should be chosen and integrated into the text, using an established citation format. Each source should be evaluated according to the strengths and limitations as they relate to the task, purpose, and audience, as well as avoiding overreliance on one source.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS

Cluster 3: Research to Build and Present Knowledge

Standard 9:

LACC.1112.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").

b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Clarification and Content Limits	Writing standard 9 in grades 11–12 focuses on drawing evidence to support research and analysis from literary or informational texts, using grade-appropriate reading skills.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

Standard 1 (a–e):

LACC.1112.WHST.1.1—Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax 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.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 1 in grades 11–12 focuses on making and supporting an argumentative claim. Indicator a. in grades 11–12 focuses on introducing precise claim(s), distinguishing claim(s) from alternative or opposing claims, and organizing claim(s), counterclaims, and evidence to clarify the relationships among each and introducing claim(s) both precise and knowledgeable, establishing the significance of claim(s), and organizing ideas in a logical sequence. Indicator b. in grades 11–12 focuses on providing data and evidence to develop claim(s) and counterclaims, and pointing out the strengths and limitations of each side of the argument in a manner suited to the discipline and the intended audience and developing claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each, and anticipating the audience's values and potential biases. Indicator c. in grades 11–12 focuses on using words, phrases, and clauses to connect the major sections of the text, to create cohesion, and to clearly relate claim(s), reasons, evidence, claim(s) and counterclaims to one another and using syntax to connect major sections of the text. Indicator d. in grades 11–12 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator e. in grades 11–12 focuses on providing a conclusion appropriate to or supporting the argument.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

Standard 2 (a–e):

LACC.1112.WHST.1.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Clarification and Content Limits	Writing standard 2 in grades 11–12 focuses on conveying information in explanatory writing. Indicator a. in grades 11–12 focuses on introducing a topic and organizing information to make connections and distinctions and organizing information such that elements build on one another into a coherent whole. Indicator b. in grades 11–12 focuses on developing the topic with relevant and sufficient information appropriate to the audience and using the most significant information. Indicator c. in grades 11–12 focuses on using transitions and sentence structure to relate concepts, link sections, and create cohesion. Indicator d. in grades 11–12 focuses on using precise and domain-specific vocabulary to clarify the topic and to create a discipline- and reader-appropriate style, and using literary techniques to clarify the topic and to create a knowledgeable and discipline- and reader-appropriate style. Indicator e. in grades 11–12 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator f. in grades 11–12 focuses on providing a conclusion that flows from and supports the explanation provided.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS
Cluster 1: Text Types and Purposes
Standard 3: N/A for content domains Note: Students are expected to incorporate narrative writing into discipline-specific arguments and informative/explanatory texts, as appropriate.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 2: Production and Distribution of Writing	
Standard 4: LACC.1112.WHST.2.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Clarification and Content Limits	See WRITING STANDARDS, Production and Distribution of Writing, Clarification and Content Limits, Grades 11–12.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 2: Production and Distribution of Writing	
Standard 5: LACC.1112.WHST.2.5—Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
Clarification and Content Limits	See WRITING STANDARDS, Production and Distribution of Writing, Clarification and Content Limits, Grades 11–12.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 2: Production and Distribution of Writing	
Standard 6: LACC.1112.WHST.2.6—Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	
Clarification and Content Limits	See WRITING STANDARDS, Production and Distribution of Writing, Clarification and Content Limits, Grades 11–12.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 3: Research to Build and Present Knowledge	
Standard 7: LACC.1112.WHST.3.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Clarification and Content Limits	See WRITING STANDARDS, Research to Build and Present Knowledge, Clarification and Content Limits, Grades 11–12, noting that research should be conducted using informational texts only.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 3: Research to Build and Present Knowledge	
Standard 8: LACC.1112.WHST.3.8—Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.	
Clarification and Content Limits	See WRITING STANDARDS, Research to Build and Present Knowledge, Clarification and Content Limits, Grades 11–12, noting that research should be conducted using informational texts only.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 3: Research to Build and Present Knowledge	
Standard 9: LACC.1112.WHST.3.9—Draw evidence from informational texts to support analysis, reflection, and research.	
Clarification and Content Limits	See WRITING STANDARDS, Research to Build and Present Knowledge, Clarification and Content Limits, Grades 11–12, noting that research should be conducted using informational texts only.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 4: Range of Writing	
Standard 10: LACC.1112.WHST.4.10—Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
Clarification and Content Limits	Writing standard 10 in grades 11–12 focuses on writing routinely over extended and shorter time frames.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING
Cluster 1: Comprehension and Collaboration
Standard 1 (a–d): LACC.1112.SL.1.1—Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Clarification and Content Limits	Speaking and Listening standard 1 in grades 11–12 focuses on initiating and participating in collaborative discussions on grade-level-appropriate topics and texts. Indicator a. in grades 11–12 focuses on coming to discussions prepared and using evidence derived from that preparation to stimulate well-reasoned discussion. Indicator b. in grades 11–12 focuses on setting rules for collegial discussions and decision-making and on setting goals, deadlines, and individual roles and setting rules to promote civil, democratic discussions and decision making. Indicator c. in grades 11–12 focuses on moving the discussion forward by asking and answering relevant questions that connect the discussion to broader themes, incorporating peers into the discussion, and evaluating ideas that emerge from the discussion and asking and answering questions about the reasons and evidence presented, ensuring that all perspectives are heard, and promoting different perspectives. Indicator d. in grades 11–12 focuses on responding to diverse perspectives, summarizing areas of agreement and disagreement, and justifying personal views and making connections in response to new evidence presented and synthesizing information from all sides of an issue, resolving contradictions, and determining when further information gathering or research is justified.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Class discussions
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
Standard 2: LACC.1112.SL.1.2—Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Clarification and Content Limits	Speaking and Listening standard 2 in grades 11–12 focuses on using information from a variety of sources presented in diverse media and formats and evaluating each source for credibility and accuracy and using information to make decisions and solve problems, as well as noting inconsistencies among the data.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Multiple sources of information presented in diverse media and formats
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
Standard 3: LACC.1112.SL.1.3—Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	
Clarification and Content Limits	Speaking and Listening standard 3 in grades 11–12 focuses especially on identifying fallacious reasoning and distorted evidence. It also focuses on evaluating the speaker's use of rhetorical techniques and overall point of view and evaluating the speaker's premises, links among ideas, word choice, points of emphasis, and tone.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Argumentative speeches
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 2: Presentation of Knowledge and Ideas	
Standard 4: LACC.1112.SL.2.4—Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	
Clarification and Content Limits	Speaking and Listening standard 4 in grades 11–12 focuses on presenting information, findings, and evidence in a clear, concise, and logical fashion. Listeners should be able to follow the line of reasoning. Organization, development, substance, and style should suit the purpose of the presentation and its audience and communicating a clear perspective, addressing different or opposing views, and suiting organization, development, substance, and style to a range of tasks, informal to formal.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary, informational, history/social studies, and science and technology domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 2: Presentation of Knowledge and Ideas	
Standard 5: LACC.1112.SL.2.5—Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Clarification and Content Limits	Speaking and Listening standard 5 in grades 11–12 focuses on strategically using digital media to add interest and enhance understanding of findings, reasons, and evidence.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary, informational, history/social studies, and science and technology domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 2: Presentation of Knowledge and Ideas	
Standard 6: LACC.1112.SL.2.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	
Clarification and Content Limits	Speaking and Listening standard 6 in grades 11–12 focuses on using speech and diction appropriate to the task. Grade-appropriate formal English should also be used.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary, informational, history/social studies, and science and technology domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
Standard 1: LACC.1112.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	Grades 11–12 focus on the subjectivity of standard English. Students must have a strong enough command of conventions/usage to be able to recognize changes in these areas. They should understand that language changes over time and that not all questions of conventions/usage are resolved. Students should seek answers and information about contested usage by consulting a variety of reference materials.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using parallel structure; – incorrectly using noun, verb, adjectival, adverbial, participial, prepositional, absolute phrases or independent, dependent, noun, relative, adverbial clauses to convey specific meaning; – using phrases and clauses that do not add variety or interest to writing or presentations; – incorrectly using references to resolve usage issues.

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
Standard 2: LACC.1112.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Punctuation:** In grades 11–12 students use hyphens to connect words (certain compound words, compound modifiers), compound numbers, and certain prefixes and suffixes—and to prevent confusion (e.g., *resign* vs. *re-sign*). **Spelling:** Grades 11–12 focus on spelling grade-appropriate words correctly.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using a semicolon or conjunctive adverb to link independent clauses; – using punctuation other than a semicolon or conjunctive adverb to link independent clauses; – using punctuation other than a colon incorrectly to introduce a list or quotation; – using hyphens incorrectly; – spelling incorrectly.

Strand: LANGUAGE STANDARDS	
Cluster 2: Knowledge of Language	
Standard 3: LACC.1112.L.2.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Vary syntax for effect, consulting references (e.g., Tufte's *Artful Sentences*) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	Grades 11–12 focus on syntax, or the pattern or formation of sentences. As writers, students will vary syntax in deliberate ways to contribute to meaning, emphasis, clarity, rhythm, and effect. As readers, students will apply their understanding of syntax to better comprehend meaning and author's purpose in complex texts.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – editing text incorrectly (inconsistent with style guides and manuals); – incorrectly using and varying syntax; – incorrectly using references for syntax variation.

Strand: LANGUAGE STANDARDS	
Cluster 3: Vocabulary Acquisition and Use	
Standard 4: LACC.1112.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive, conception, conceivable*). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Context clues:** Grades 11–12 focus on unknown words and phrases that are about one grade level higher and whose meanings can be discerned through an analysis of context. Students should focus on context clues and on overall meaning in order to determine the definition of an unfamiliar word. Items should focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary. **Word changes:** Grades 11–12 focus on using patterns of word changes as clues to a word's meaning, function, and part of speech. Students employ a broad knowledge of word roots and various prefixes and suffixes. **Reference materials:** Grades 11–12 focus on using dictionaries, glossaries, and thesauruses to learn about a word's pronunciation, its precise meaning, its part of speech, and its etymology. Students should also use these reference materials to substantiate preliminary definitions based on examining context clues, analyzing patterns of word changes, and other strategies. Students also use the aforementioned reference materials to determine the standard (generally accepted) usage of a word and resolve issues related to complex or contested usage.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items will be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using context to determine meaning of a unknown word or phrase or multiple meaning word or phrase; – incorrectly or inappropriately using word patterns to indicate meaning or part of speech; – incorrectly using reference materials for pronunciation of a word, clarification of the meaning of a word, part of speech, or etymology of a word.

Strand: LANGUAGE STANDARDS	
Cluster 3: Vocabulary Acquisition and Use	
Standard 5: LACC.1112.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Figurative language:** Grades 11–12 focus on interpreting figures of speech using context clues. The level of sophistication increases across the grades; for example, grades 11 and 12 focus on hyperbole and paradox. Students also consider the contribution of figures of speech to the meaning, tone, and style of the text. **Nuances in word meaning:** Grades 11–12 focus on making distinctions among words with similar dictionary definitions by noticing subtle differences in their connotations (associated meanings).
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items will be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting figures of speech in context; – interpreting figures of speech correctly, but not as used in context; – incorrectly analyzing the role of figures of speech in a text; – incorrectly analyzing nuances in the meaning of words.

Strand: LANGUAGE STANDARDS	
Cluster 3: Vocabulary Acquisition and Use	
Standard 6: LACC.1112.L.3.6—Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Vocabulary types:** Grades 11–12 focus on students learning and using general academic (Tier 2) and domain-specific (Tier 3) words and phrases that allow them to reach the college and career readiness level in reading, writing, speaking, and listening. **Unfamiliar vocabulary:** Grades 11–12 focus on students independently searching for the meaning of unfamiliar words or phrases. They should have a thorough command of strategies and skills (using context clues, consulting reference materials, etc.), and they should be able to determine which will be most useful based on the circumstances.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items will be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using grade-appropriate academic and domain-specific words; – incorrectly using grade-appropriate phrases.

VI. Appendices

Appendix A: Grades 11–12 Sample Items

1. Selected Response Grade 11 85
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Excerpt from The Jungle (Grade 11 Passage)

by Upton Sinclair

The Jungle *was officially published in 1906 by American journalist Upton Sinclair, who went undercover to the Chicago stockyards. His intention was to expose the poor working conditions that the employees faced. Sinclair's vivid descriptions of the meat packing plants put pressure on the government to better regulate the food industry.*

It was in the stockyards that Jonas' friend had gotten rich, and so to Chicago the party was bound. They knew that one word, Chicago and that was all they needed to know, at least, until they reached the city. Then, tumbled out of the cars without ceremony, they were no better off than before; they stood staring down the vista of Dearborn Street, with its big black buildings towering in the distance, unable to realize that they had arrived, and why, when they said "Chicago," people no longer pointed in some direction, but instead looked perplexed, or laughed, or went on without paying any attention. They were pitiable in their helplessness; above all things they stood in deadly terror of any sort of person in official uniform, and so whenever they saw a policeman they would cross the street and hurry by. For the whole of the first day they wandered about in the midst of deafening confusion, utterly lost; and it was only at night that, cowering in the doorway of a house, they were finally discovered and taken by a policeman to the station. In the morning an interpreter was found, and they were taken and put upon a car, and taught a new word—"stockyards." Their delight at discovering that they were to get out of this adventure without losing another share of their possessions it would not be possible to describe.

They sat and stared out of the window. They were on a street which seemed to run on forever, mile after mile—thirty-four of them, if they had known it—and each side of it one uninterrupted row of wretched little two-story frame buildings. Down every side street they could see, it was the same—never a hill and never a hollow, but always the same endless vista of ugly and dirty little wooden buildings. Here and there would be a bridge crossing a filthy creek, with hard-baked mud shores and dingy sheds and docks along it; here and there would be a railroad crossing, with a tangle of switches, and locomotives puffing, and rattling freight cars filing by; here and there would be a great factory, a dingy building with innumerable windows in it, and immense volumes of smoke pouring from the chimneys, darkening the air above and making filthy the earth beneath. But after each of these interruptions, the desolate procession would begin again—the procession of dreary little buildings.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realized that they were on their way to the home of it—that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it—you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder,

when suddenly the car came to a halt, and the door was flung open, and a voice shouted—"Stockyards!"

They were left standing upon the corner, staring; down a side street there were two rows of brick houses, and between them a vista: half a dozen chimneys, tall as the tallest of buildings, touching the very sky—and leaping from them half a dozen columns of smoke, thick, oily, and black as night. It might have come from the center of the world, this smoke, where the fires of the ages still smolder. It came as if self-impelled, driving all before it, a perpetual explosion. It was inexhaustible; one stared, waiting to see it stop, but still the great streams rolled out. They spread in vast clouds overhead, writhing, curling; then, uniting in one giant river, they streamed away down the sky, stretching a black pall as far as the eye could reach.

Then the party became aware of another strange thing. This, too, like the color, was a thing elemental; it was a sound, a sound made up of ten thousand little sounds. You scarcely noticed it at first—it sunk into your consciousness, a vague disturbance, a trouble. It was like the murmuring of the bees in the spring, the whisperings of the forest; it suggested endless activity, the rumblings of a world in motion. It was only by an effort that one could realize that it was made by animals, that it was the distant lowing of ten thousand cattle, the distant grunting of ten thousand swine.

Source:
Sinclair, Upton. *The Jungle*. Doubleday. 1906.
http://www.gutenberg.org/files/140/140-h/140-h.htm.

Item 1

Grade: 11

Item Type: Selected Response

Correct Answer: D

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

LACC.1112.RL.1.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.*

Item Text

Which phrase from "Excerpt from The Jungle" best supports the inference that the Lithuanian emigrants were naïve about the working conditions they would face in the stockyards?

A. "Whenever they saw a policeman they would cross the street and hurry by."

B. "They had begun to note the perplexing changes in the atmosphere."

C. "There were some who drank it in as if it were an intoxicant."

D. "It was only by an effort that one could realize that it was made by animals."

Item 2

Grade: 11

Item Type: Extended Response

Correct Answer: Rubric

Point Value: 4

DOK: 3

FL ELA Common Core State Standards:

LACC.1112.RL.1.3 *Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).*

Item Text

How does Sinclair show the emigrants' changing attitudes toward Chicago as the events of the passage unfold? Write one to two paragraphs explaining how Sinclair shows these changes. Use details from the passage to support your answer.

Rubric

Score	Description
4	• Response provides a **complete and correct** explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with multiple details from the passage.
3	• Response provides a **mostly complete and correct** explanation of, or answer to, the item. • Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with some details from the passage.
2	• Response provides a **partially complete and correct** explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported by few details from the passage.
1	• Response provides a **minimally complete and correct** explanation of, or answer to, the item. • Response may be too brief to show understanding of the text. • Inaccurate, too few, or unsupported details may be included in the response.
0	• Response is irrelevant, inappropriate, or not provided.

Exemplar

Score	Description

4	A four-point response
	• Provides one to two paragraphs that correctly explain how Sinclair shows the emigrants' attitudes about Chicago changing throughout the passage.
	For example, he depicts them as changing from hopeful to afraid.
	• Supports the answer with details from the passage. For example, a complete response may include but is not limited to the following points:
	  • Sinclair depicts the characters as hopeful when he writes, "It was in the stockyards that Jonas' friend had gotten rich, and so to Chicago the party was bound."
	  • He then depicts the characters as fearful when he describes them: "They were pitiable in their helplessness; above all things they stood in deadly terror of any sort of person in official uniform."

Item 3

Grade: 11

Item Type: Constructed Response

Correct Answer: Rubric

Point Value: 2

DOK: 3

FL ELA Common Core State Standards:

LACC.1112.RL.2.4 *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)*

Item Text

How does Sinclair use language to impact the reader's perspective of working conditions in the stockyards? Write one paragraph explaining his use of language. Use at least two details from the passage to support your answer.

Rubric

Score	Description
2	• Response provides a **complete and correct** explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with details from the passage.
1	• Response provides a **partially complete and correct** explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with limited details (in quantity or quality) from the passage.
0	• Response is incorrect, irrelevant, or not provided.

Exemplar

Score	Description

2	A two-point response
	• Provides one paragraph that correctly explains how Sinclair's use of language impacts the reader's perspective of the working conditions in the stockyards. For example, bleak, busy, endless, and ominous.
	• Supports the answer with at least two accurate details from the passage. For example, a complete response may include but is not limited to the following points:
	  • "It grew darker all the time, and upon the earth the grass seemed to grow less green."
	  • "Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare."
	  • "It was like the murmuring of the bees in the spring, the whisperings of the forest; it suggested endless activity, the rumblings of a world in motion."

From "Federalist No. 10" (Grade 12 Passage)

The Federalist Papers *are a collection of essays written in support of ratification of the U.S. Constitution. Originally published as a series between October 1787 and August 1788, the essays discuss a variety of issues related to the formation of the new republic. In "Federalist No. 10," author James Madison explains the dangers of "rule by faction," what today might be called a "special interest group." It is considered to be one of the most important essays of the collection and is still used today to interpret the Constitution.*

Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. . . .

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adversed to the rights of other citizens, or to the permanent and aggregate interests of the community.

There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.

There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.

It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an aliment[1] without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

The second expedient is as impracticable as the first would be unwise. As long as the reason of man continues fallible, and he is at liberty to exercise it, different opinions will be formed. As long as the connection subsists between his reason and his self-love, his opinions and his passions will have a reciprocal influence on each other; and the former will be objects to which the latter will attach themselves. The diversity in the faculties of men, from which the rights of property originate, is not less an insuperable obstacle to a uniformity of interests. The protection of these faculties is the first object of government. From the protection of different and unequal faculties of acquiring property, the possession of different degrees and kinds of property immediately results; and from the influence of these on the sentiments and views of the respective proprietors, ensues a division of the society into different interests and parties.

The latent causes of faction are thus sown in the nature of man; and we see them everywhere brought into different degrees of activity, according to the different circumstances of civil society. A zeal for different opinions concerning religion, concerning government, and many other points, as well of speculation as of practice; an attachment to different leaders ambitiously contending for pre-eminence and power; or to persons of other descriptions whose fortunes have been interesting to the human passions, have, in turn, divided mankind into parties, inflamed them with mutual animosity, and rendered them much more disposed to vex and oppress each other than to co-operate for their common good. So strong is this propensity of mankind to fall into mutual animosities, that where no substantial occasion presents itself, the most frivolous and fanciful distinctions have been sufficient to kindle their unfriendly passions and excite their most violent conflicts. But the

most common and durable source of factions has been the various and unequal distribution of property. Those who hold and those who are without property have ever formed distinct interests in society. Those who are creditors, and those who are debtors, fall under a like discrimination. A landed interest, a manufacturing interest, a mercantile interest, a moneyed interest, with many lesser interests, grow up of necessity in civilized nations, and divide them into different classes, actuated by different sentiments and views. The regulation of these various and interfering interests forms the principal task of modern legislation, and involves the spirit of party and faction in the necessary and ordinary operations of the government.

No man is allowed to be a judge in his own cause, because his interest would certainly bias his judgment, and, not improbably, corrupt his integrity. With equal, nay with greater reason, a body of men are unfit to be both judges and parties at the same time; yet what are many of the most important acts of legislation, but so many judicial determinations, not indeed concerning the rights of single persons, but concerning the rights of large bodies of citizens? And what are the different classes of legislators but advocates and parties to the causes which they determine? Is a law proposed concerning private debts? It is a question to which the creditors are parties on one side and the debtors on the other. Justice ought to hold the balance between them. Yet the parties are, and must be, themselves the judges; and the most numerous party, or, in other words, the most powerful faction must be expected to prevail. Shall domestic manufactures be encouraged, and in what degree, by restrictions on foreign manufactures? are questions which would be differently decided by the landed and the manufacturing classes, and probably by neither with a sole regard to justice and the public good. The apportionment of taxes on the various descriptions of property is an act which seems to require the most exact impartiality; yet there is, perhaps, no legislative act in which greater opportunity and temptation are given to a predominant party to trample on the rules of justice. Every shilling with which they overburden the inferior number, is a shilling saved to their own pockets.

It is in vain to say that enlightened statesmen will be able to adjust these clashing interests, and render them all subservient to the public good. Enlightened statesmen will not always be at the helm. Nor, in many cases, can such an adjustment be made at all without taking into view indirect and remote considerations, which will rarely prevail over the immediate interest which one party may find in disregarding the rights of another or the good of the whole. . . .

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[1] **aliment:** something that sustains

Source:
Madison, James. "Federalist No. 10: 'The Same Subject Continued: The Union as a Safeguard Against Domestic Faction and Insurrection.'" New York Daily Advertiser, November 22, 1787. *http://thomas.loc.gov/home/histdox/fed_10.html*.

Item 4

Grade: 12

Item Type: Selected Response

Correct Answer: A

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

LACC.1112.RI.2.8 *Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).*

Item Text

Which idea does Madison assume, but not argue for, in "Federalist No. 10"?

A. Different individuals have different abilities and desires.

B. Parties are an unavoidable product of democratic politics.

C. Cures for factions are worse than the existence of factions.

D. People who do not own property cause the existence of factions.

Item 5

Grade: 12

Item Type: Essay

Correct Answer: Rubric

Point Value: 6

DOK: 3

FL ELA Common Core State Standards:

LACC.1112.W.1.2 *Write informativelexplanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.*

Item Text

Madison proposes two "methods of removing the causes of faction" in "Federalist No. 10." Summarize both methods and use evidence from the passage to describe why each method is unacceptable.

Write your answer in the form of an essay. You essay will be scored on the following criteria:

- Consistent focus and logical organization
- Details from the passage that support your answer
- Language that is appropriate for your audience and purpose

Rubric

Part I: Writing	
2	*Purpose:* • The writing is purposeful throughout the essay. • The essay has a topic and central idea that are clearly introduced and consistently referred to throughout the course of the essay. *Organization:* • The essay is logically organized and uses transitions effectively. • Ideas, concepts, facts, definitions, and examples are clearly related and connected to one another with words, phrases, clauses, and syntax. • The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the central idea and addresses the audience appropriately.
1	*Purpose:* • The writing is intermittently purposeful. • The essay has a topic and central idea that are unclear and/or referred to inconsistently. *Organization:* • The essay is organized somewhat logically and uses transitions, though not always effectively. • Ideas, concepts, facts, definitions, and examples may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the central idea. The conclusion also may not address the audience appropriately.
0	• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	*Support/Evidence:* • The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay. • The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. *Sources:* • All support/evidence is derived from credible and accurate sources.

1	*Support/Evidence:* • The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay. • The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. *Sources:* • The support/evidence is mostly derived from credible and accurate sources.
0	• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language/Vocabulary:* • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. *Conventions:* • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	*Language/Vocabulary:* • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. *Conventions:* • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

Exemplar

Score	Description

6	A six-point response is an essay that
	• Summarizes both methods for removing factions and uses evidence from the passage to explain why each method is unacceptable.
	• Supports the claim with evidence derived from "Federalist No. 10." For example, a complete response may include but is not limited to the following points:
	  • Madison's first proposed method to remove the causes of faction is to take away liberty.
	  • He argues that without freedom, factions wouldn't exist because citizens would not have the right to congregate and voice their opinions.
	  • However, Madison mentions that removing liberty will not work since it would remove more than just factions—it would effectively abolish political life.
	  • Madison compares removing liberty to removing air in order to prevent fires.
	  • If liberty and air were removed, factions and fire would not have the elements necessary to exist, but political and biological life would not exist as well.
	  • Thus, destroying liberty would be an unwise decision since it destroys more than just factions; it destroys the foundation of political life.
	  • The second method that Madison proposes to eliminate the causes of faction is to give every person the same opinions, passions, and interests.
	  • Consequently, if everyone agreed, there would be no reason to form factions. Madison proceeds to detail why this is an unrealistic solution.
	  • He explains that as long as the faculty of reason can be in error, people will have varied opinions.
	  • Unless all citizens are perfectly reasonable, there will be no unanimous opinions, passions, and interests.
	  • Madison argues that reason is subject to a person's self-love, which ultimately excludes consideration of the public good.
	  • Madison believes that self-love cannot be removed from individuals.
	  • Thus, attempting to create citizens with uniform opinions, passions, and interests is impractical.

Item 6

Grade: 12

Item Type: Performance Task

Correct Answer: Rubric

DOK: 3

FL ELA Common Core State Standards:

LACC.1112.W.3.7 *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

LACC.1112.W.2.5 *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.*

LACC.1112.W.3.7 *Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*

Point Value: 8 points

Suggested Time:

- Part 1: one to two 45-minute class periods
- Part 2: one to two 45-minute class periods
- Part 3: one 45-minute class period

Task Overview:

Students will research alternative views of the ideas represented in "Federalist No. 10." They will then use that research to write a paper.

Student Directions:

Not everyone wanted to ratify the Constitution, and many people authored papers that spoke against the ideas in *The Federalist Papers*. Choose one idea from "Federalist No. 10" and research a counterclaim from that time period. Write a short research paper that describes both groups' viewpoints.

Part 1:

Choose one claim that is made in "Federalist No. 10." Generate a research question based on the claim and possible counterclaims. Through research, gather a variety of relevant information to explain the counter claims. A good place to start would be The Anti-Federalist Papers.

Part 2:

Write a rough draft of your short (two to three pages) research paper. Be sure that you use the information you gained from your research, as well as what you learned from "Federalist No. 10."

Be sure to think about the purpose, audience, tone, and style when writing.

Part 3:

Review a classmate's paper, providing comments and questions to improve the writing, including organization,use of detail, correct punctuation, grammar, and spelling. Revise and edit your paper as necessary.

Write the final draft of your research paper.

Scoring

Your work will be scored based on the following:

- consistent focus and logical organization
- reliable and comprehensive research sources, correctly cited
- use of details from the passage and your research to support your answers
- language appropriate for your audience and purpose

Rubrics

2-Point Research Rubric

Research	
2	*Research Question:* • The response/task clearly answers a central research question and remains focused on the central research question throughout. • The response/task clearly shows an ability to generate further research questions of appropriate topic and scope. *Evidence:* • The response/task demonstrates the ability to effectively evaluate the credibility and accuracy of a variety of sources and then to effectively and seamlessly integrate and use information and/or evidence from these sources.
1	*Research Question:* • The response/task adequately answers a central research question, but the answer may be unclear or incomplete. • The response/task may occasionally digress from the central research question. • The response/task shows some ability to generate further research questions, but these questions may not be of appropriate topic and/or scope. *Evidence:* • The response/task demonstrates some ability to evaluate the credibility and accuracy of a variety of sources, but it does not always do so effectively. • The response/task demonstrates some ability to integrate and use information and/or evidence from these sources, but it does not always do so effectively or seamlessly.
0	• The response does not provide an answer to a research question and demonstrates no ability to evaluate or integrate sources.

6-Point Argumentative Writing Rubric

Part I: Writing	
2	*Purpose:* • The writing is purposeful throughout the essay. • The essay has a clearly introduced claim that is referred to consistently. • Alternate or opposing claims are acknowledged and addressed. *Organization:* • The essay is logically organized and uses transitions effectively. • Claims, alternate/opposing claims, reasons, and evidence are clearly related and connected to one another with words, phrases, clauses, and syntax. • The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the argument and addresses the audience appropriately.
1	*Purpose:* • The writing is intermittently purposeful. • The essay has a claim that is unclear and/or referred to inconsistently. • Alternate or opposing claims are either not acknowledged or are inadequately addressed. *Organization:* • The essay is organized somewhat logically and uses transitions, though not always effectively. • Claims, alternate/opposing claims, reasons, and evidence may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the argument. The conclusion also may not address the audience appropriately.
0	• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	*Support/Evidence:* • The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay. • The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. *Sources:* • All support/evidence is derived from credible and accurate sources.
1	*Support/Evidence:* • The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay. • The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. *Sources:* • The support/evidence is mostly derived from credible and accurate sources.
0	• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language/Vocabulary:* • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. *Conventions:* • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	*Language/Vocabulary:* • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. *Conventions:* • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

Exemplar

Score	Description

8	An eight-point response
	• Includes research notes that clearly summarize an idea from "Federalist No. 10" and identifies a counterclaim.
	For example, from "Federalist No. 10": how to guard against factions.
	From "Anti-Federalist No. 10": "That on the preservation of parties, public liberty depends."
	• Includes research notes that clearly show an ability to gain insight about the opposing arguments by choosing details that are appropriate to the topic. For example, a complete response may include but is not limited to the following points:
	  • "Whenever men are unanimous on great public questions, whenever there is but one party, freedom ceases and despotism commences."
	  • "The object of a free and wise people should be so to balance parties, that from the weakness of all you may be governed by the moderation of the combined judgments of the whole, not tyrannized over by the blind passions of a few individuals."
	• Demonstrates the ability to effectively evaluate the credibility and accuracy of a variety of sources.
	For example: *The Antifederalist Papers Edited with an Introduction by Morton Borden, Michigan State University Press, 1965 Library of Congress Catalog Card Number: 65-17929*.
	• Fully explains an idea from "Federalist No. 10" and a counterclaim with supporting evidence. For example, a complete response may include but is not limited to the following points:
	  • From "Federalist No. 10": "Among the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction."
	  • For an opposing argument, from "Anti-Federalist No. 10": "Whenever men are unanimous on great public questions, whenever there is but one party, freedom ceases and despotism commences."
	  • "The object of a free and wise people should be so to balance parties, that from the weakness of all you may be governed by the moderation of the combined judgments of the whole, not tyrannized over by the blind passions of a few individuals."

Appendix B: Rubrics

1. 2-Point Research Rubric 102
2. 2-Point Rubric for Language Standards 1, 2, and 3 102
3. 4-Point Rubric for Language Standards 1, 2, and 3 103
4. 2-Point Rubric for Language Standards 4, 5, and 6 103
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6. 2-Point Constructed Response Rubric. 104
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8. 4-Point Rubric for Speaking and Listening Standard 1 106
9. 2-Point Listening Rubric 107
10. 4-Point Listening Rubric 107
11. 6-Point Speech Rubric 108
12. 6-Point Argumentative Writing Rubric 111
13. 6-Point Informative Explanatory Writing Rubric 113
14. 6-Point Narrative Writing Rubric 115
15. 2-Point Revising Rubric 117
16. 2-Point Constructed Response Writing/Technology Rubric 118

2-Point Research Rubric

Research	
2	*Research Question:* • The response/task clearly answers a central research question and remains focused on the central research question throughout. • The response/task clearly shows an ability to generate further research questions of appropriate topic and scope. *Evidence:* • The response/task demonstrates the ability to effectively evaluate the credibility and accuracy of a variety of sources and then to effectively and seamlessly integrate and use information and/or evidence from these sources.
1	*Research Question:* • The response/task adequately answers a central research question, but the answer may be unclear or incomplete. • The response/task may occasionally digress from the central research question. • The response/task shows some ability to generate further research questions, but these questions may not be of appropriate topic and/or scope. *Evidence:* • The response/task demonstrates some ability to evaluate the credibility and accuracy of a variety of sources, but it does not always do so effectively. • The response/task demonstrates some ability to integrate and use information and/or evidence from these sources, but it does not always do so effectively or seamlessly.
0	• The response does not provide an answer to a research question and demonstrates no ability to evaluate or integrate sources.

2-Point Rubric for Language Standards 1, 2, and 3

Score	Description
2	• Response provides a **complete and correct** explanation of, or answer to, the item. • Response demonstrates a thorough understanding of the relevant writing convention or language skill.
1	• Response provides a **partially complete and correct** explanation of, or answer to, the item. • Response demonstrates a limited understanding of the relevant writing convention or language skill.
0	• Response is incorrect, irrelevant, or not provided.

4-Point Rubric for Language Standards 1, 2, and 3

Score	Description
4	• Response provides a **complete and correct** explanation of, or answer to, the item. • Response demonstrates a thorough understanding of the relevant writing convention or language skill. • Response shows the ability to apply and/or use the writing convention or language skill in an effective manner.
3	• Response provides a **mostly complete and correct** explanation of, or answer to, the item. • Response demonstrates a mostly thorough understanding of the relevant writing convention or language skill. • Response shows the ability to apply and/or use the writing convention or language skill in a mostly effective manner.
2	• Response provides a **partially complete and correct** explanation of, or answer to, the item. • Response demonstrates a limited understanding of the relevant writing convention or language skill. • Response shows the ability to effectively apply and/or use the writing convention or language skill in a partially effective manner.
1	• Response provides a **minimally complete and correct** explanation of, or answer to, the item. • Response demonstrates a minimal understanding of the relevant writing convention or language skill. • Response shows the ability to effectively apply and/or use the writing convention or language skill in a minimally effective manner.
0	• Response is irrelevant, inappropriate, or not provided.

2-Point Rubric for Language Standards 4, 5, and 6

Score	Description
2	• Response demonstrates an **effective** assessment and/or use of vocabulary words/phrases or figurative language. • Response reflects successful selection and implementation of relevant vocabulary strategies or knowledge.
1	• Response demonstrates a **partially effective** assessment and/or use of vocabulary words/phrases or figurative language. • Response reflects an attempt to select and implement relevant vocabulary strategies and or knowledge, but the strategies may have been poorly chosen or used, or the knowledge may have been limited or not fully applicable.
0	• Response is incorrect, irrelevant, or not provided.

4-Point Rubric for Language Standards 4, 5, and 6

Score	Description
4	• Response demonstrates an **effective** assessment and/or use of vocabulary words/phrases or figurative language. • Response reflects successful selection and implementation of relevant vocabulary strategies or knowledge.
3	• Response demonstrates a **mostly effective** assessment and/or use of vocabulary words/phrases or figurative language. • Response reflects a mostly successful selection and implementation of relevant vocabulary strategies or knowledge, but there may be some gaps in comprehension or analysis.
2	• Response demonstrates a **partially effective** assessment and/or use of vocabulary words/phrases or figurative language. • Response reflects an attempt to select and implement relevant vocabulary strategies and or knowledge, but the strategies may have been poorly chosen or used, or the knowledge may have been limited or not fully applicable.
1	• Response demonstrates a **minimally effective** assessment and/or use of vocabulary words/phrases or figurative language. • Response reflects a minimal attempt to select and implement relevant vocabulary strategies or knowledge. It may be difficult to discern which strategy or knowledge was selection or how it was implemented.
0	• Response is irrelevant, inappropriate, or not provided.

2-Point Constructed Response Rubric

Score	Description
2	• Response provides a **complete and correct** explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with details from the passage.
1	• Response provides a **partially complete and correct** explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with limited details (in quantity or quality) from the passage.
0	• Response is incorrect, irrelevant, or not provided.

4-Point Extended Response Rubric

Score	Description
4	• Response provides a **complete and correct** explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with multiple details from the passage.
3	• Response provides a **mostly complete and correct** explanation of, or answer to, the item. • Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with some details from the passage.
2	• Response provides a **partially complete and correct** explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported by few details from the passage.
1	• Response provides a **minimally complete and correct** explanation of, or answer to, the item. • Response may be too brief to show understanding of the text. • Inaccurate, too few, or unsupported details may be included in the response.
0	• Response is irrelevant, inappropriate, or not provided.

4-Point Rubric for Speaking and Listening Standard 1

Score	Description
4	The student • comes to the discussion **well prepared** and **effectively** uses information derived from that preparation to contribute to the discussion • follows rules and carries out a role throughout the **entire** discussion • raises and responds to questions **directly related** to the topic, text, or issue • incorporates and uses new information derived from the discussion to **effectively** update and/or refine understandings
3	The student • comes to the discussion **prepared** and uses information derived from that preparation to contribute to the discussion, but **not necessarily effectively** • follows rules and carries out a role through the **most** of the discussion • raises and responds to questions **related** to the topic, text, or issue • incorporates and uses new information derived from the discussion to update and/or refine understandings, but **not necessarily effectively**
2	The student • comes to the discussion **adequately** prepared and **attempts** to use information derived from that preparation to contribute to the discussion, but **only somewhat effectively** • follows rules and carries out a role through **some** of the discussion • raises and responds to questions, but questions and responses are **only somewhat related** to the topic, text, or issue • **sometimes** incorporates and uses new information derived from the discussion to update and/or refine understandings, but **only somewhat effectively**
1	The student • comes to the discussion **poorly** prepared and **ineffectively** uses information derived from that preparation to contribute to the discussion • follows rules and carries out a role through a **small part** of the discussion • raises and responds to questions, and questions and responses are **unrelated** to the topic, text, or issue • **rarely** incorporates and **ineffectively** uses new information derived from the discussion to update and/or refine understandings
0	• Discussion preparation, participation, and response are irrelevant, inappropriate, or not demonstrated

2-Point Listening Rubric

Score	Description
2	• Response provides a **complete and correct** explanation of, or answer to, the prompt. • Response includes clear and specific explanations, interpretations, and/or opinions of the prompt based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with details from the prompt.
1	• Response provides a **partially complete and correct** explanation of, or answer to, the prompt. • Response may attempt to include explanations, interpretations, and/or opinions of the prompt, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with limited details (in quantity or quality) from the prompt.
0	• Response is incorrect, irrelevant, or not provided.

4-Point Listening Rubric

Score	Description
4	• Response provides a **complete and correct** explanation of, or answer to, the prompt. • Response includes clear and specific explanations, interpretations, and/or opinions of the prompt based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with multiple details from the prompt.
3	• Response provides a **mostly complete and correct** explanation of, or answer to, the prompt. • Response includes explanations, interpretations, and/or opinions of the prompt, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with some details from the prompt.
2	• Response provides a **partially complete and correct** explanation of, or answer to, the prompt. • Response may attempt to include explanations, interpretations, and/or opinions of the prompt, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported by few details from the prompt.

1	• Response provides a **minimally complete and correct** explanation of, or answer to, the prompt. • Response may be too brief to show understanding of the prompt. • Inaccurate, too few, or unsupported details may be included in the response.
0	• Response is irrelevant, inappropriate, or not provided.

6-Point Speech Rubric

Part I: Speech	
2	*Purpose:* • The speech is purposeful throughout. • The speech has a topic, central idea, and/or claim that is clearly introduced and consistently referred to throughout the course of the speech. *Organization:* • The speech is logically organized and uses transitions effectively. • Ideas, concepts, facts, definitions, and examples are clearly related and connected to one another with words, phrases, clauses, and syntax. • The introduction clearly sets the purpose of the speech and addresses the audience appropriately, and the conclusion reviews and supports the central idea and/or claim and addresses the audience appropriately.
1	*Purpose:* • The speech is intermittently purposeful. • The speech has a topic, central idea, and/or claim that is unclear and/or referred to inconsistently. *Organization:* • The speech is organized somewhat logically and uses transitions, though not always effectively. • Ideas, concepts, facts, definitions, and examples may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The introduction does not clearly set the purpose of the speech or is unsuited to the audience, and the conclusion is unconnected to or does not support the central idea or claim. The conclusion also may not address the audience appropriately.
0	• The purpose and organization of the speech are highly inadequate or not provided.

Part II: Use of Evidence	
2	*Support/Evidence:* • The central claim or idea of the speech is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that relates to and supports the central claim or idea of the speech. • The support/evidence is seamlessly incorporated into the overall flow and structure of the speech. *Sources:* • All support/evidence is derived from credible and accurate sources.
1	*Support/Evidence:* • The central claim or idea of the speech is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the speech. • The support/evidence is incorporated into the overall flow and structure of the speech, but not seamlessly. *Sources:* • The support/evidence is mostly derived from credible and accurate sources.
0	• The support/evidence used in the speech is irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language/Vocabulary:* • The speech uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the speech the response usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. *Presentation:* • The speaker consistently demonstrates appropriate eye contact, adequate volume, and clear pronunciation. • The speaker seamlessly integrates multimedia and/or visuals as appropriate, effectively clarifying information and enhancing the presentation.
1	*Language/Vocabulary:* • The speech uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The speech employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. *Presentation:* • The speaker demonstrates appropriate eye contact, adequate volume, and clear pronunciation but does so inconsistently. • The speaker may integrate multimedia and/or visuals, but they may not be appropriate. • The multimedia/visuals are ineffective and do not clarify information and/or enhance the presentation.
0	• The language, vocabulary, and presentation techniques used in the speech are generally incorrect, ineffectual, and/or not present.

6-Point Argumentative Writing Rubric

Part I: Writing	
2	*Purpose:* • The writing is purposeful throughout the essay. • The essay has a clearly introduced claim that is referred to consistently. • Alternate or opposing claims are acknowledged and addressed. *Organization:* • The essay is logically organized and uses transitions effectively. • Claims, alternate/opposing claims, reasons, and evidence are clearly related and connected to one another with words, phrases, clauses, and syntax. • The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the argument and addresses the audience appropriately.
1	*Purpose:* • The writing is intermittently purposeful. • The essay has a claim that is unclear and/or referred to inconsistently. • Alternate or opposing claims are either not acknowledged or are inadequately addressed. *Organization:* • The essay is organized somewhat logically and uses transitions, though not always effectively. • Claims, alternate/opposing claims, reasons, and evidence may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the argument. The conclusion also may not address the audience appropriately.
0	• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	*Support/Evidence:* • The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay. • The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. *Sources:* • All support/evidence is derived from credible and accurate sources.

1	*Support/Evidence:* • The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay. • The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. *Sources:* • The support/evidence is mostly derived from credible and accurate sources.
0	• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language/Vocabulary:* • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. *Conventions:* • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	*Language/Vocabulary:* • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. *Conventions:* • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

6-Point Informative Explanatory Writing Rubric

Part I: Writing	
2	*Purpose:* • The writing is purposeful throughout the essay. • The essay has a topic and central idea that are clearly introduced and consistently referred to throughout the course of the essay. *Organization:* • The essay is logically organized and uses transitions effectively. • Ideas, concepts, facts, definitions, and examples are clearly related and connected to one another with words, phrases, clauses, and syntax. • The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the central idea and addresses the audience appropriately.
1	*Purpose:* • The writing is intermittently purposeful. • The essay has a topic and central idea that are unclear and/or referred to inconsistently. *Organization:* • The essay is organized somewhat logically and uses transitions, though not always effectively. • Ideas, concepts, facts, definitions, and examples may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the central idea. The conclusion also may not address the audience appropriately.
0	• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence	
2	*Support/Evidence:* • The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay. • The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. *Sources:* • All support/evidence is derived from credible and accurate sources.

1	*Support/Evidence:* • The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information). • The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay. • The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. *Sources:* • The support/evidence is mostly derived from credible and accurate sources.
0	• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language/Vocabulary:* • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. *Conventions:* • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	*Language/Vocabulary:* • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. *Conventions:* • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

6-Point Narrative Writing Rubric

Part I: Writing	
2	*Focus:* • The narrative has a consistent focus and coheres throughout all sections and parts. • The narrative effectively orients and engages the reader by clearly establishing context, characters and/or narrators, and point of view. *Organization:* • The narrative proceeds in a fashion that is both logical and natural throughout. • Sequence, experiences, events, shifts in time frame, and/or shifts in setting are clearly related and connected to one another with transitional words, phrases, clauses, and syntax. • The narrative has a fitting conclusion that reflects on the narrative as a whole.
1	*Focus:* • The narrative has inconsistent focus, and some sections and/or parts may seem incoherent. • The narrative adequately orients and engages the reader. Context, characters and/or narrators, and point of view may not be established clearly. *Organization:* • The narrative sometimes proceeds in a fashion that is logical and natural, but it has illogical or unnatural digressions in some sections and/or parts. • Sequence, experiences, events, shifts in time frame, and/or shifts in setting may be related and connected to one another with transitional words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent. • The narrative has a conclusion that may not fit the narrative or that fails to reflect on the narrative as a whole.
0	• The purpose and organization of the narrative are highly inadequate or not provided.

Part II: Use of Details	
2	*Narrative Techniques:* • Narrative techniques such as dialogue, pacing, description, and reflection are used effectively to propel the narrative forward. • Experiences, events, and/or characters are developed fully and vividly through the use of narrative techniques. *Details:* • Relevant descriptive details are used to effectively convey experiences and events.
1	*Narrative Techniques:* • Narrative techniques such as dialogue, pacing, description, and reflection are used occasionally to propel the narrative forward. • Experiences, events, and/or characters are sometimes developed through the use of narrative techniques, but the development is superficial and/or incomplete. *Details:* • Descriptive details are used intermittently when attempting to convey experiences and events. Descriptive details are sometimes relevant.
0	• The details and techniques used in the narrative are irrelevant, inadequate, or not provided.

Part III: Language	
2	*Language:* • The narrative uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Precise, descriptive, and/or sensory words, phrases, and clauses are used frequently to convey experiences and events. • Experiences and events are consistently conveyed effectively. *Conventions:* • The narrative demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	*Language:* • The narrative uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • Precise, descriptive, and/or sensory words, phrases, and clauses are used intermittently to convey experiences and events. • Experiences and events are sometimes conveyed effectively. *Conventions:* • The narrative demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	• The language and conventions used in the narrative are generally incorrect or not provided.

2-Point Revising Rubric

Score	Description
2	• Response provides evidence that writing has been developed and strengthened in an **effective** manner. • Response shows the successful use of one or more strategies related to the revision process, such as planning, editing, rewriting, or trying a new approach.
1	• Response provides evidence that writing has been developed and strengthened in a **partially effective** manner. • Response may show an attempt to use one or more strategies related to the revision process, such as planning, editing, rewriting, or trying a new approach. However, the strategy may have been poorly chosen, or the attempt may have been poorly executed.
0	• Response is incorrect, irrelevant, or not provided.

2-Point Constructed Response Writing/Technology Rubric

Score	Description
2	• Response provides a **complete and correct** use of technology. • Response demonstrates clear evidence of producing and publishing writing. • Response includes clear and specific examples of interacting and collaborating with peers.
1	• Response provides a **partially complete and correct** use of technology. • Response may attempt to demonstrate clear evidence of producing and publishing writing, but may show limitations to produce and publish writing. • Response may attempt to include clear and specific examples of interacting and collaborating with peers, but may show limited examples of interacting and collaborating with peers.
0	• Response is incorrect, irrelevant, or not provided.