

Florida Interim Assessment Item Bank and Test Platform

Passage and Item Specifications

English
Language Arts
Grades 6–8



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 6–8*, 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 6–8 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.”²² 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.”²³
- 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 Vocabulary⁴

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 Graphics⁵

- 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 Design⁶

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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is intermittently purposeful.• The essay has a topic and central idea that are unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• 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 or to perform or demonstrate specific skills. 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.

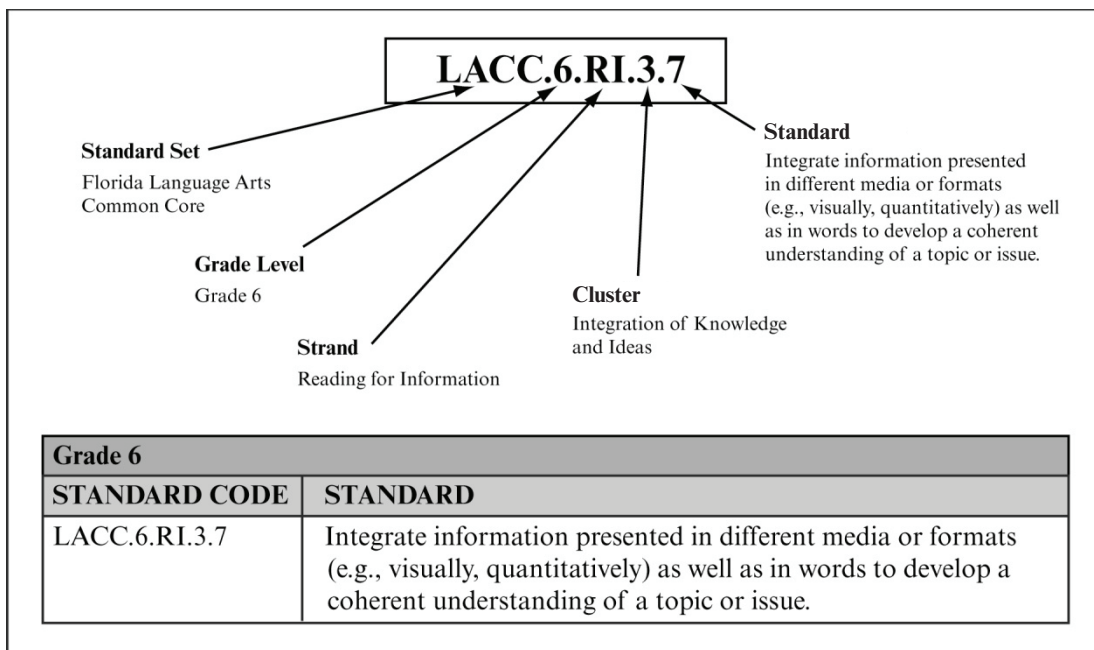
1. Performance tasks may cover a short time period or may cover an extended period of time.
2. Performance tasks should possess sufficient complexity and rigor to clearly exceed the demands of extended response or essay items.
3. Written responses required for performance tasks should be of extended 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.



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 <i>domains</i> .
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	<p>Each standard defines a skill or understanding that students should have by the end of the grade. This is an example: <i>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)</i>.</p> <p>In the example above, <i>LACC.6.RI.1.3</i> is the “standard code.” <i>LACC</i> stands for Language Arts Common Core, <i>6</i> stands for grade 6, <i>RI</i> stands for the Reading Informational Text strand, <i>1</i> stands for the cluster in the strand (Key Ideas and Details), and <i>3</i> stands for the standard in the strand. The sentence after the code is the “standard language,” or the standard itself.</p> <p>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:</p> <p>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.</p> <p>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.</p> <p>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.</p>

Clarification and Content Limits	<p>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.</p> <p>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.</p> <p>Grade 6 focuses on . . .</p> <p>Grade 7 focuses on . . .</p> <p>Grade 8 focuses on . . .</p>
DOK Target(s)	<p>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.</p>
Suggested Stimulus or Passage Material	<p>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.</p>
Distractor Attributes for Selected Response Items	<p>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.</p> <p>Example: Possible attributes for <i>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</i> may include but are not limited to:</p> <ul style="list-style-type: none"> - 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://fcats.fldoe.org/fcat2/itemspecs.asp>.

V. CCSS Grade-Level Specifications

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>Standard 1:</p> <p>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.</p> <p>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.</p> <p>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.</p>	
<p>Clarification and Content Limits</p>	<p>Grade 6 focuses on citing textual evidence to support analysis and inferences.</p> <p>Grade 7 focuses on citing multiple pieces of evidence to support analysis and inferences.</p> <p>Grade 8 focuses on citing the best and most relevant evidence to support analysis and inferences.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Literary text</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - 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.

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 2:

LACC.6.RL.1.2—Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LACC.7.RL.1.2—Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

LACC.8.RL.1.2—Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Clarification and Content Limits	<p>Grade 6 focuses on determining the theme or central idea through explicit textual details.</p> <p>Grade 7 focuses on analyzing the development of a theme or central idea as it progresses through a text.</p> <p>Grade 8 focuses on considering literary elements, including characters, setting, and events, when analyzing how a theme or central idea builds over time.</p> <p>All three grades include writing summaries that focus on the theme or central idea and supporting details and that are free of personal opinions.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- details that do not support the theme or central idea;- incorrectly interpreting the theme or central idea;- incorrect relationship/connection between the theme and the characters, setting, or plot;- incorrect summary statements.

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 3:

LACC.6.RL.1.3—Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

LACC.7.RL.1.3—Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

LACC.8.RL.1.3—Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Clarification and Content Limits	<p>Grade 6 focuses on how the plot of a text unfolds in a series of episodes that leads to an eventual resolution and how individual characters change and react to events as the plot progresses.</p> <p>Grade 7 focuses on how story elements, such as setting, characters, and plot, interact and impact one another.</p> <p>Grade 8 focuses on how specific events and dialogue convey information about particular characters or influence turning points in a story.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text: story, drama
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrectly analyzing character development;– incorrect or unsupported analysis of the impact of how character, setting, and plot interact or impact one another;– dialogue that does not convey information about characters or influence the turning point;– incorrect identification of the turning point.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 4:

LACC.6.RL.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

LACC.7.RL.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

LACC.8.RL.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Clarification and Content Limits	<p>Grade 6 focuses on using context clues to understand words and phrases and determining how the figurative and connotative meanings of some words affect the overall tone of a passage.</p> <p>Grade 7 adds analyzing the use and effects of rhyme and repetition.</p> <p>Grade 8 adds analyzing the use and effects of analogies and allusions to other texts.</p> <p>All words and phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.</p>
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– 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 use and effect of rhyme and repetition;– incorrectly identifying an allusion or analogy to another text;– incorrectly analyzing an allusion or analogy to another text.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 5:

LACC.6.RL.2.5—Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

LACC.7.RL.2.5—Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

LACC.8.RL.2.5—Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Clarification and Content Limits	Grade 6 focuses on how the individual elements of a text build on each other to create the overall structure and how they help to develop theme, setting, and plot. Grade 7 focuses on how the structure of a poem or play helps to convey or refine its meaning. Grade 8 focuses on comparing and contrasting the structure of multiple texts and examining how the author used structure to add to the style and meaning in each.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text: story, drama, poem (two or more at Grade 8)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrectly identifying how a sentence, chapter, or stanza contribute to the theme, setting or plot;- incorrectly identifying how the structure of a poem or play conveys meaning;- incorrectly identifying similarities or differences between multiple texts;- incorrectly examining how the structure of multiple texts adds to the style and meaning of the texts.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 6:

LACC.6.RL.2.6—Explain how an author develops the point of view of the narrator or speaker in a text.

LACC.7.RL.2.6—Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

LACC.8.RL.2.6—Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

Clarification and Content Limits	Grade 6 focuses on the development of a narrator’s/speaker’s point of view through textual details. Grade 7 focuses on the development of and differences between the points of view of various characters or narrators. Grade 8 focuses on the effects of differences in the points of view of characters and readers. These differences might appear in the form of dramatic irony and lead to suspense or humor.
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 <ul style="list-style-type: none">- details that do not support the narrator’s/speaker’s point of view;- incorrectly interpreting the narrator’s/speaker’s point of view;- incorrectly analyzing the differences in the points of view of characters or narrators;- incorrectly analyzing the effect of differences in the points of view of characters and readers.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

LACC.6.RL.3.7—Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

LACC.7.RL.3.7—Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

LACC.8.RL.3.7—Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.

Clarification and Content Limits	<p>Grade 6 focuses on comparing and contrasting the overall experience of reading a text with listening to or watching a version of the text.</p> <p>Grade 7 adds analyzing the effects of various techniques used in audio, filmed, staged, or multimedia versions of a text.</p> <p>Grade 8 adds analyzing how a filmed or live version of a text compares with the written version. Students consider the reasons for and consequences of the differences between the versions.</p>
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text: story, drama, poem (poem at grades 6 and 7 only); audio version, video version, live production, multimedia version
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrectly analyzing the similarities or differences between reading a story, poem, or drama to listening or viewing an audio, video, or live version of the text;– incorrectly analyzing how a filmed or live version of a text compares with the written version;– incorrectly identifying the reason for the differences between filmed or live versions of a text and written version.

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.6.RL.3.9—Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

LACC.7.RL.3.9—Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

LACC.8.RL.3.9—Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Clarification and Content Limits	Grade 6 focuses on comparing and contrasting works in different genres or forms that address similar themes or topics. Grade 7 focuses on comparing and contrasting a fictional story with a historical account (nonfiction) to see how authors of fiction include, omit, or alter factual details. Grade 8 focuses on analyzing how a widely known text is made new and modern; in particular, the focus is on comparing and contrasting themes, events, and character types.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Grade 6: literary texts in different genres with similar topics/themes Grade 7: historical account (nonfiction) and related fictional portrayal Grade 8: modern work of fiction and traditional work from which it draws
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– identifying similarities or differences between genres that do not exist;– incorrectly identifying ways that fiction authors omit or alter historical facts;– incorrectly analyzing how a modern work alludes to themes, events, or character types from myths, traditional stories, or religious works.

Strand: READING STANDARDS FOR LITERATURE**Cluster 4: Range of Reading and Level of Text Complexity****Standard 10:**

LACC.6.RL.4.10—By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.7.RL.4.10—By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.8.RL.4.10—By the end of the year, read and comprehend literature, including stories, drama, and poems, at the high end of the grades 6–8 text complexity band independently and proficiently.

Clarification and Content Limits	Grades 6 and 7 focus on reading/comprehending literature in the grades 6–8 band, with scaffolding on higher level texts. Grade 8 focuses on reading/comprehending literature independently at the high end of the grades 6–8 band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grades 6–7: literature in the grades 6–8 text complexity band Grade 8: literature at the high end of the grades 6–8 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– conclusions regarding text meaning that are not supported by text;– incorrect explanations of literary drama;– incorrect interpretations of poetry.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 1:

LACC.6.RI.1.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

LACC.7.RI.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.RI.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	Grade 6 focuses on citing textual evidence to support analysis and inferences. Grade 7 focuses on citing multiple pieces of evidence to support analysis and inferences. Grade 8 focuses on citing the best and most relevant evidence to support analysis and inferences.
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 <ul style="list-style-type: none">- 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.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 2:

LACC.6.RI.1.2—Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

LACC.7.RI.1.2—Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

LACC.8.RI.1.2—Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

Clarification and Content Limits	<p>Grade 6 focuses on identifying a central idea based on examining details in the text.</p> <p>Grade 7 focuses on determining multiple central ideas and analyzing how they build over the course of the text.</p> <p>Grade 8 adds analyzing the relationship between a text’s central idea and its supporting points.</p> <p>All three grades include writing summaries that focus on central ideas and that are free of personal opinions.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- details that do not support the theme or central idea;- incorrectly interpreting the theme or central idea(s);- incorrectly analyzing the central idea;- incorrect summary statements.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 3:

LACC.6.RI.1.3—Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

LACC.7.RI.1.3—Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

LACC.8.RI.1.3—Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Clarification and Content Limits	Grade 6 focuses on how a text presents and elaborates on an individual, event, or idea using examples and anecdotes. Grade 7 focuses on ways in which individuals, events, and ideas in a text influence one another. Grade 8 focuses on analyzing the relationships between individuals, ideas, and events in a text, including similarities and differences.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- identifying an idea that is not a part of the text;- including an irrelevant example or anecdote to analyze how a key individual, event, or idea is introduced, illustrated, or elaborated in the text;- incorrectly analyzing how individuals, events, and ideas influence one another;- identifying similarities and/or differences between individuals, ideas, and events that do not exist.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard 4:

LACC.6.RI.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

LACC.7.RI.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

LACC.8.RI.2.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Clarification and Content Limits	<p>Grade 6 focuses on using context clues to understand the figurative, connotative, and technical meanings of words and phrases.</p> <p>Grade 7 adds analyzing the influence of specific words on a text’s overall meaning and tone.</p> <p>Grade 8 adds analyzing the influence of analogies and allusions on a text’s overall meaning and tone.</p> <p>All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.</p>
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Informational text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– 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;– inaccurate assessment of how the meaning of words or phrases affects the tone;– incorrectly analyzing the use and effect of rhyme and repetition;– incorrectly identifying an allusion or analogy to another text;– incorrectly analyzing the influence of an allusion or analogy on the meaning or tone.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard 5:

LACC.6.RI.2.5—Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

LACC.7.RI.2.5—Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

LACC.8.RI.2.5—Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

Clarification and Content Limits	<p>Grade 6 focuses on how sentences, paragraphs, chapters and sections contribute to a text’s overall structure and help to develop ideas.</p> <p>Grade 7 focuses on how major sections of a text relate to the whole and help to develop ideas.</p> <p>Grade 8 focuses on an in-depth analysis of paragraph structure. Students examine the role each sentence plays in developing and supporting a paragraph’s main idea.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text with an identifiable structure
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrectly identifying how a sentence, paragraph, chapter, or section contribute to the structure of a text or the development of ideas;– incorrectly identifying how sections contribute to the whole;– incorrectly identifying how sections contribute to ideas that are not relevant to the text;– incorrectly analyzing how specific sentences or paragraphs support the main idea or key concepts in the text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard 6:

LACC.6.RI.2.6—Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

LACC.7.RI.2.6—Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

LACC.8.RI.2.6—Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Clarification and Content Limits	Grade 6 focuses on explaining how the author conveys his or her purpose or point of view through textual details. Grade 7 adds an analysis of how the author uses details to articulate his or her point of view and differentiate it from that of others. Grade 8 adds an analysis of how the author acknowledges and handles conflicting evidence or viewpoints in a text.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text (at Grade 8, text should include conflicting evidence or viewpoints)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– incorrectly identifying the author’s purpose or point of view;– including text details that do not support the author’s purpose or point of view;– including text details that do not differentiate the author’s point of view from that of others;– incorrectly analyzing how the author acknowledges differing points of view;– incorrectly identifying differing points of view or conflicting evidence;– incorrectly analyzing how the author responds to conflicting viewpoints or evidence.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

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.

LACC.7.RI.3.7—Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

LACC.8.RI.3.7—Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

Clarification and Content Limits	<p>Grade 6 focuses on supplementing information learned from a text with information found in a visual or quantitative representation.</p> <p>Grade 7 focuses on comparing and contrasting a written text with a version of it in another medium. Students examine the effects of the varying portrayals.</p> <p>Grade 8 focuses on the advantages and disadvantages of different media. Students consider the strengths and weaknesses of each version in terms of communicating information clearly.</p>
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Informational text in different media/formats (print, audio, video, digital, multimedia)
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- inaccurate integration of information in different media or formats;- incorrectly identifying information in a graph, diagram, or other visual representation that supplements information in a text;- incorrectly identifying similarities or differences between a written text and information provided in another medium;- inaccurately analyzing the effect of portraying the information in various forms;- incorrectly or unconvincingly identifying advantages or disadvantages of different media.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 8:

LACC.6.RI.3.8—Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

LACC.7.RI.3.8—Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

LACC.8.RI.3.8—Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

Clarification and Content Limits	<p>Grade 6 focuses on identifying the author’s argument/claims and determining whether they are supported by reasons/evidence.</p> <p>Grade 7 adds evaluating the soundness and logic of the reasoning and the relevance and thoroughness of the evidence.</p> <p>Grade 8 adds recognizing when evidence in a text is irrelevant even though it may seem related on a surface level.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text (argumentative/persuasive); at Grade 8, some texts should present evidence that is irrelevant
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrect rationale as support for or against an argument or claim in a text;– incorrectly interpreting the soundness and logic of the argument or claim;– identifying relevant evidence in a text rather than irrelevant evidence in support of a claim or argument.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 3: Integration of Knowledge and Ideas****Standard 9:**

LACC.6.RI.3.9—Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

LACC.7.RI.3.9—Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

LACC.8.RI.3.9—Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Clarification and Content Limits	<p>Grade 6 focuses on comparing and contrasting two authors’ portrayals of the same event. Students use textual details to identify the differences and the possible reasons for them.</p> <p>Grade 7 focuses on analyzing how authors shape information by including/stressing different details or proposing/supporting different interpretations.</p> <p>Grade 8 focuses on analyzing texts that address the same topic from different viewpoints. Students identify conflicting information or discrepancies in the texts and the possible reasons behind them.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Two or more informational texts on similar topics; at Grade 8, the related texts should have some conflicting information
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– identifying textual details that do not show similarities or differences between two authors’ portrayals of an event;– incorrectly analyzing how different authors shape presentations of information;– identifying details that support similarities in presentations rather than differences;– incorrectly identifying conflicting information between two authors’ presentations;– incorrectly interpreting conflicting information.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 4: Range of Reading and Level of Text Complexity****Standard 10:**

LACC.6.RI.4.10—By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.7.RI.4.10—By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

LACC.8.RI.4.10—By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Clarification and Content Limits	Grades 6 and 7 focus on reading/comprehending literary nonfiction in the grades 6–8 band, with scaffolding on higher level texts. Grade 8 focuses on reading/comprehending literary nonfiction independently at the high end of the grades 6–8 band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grades 6–7: literary nonfiction in the grades 6–8 text complexity band Grade 8: literary nonfiction at the high end of the grades 6–8 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.68.RH.1.1—Cite specific textual evidence to support analysis of primary and secondary sources.

Clarification and Content Limits	Grades 6–8 focus on using textual evidence to support an analysis of primary and secondary sources. Students use textual evidence to guide their understandings and analyses of the passage.
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 <ul style="list-style-type: none"> – textual evidence that does not support analysis of primary or secondary sources; – incorrectly citing primary or secondary sources.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 1: Key Ideas and Details****Standard 2:**

LACC.68.RH.1.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

Clarification and Content Limits	Grades 6–8 focus on using textual evidence to identify the central ideas of a primary or secondary source. Students distinguish central ideas from less important ideas or information. Students provide a complete summary that is accurate, focused on central ideas, and free of personal bias.
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 <ul style="list-style-type: none"> – incorrectly identifying central ideas of a primary or secondary source; – identifying a less important idea as a central idea; – summary statements that include personal opinions or bias; – incorrect or incomplete summary statements.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 1: Key Ideas and Details****Standard 3:**

LACC.68.RH.1.3—Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Clarification and Content Limits	Grades 6–8 focus on processes related to history or social studies (e.g., how the Constitution is amended, how a Supreme Court justice is appointed). Students use textual details to identify and comprehend key steps in the process.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text that describes or explains a process
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none"> – inaccurate description of the process in the text; – textual details that do not relate to the process; – incorrectly ordering steps in the process.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 2: Craft and Structure****Standard 4:**

LACC.68.RH.2.4—Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Clarification and Content Limits	Grades 6–8 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. 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 with domain-specific (Tier 3) words
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none"> – 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.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 2: Craft and Structure****Standard 5:**

LACC.68.RH.2.5—Describe how a text presents information (e.g., sequentially, comparatively, causally).

Clarification and Content Limits	<p>Grades 6–8 focus on how the author organizes the text. Examples of text structures include sequential, compare/contrast, and cause/effect.</p> <p>Students examine the individual elements of the text, such as sentences, paragraphs, and larger sections, to determine how they relate to one another and to the text as a whole.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text with an identifiable structure
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – incorrectly interpreting text structures or organizational patterns; – incorrect relationships (sequential, compare/contrast, cause/effect) within the organizational pattern.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 2: Craft and Structure****Standard 6:**

LACC.68.RH.2.6—Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Clarification and Content Limits	<p>Grades 6–8 focus on identifying how an author conveys his or her point of view or purpose in a text. Students focus on both explicit and implied evidence of the author’s purpose or point of view, such as the use of loaded language and the inclusion of, omission of, or emphasis on certain facts.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – incorrectly identifying the author’s purpose or point of view; – text details that do not support the author’s purpose or point of view.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

LACC.68.RH.3.7—Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Clarification and Content Limits	<p>Grades 6–8 focus on how information presented visually (charts, photographs, graphs, videos, maps) relates to and enhances the other information presented in a text.</p> <p>Students should not answer questions about the visual information in isolation but in terms of how it relates to other information in the text.</p> <p>The information presented visually should require careful analysis; it should not simply repeat information presented elsewhere in the text.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text that includes information presented visually
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrectly relating visual information (e.g., charts, photographs, graphs, videos, maps) to information in print or digital texts;– relating visual information (e.g., charts, photographs, graphs, videos, maps) to information that is not in print or digital text.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 3: Integration of Knowledge and Ideas****Standard 8:**

LACC.68.RH.3.8—Distinguish among fact, opinion, and reasoned judgment in a text.

Clarification and Content Limits	<p>Grades 6–8 focus on distinguishing between the types of information in a text.</p> <p>Students must be able to identify facts that are well supported with evidence or sources, opinions that are subjective and unverifiable, and reasoned judgments that are conclusions or arguments based on facts and evidence.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text that contains facts, opinions, and reasoned judgments
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – incorrectly identifying the type of information in a text; – providing textual details that do not support facts; – incorrectly identifying support for subjective opinions.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 3: Integration of Knowledge and Ideas****Standard 9:**

LACC.68.RH.3.9—Analyze the relationship between a primary and a secondary source on the same topic.

Clarification and Content Limits	<p>Grades 6–8 focus on identifying the similarities and differences between primary and secondary sources on the same topic.</p> <p>Students focus on how the primary source and the secondary source either complement or contradict one another. They determine how the author, audience, and purpose might lead to differences in the sources.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies texts: primary and secondary source on the same topic
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – similarities or differences between primary and secondary sources that do not exist; – incorrectly identifying how primary and secondary sources complement or contradict one another.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**Cluster 4: Range of Reading and Level of Text Complexity****Standard 10:**

LACC.68.RH.4.10—By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Clarification and Content Limits	Grades 6–8 focus on learning to read history/social studies texts in the grades 6–8 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 6–8: history/social studies texts in the grades 6–8 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– 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.68.RST.1.1—Cite specific textual evidence to support analysis of science and technical texts.

Clarification and Content Limits	Grades 6–8 focus on using specific textual details to support an analysis of the text. Textual evidence that supports analysis may be either explicit or drawn from inferences and synthesis.
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 <ul style="list-style-type: none">– 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.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 1: Key Ideas and Details

Standard 2:

LACC.68.RST.1.2—Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Clarification and Content Limits	<p>Grades 6–8 focus on identifying a text’s central ideas or conclusions. Students must focus on textual details to comprehend the text as a whole and recognize its main ideas.</p> <p>Students provide a complete and accurate summary that is free of personal bias and outside information. The summary focuses on the central ideas and supporting details within the text.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- incorrectly identifying the central idea of a text;- identifying a less important idea as a central idea;- details that do not support the central idea or conclusions;- incorrectly identifying the conclusions to be drawn from the text;- summary statements that include personal opinions or go beyond what is in the text;- incorrect or incomplete summary statements.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 1: Key Ideas and Details

Standard 3:

LACC.68.RST.1.3—Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Clarification and Content Limits	Grades 6–8 focus on following the steps involved in a detailed procedure such as a scientific experiment. Students must follow the sequence of steps and identify the connections and progression between the steps. The procedure outlined in the text should be complicated and include multiple steps. Examples include procedures found in experiments, procedures related to the operation/repair/construction of a device, procedures outlining how some technology works, or procedures detailing how to perform a technical process or task.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that describes a multistep procedure
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrectly identifying the sequence of steps;- textual details that do not relate to the process.- incorrectly analyzing the connections between the steps (i.e., how one process leads to another, how one step/process effects the others).

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 2: Craft and Structure

Standard 4:

LACC.68.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 6–8 texts and topics.

Clarification and Content Limits	<p>Grades 6–8 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.</p> <p>Students determine the meaning of symbols and key terms as used in texts related to grade-appropriate topics. Examples of symbols include units of measure (m, mL, K), atomic symbols from the periodic table (H, He), or basic chemical formulas (CO₂).</p> <p>All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.</p>
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Scientific and technical text with domain-specific vocabulary
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– 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.68.RST.2.5—Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.

Clarification and Content Limits	Grades 6–8 focus on identifying the structure of a text. Students must consider the major sections not in isolation but as parts of a whole. They must examine how each section relates to the others and what each section contributes to a reader’s overall understanding of the subject matter.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text with an identifiable structure
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrectly identifying how sections contribute to the whole text;- incorrectly identifying how sections contribute to understanding of the text.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 2: Craft and Structure

Standard 6:

LACC.68.RST.2.6—Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Clarification and Content Limits	Grades 6–8 focus on an author’s intent with regard to scientific or technical texts. Students should use textual details to help them determine why an author included a particular explanation, description, or discussion in a text. They should examine the information not in isolation but in terms of how it helps the author achieve a purpose.
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 <ul style="list-style-type: none">– 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.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

LACC.68.RST.3.7—Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

Clarification and Content Limits	<p>Grades 6–8 focus on how information expressed visually (in a flowchart, diagram, model, graph, or table) contributes to a text’s meaning. Students must integrate quantitative information expressed visually and in words to form a broader understanding of the text’s central ideas.</p> <p>Items do not simply ask students to comprehend the quantitative or technical information expressed visually; they ask students to apply this information to a more thorough understanding of the overall topic.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that presents quantitative/technical information visually and in words
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrectly analyzing how visual information contributes to text meaning;– incorrectly analyzing how visual information contributes to understanding of a topic;– incorrectly interpreting the meaning of visual information.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 3: Integration of Knowledge and Ideas

Standard 8:

LACC.68.RST.3.8—Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Clarification and Content Limits	<p>Grades 6–8 focus on distinguishing between the various types of information in a text. Students must identify facts that are well supported with evidence or sources and reasoned judgments/speculations that are backed by convincing data and evidence.</p> <p>Items may go beyond explicit statements of fact and reasoned judgment. They may focus on the inferences that can be drawn from the research findings and speculation in a text.</p>
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that contains facts, reasoned judgments, and speculation
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– incorrectly identifying the type of information in a text;– providing textual details that do not support facts;– incorrectly identifying textual evidence as support for reasoned judgment/speculation.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 3: Integration of Knowledge and Ideas

Standard 9:

LACC.68.RST.3.9—Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Clarification and Content Limits	Grades 6–8 focus on the similarities and differences between reading a text about and performing an experiment or watching a video or multimedia presentation about the same topic. Students focus on how the limits and conventions of different media lead to different ways of presenting information, and they assess the strengths and weaknesses of each.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text and experiment, simulation, video, or multimedia source about the same topic
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– incorrectly identifying similarities or differences between textual information and information gained from experiments, simulations, video, or multimedia sources.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS

Cluster 4: Range of Reading and Level of Text Complexity

Standard 10:

LACC.68.RST.4.10—By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Clarification and Content Limits	Grades 6–8 focus on learning to read science/technical texts in the grades 6–8 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 6–8: science/technical texts in the grades 6–8 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– incorrectly interpreting or analyzing grade level science/technical texts.

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 1 (a–e):

LACC.6.W.1.1—Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

LACC.7.W.1.1—Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

LACC.8.W.1.1—Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

<p>Clarification and Content Limits</p>	<p>Writing standard 1 in grades 6–8 focuses on making and supporting an argumentative claim.</p> <p>Indicator a. in grades 6–8 focuses on establishing a claim and organizing reasons and evidence. Grade 7 adds acknowledgment of alternate or opposing claims. Grade 8 adds distinguishing the argument’s claim from alternate or opposing claims.</p> <p>Indicator b. in grades 6–8 focuses on using credible sources to support claims with reasons and evidence. Grades 7 and 8 add supporting claims with logical reasoning and accurate sources.</p> <p>Indicator c. in grades 6–8 focuses on using words, phrases, and clauses to relate claims to reasons. Grade 7 adds relating evidence to claims and reasons. Grade 8 adds relating counterclaims to claims, reasons, and evidence.</p> <p>Indicator d. in grades 6–8 focuses on establishing and maintaining a formal style.</p> <p>Indicator e. in grades 6–8 focuses on presenting a conclusion that is appropriate to the argument. Grades 7 and 8 add presenting a conclusion appropriate to and supporting the argument.</p>
<p>DOK Target(s)</p>	<p>3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Literary text, informational text, history/social studies text, science and technology text</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>This standard is not assessed with selected response items.</p>

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

Standard 3 (a–e):

LACC.6.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

LACC.7.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

LACC.8.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Clarification and Content Limits	<p>Writing standard 3 in grades 6–8 focuses on developing experiences by writing narratives.</p> <p>Indicator a. in grades 6–8 focuses on establishing context to engage and orient the reader and establishing a logical and natural event sequence.</p> <p>Indicator b. in grades 6–8 focuses on using the narrative techniques of dialogue, pacing, and description to develop aspects of the narrative. Grade 8 adds reflection as a narrative technique.</p> <p>Indicator c. in grades 6–8 focuses on using transitions to show sequence and shifts in time frame or setting. Grade 8 adds using transitions to show relationships among narrative elements.</p> <p>Indicator d. in grades 6–8 focuses on using precise and descriptive language to communicate narrative elements. Grades 7 and 8 add using descriptive language to communicate and reflect on narrative elements.</p> <p>Indicator e. in grades 6–8 focuses on presenting a conclusion appropriate to the narrative. Grades 7 and 8 add presenting a conclusion appropriate to and reflecting on the narrative.</p>
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.68.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	<p>Writing standard 4 in grades 6–8 focuses on producing writing that is clear and coherent. The development, organization and style employed should suit the intended audience and purpose.</p>
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.6.W.2.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

LACC.7.W.2.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)

LACC.8.W.2.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.)

Clarification and Content Limits	Writing standard 5 in grades 6–8 focuses on using support from peers and adults to develop, revise, and improve writing. Grades 7 and 8 add a particular focus on purpose and audience when using support from peers and adults to develop, revise, and improve writing.
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.6.W.2.6—Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

LACC.7.W.2.6—Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

LACC.8.W.2.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

Clarification and Content Limits	Writing standard 6 in grades 6–8 focuses on using technology to produce writing and collaborate with others. Grade 7 adds using technology to cite sources. Grade 8 adds using technology to efficiently present relationships between information and ideas.
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.6.W.3.7—Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

LACC.7.W.3.7—Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

LACC.8.W.3.7—Conduct short 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.

Clarification and Content Limits	Writing standard 7 in grades 6–8 focuses on answering a question by researching multiple sources and refocusing the question when necessary. Grade 7 adds independently developing further questions for research. Grade 8 adds independently developing both the initial research question (in some instances) and further questions for research in multiple directions.
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: WRITING STANDARDS

Cluster 3: Research to Build and Present Knowledge

Standard 8:

LACC.6.W.3.8—Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

LACC.7.W.3.8—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.

LACC.8.W.3.8—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.

Clarification and Content Limits	Writing standard 8 in grades 6–8 focuses on gathering information from multiple sources, evaluating each source for reliability, and citing sources when necessary. Grades 7 and 8 add using search terms to effectively gather information and citing sources using an established citation format.
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: WRITING STANDARDS

Cluster 3: Research to Build and Present Knowledge

Standard 9:

LACC.6.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 6 Reading standards to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”).
- b. Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”).

LACC.7.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 7 Reading standards to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”).
- b. Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).

LACC.8.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).
- b. Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).

Clarification and Content Limits	Writing standard 9 in grades 6–8 focuses on drawing evidence to support research and analysis from literary or informational texts, using grade-appropriate reading skills.
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: WRITING STANDARDS

Cluster 4: Range of Writing

Standard 10:

LACC.6.W.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.

LACC.7.W.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.

LACC.8.W.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 6–8 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: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

Standard 1 (a–e):

LACC.68.WHST.1.1—Write arguments focused on discipline-specific content.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

<p>Clarification and Content Limits</p>	<p>Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 1 in grades 6–8 focuses on making and supporting an argumentative claim.</p> <p>Indicator a. in grades 6–8 focuses on establishing a claim about a topic or issue, acknowledging and distinguishing the claim from alternate or opposing claims, and organizing reasons and evidence.</p> <p>Indicator b. in grades 6–8 focuses on using credible sources to support claims with relevant and accurate data and evidence. It also focuses on using logical reasoning in support of claims.</p> <p>Indicator c. in grades 6–8 focuses on using words, phrases, and clauses to create cohesion and relate claims, counterclaims, reasons, and evidence.</p> <p>Indicator d. in grades 6–8 focuses on establishing and maintaining a formal style.</p> <p>Indicator e. in grades 6–8 focuses on presenting a conclusion that is appropriate to and supports the argument.</p>
<p>DOK Target(s)</p>	<p>3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>History/social studies text, science and technology text</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>This standard is not assessed with selected response items.</p>

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

Cluster 1: Text Types and Purposes

Standard 2 (a–f):

LACC.68.WHST.1.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Clarification and Content Limits

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 2 in grades 6–8 focuses on conveying information in explanatory writing.

Indicator a. in grades 6–8 focuses on introducing and previewing a topic, organizing information into categories appropriate to the explanation, and using text features and multimedia when they will aid comprehension.

Indicator b. in grades 6–8 focuses on developing the topic with well-chosen information and examples.

Indicator c. in grades 6–8 focuses on creating cohesion and relating concepts to one another using appropriate transitions.

Indicator d. in grades 6–8 focuses on using precise and domain-specific vocabulary in a way that helps explain the topic.

Indicator e. in grades 6–8 focuses on establishing and maintaining formal style and an objective tone.

Indicator f. in grades 6–8 focuses on presenting a conclusion appropriate to and supporting the explanation.

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.68.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

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 4 in grades 6–8 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

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.68.WHST.2.5—With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 5 in grades 6–8 focuses on using support from peers and adults to develop, revise, and improve writing. Particular emphasis is placed on purpose and audience.
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.68.WHST.2.6—Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 6 in grades 6–8 focuses on using technology to produce writing and efficiently present relationships between information and ideas.
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.68.WHST.3.7—Conduct short 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.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 7 in grades 6–8 focuses on researching multiple sources to answer an initial research question and to develop further questions for research in multiple directions. Both types of questions may be independently developed.
DOK Target(s)	2, 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.68.WHST.3.8—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.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 8 in grades 6–8 focuses on using search terms to effectively gather information from multiple sources, evaluating each source for reliability, and citing sources using an established citation format.
DOK Target(s)	2, 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.68.WHST.3.9—Draw evidence from informational texts to support analysis reflection, and research.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 9 in grades 6–8 focuses on drawing evidence to support research and analysis from informational texts.
DOK Target(s)	2, 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.68.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 6–8 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 STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 1 (a–d):

LACC.6.SL.1.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

LACC.7.SL.1.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted, modify their own views.

LACC.8.SL.1.1—Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.

- a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- c. Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.
- d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

<p>Clarification and Content Limits</p>	<p>Speaking and Listening standard 1 in grades 6–8 focuses on engaging in collaborative discussions effectively.</p> <p>Indicator a. in grades 6–8 focuses on coming to discussions prepared and using the evidence derived from that preparation to contribute evidence to the discussion.</p> <p>Indicator b. in grades 6–8 focuses on following rules, setting goals, and defining roles for discussions. Grade 7 adds tracking progress toward goals. Grade 8 adds following rules for decision making.</p> <p>Indicator c. in grades 6–8 focuses on asking and answering questions and making comments that contribute to and elaborate on the topic under discussion. Grade 7 adds asking questions that draw out elaborating responses and offering responses to questions that are relevant and topical to the discussion. Grade 8 adds asking questions that connect the ideas of multiple discussion participants.</p> <p>Indicator d. in grades 6–8 focuses on reviewing key ideas and showing understanding of multiple perspectives by paraphrasing ideas from these perspectives. Grade 7 adds recognizing new information and modifying personal views if warranted. Grade 8 adds qualifying or justifying personal views if warranted by the evidence.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Class discussions</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>This standard is not assessed with selected response items.</p>

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 2:

LACC.6.SL.1.2—Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

LACC.7.SL.1.2—Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

LACC.8.SL.1.2—Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Clarification and Content Limits	Speaking and Listening standard 2 in grades 6–8 focuses on drawing information from different media/formats. Grade 6 focuses on interpreting and explaining how the information contributes to a topic. Grade 7 focuses on analyzing how the information clarifies a topic. Grade 8 focuses on analyzing and evaluating both the purpose and the presentation style of the information. Motives for the presentation style should also be considered at this grade level.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	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 STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 3:

LACC.6.SL.1.3—Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

LACC.7.SL.1.3—Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

LACC.8.SL.1.3—Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Clarification and Content Limits	Speaking and Listening standard 3 in grades 6–8 focuses on outlining a speaker’s argument and discerning the degree to which it is supported by reasons and evidence. Grade 6 focuses on distinguishing claims supported by evidence from claims unsupported by evidence. Grade 7 adds evaluating the speaker’s reasons and evidence. Grade 8 adds recognizing irrelevant evidence.
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 STANDARDS**Cluster 2: Presentation of Knowledge and Ideas****Standard 4:**

LACC.6.SL.2.4—Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

LACC.7.SL.2.4—Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

LACC.8.SL.2.4—Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound and valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

Clarification and Content Limits	Speaking and Listening standard 4 in grades 6–8 focuses on ordering ideas logically and using details to emphasize main points in presentations. It also focuses on using appropriate oral presentation techniques. Grade 7 adds presenting claims in a fashion that emphasizes important points and that is focused and coherent. Grade 8 adds the use of relevant evidence and details and sound reasoning in support of important presentation points.
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 STANDARDS**Cluster 2: Presentation of Knowledge and Ideas****Standard 5:**

LACC.6.SL.2.5—Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

LACC.7.SL.2.5—Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

LACC.8.SL.2.5—Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

Clarification and Content Limits	Speaking and Listening standard 5 in grades 6–8 focuses on using multimedia to clarify information presented. Grade 7 adds using multimedia to emphasize important points. Grade 8 adds using multimedia to augment claims and evidence and to draw in the listener.
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 STANDARDS**Cluster 2: Presentation of Knowledge and Ideas****Standard 6:**

LACC.6.SL.2.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LACC.7.SL.2.6—Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

LACC.8.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 6–8 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.6.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- b. Use intensive pronouns (e.g., *myself*, *ourselves*).
- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language

LACC.7.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of phrases and clauses in general and their function in specific sentences.
- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

LACC.8.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- b. Form and use verbs in the active and passive voice.
- c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- d. Recognize and correct inappropriate shifts in verb voice and mood.

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.)

Grade 6 focuses on the correct use of pronouns, specifically pronoun case, intensive pronouns, inappropriate shifts in pronoun number/person, and vague pronouns. Students should be able to recognize and correct errors in pronoun use.

Grade 7 focuses on the function placement of phrases and clauses in a sentence, with a particular focus on recognizing and correcting misplaced or dangling modifiers. By Grade 7, students should be able to manipulate phrases and clauses to create various sentence types and clearly communicate relationships between ideas.

<p>Clarification and Content Limits, <i>continued</i> (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.)</p>	<p>Grade 8 focuses on verbs. By Grade 8, students should be able to form and use verbs in the passive and active voice as well as in the indicative, imperative, interrogative, conditional, and subjunctive mood. They should be able to identify and fix unintentional or inappropriate shifts in the mood or voice of a verb.</p>
<p>DOK Target(s)</p>	<p>1, 2</p>
<p>Suggested Stimulus or Passage Material</p>	<p>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.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrectly identifying pronoun case; - incorrectly using intensive pronouns; - using pronouns that are not consistent in number and person; - incorrectly explaining the function of phrases and clauses in sentences; - incorrectly using simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas; - incorrectly placing phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers; - incorrectly explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; - incorrectly forming and using verbs in the active and passive voice; - incorrectly forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood; - incorrectly editing shifts in verb voice and mood.

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

Standard 2:

LACC.6.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

LACC.7.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- b. Spell correctly.

LACC.8.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- b. Use an ellipsis to indicate an omission.
- c. 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: Grade 6 focuses on using punctuation to set off nonessential elements of sentences, such as nonrestrictive/parenthetical words, phrases, and clauses. Grade 7 focuses on using commas to separate coordinate adjectives. Students must be able to recognize when paired adjectives are coordinate as opposed to cumulative. Grade 8 focuses on using punctuation to indicate a pause or break. Students must choose a comma, ellipsis, or dash to show the relative length and significance of the pause. Grade 8 also includes the use of ellipses to show an omission of words at the beginning, in the middle, or at the end of a sentence.

Spelling: Grades 6–8 focus on a student’s ability to spell grade-level words correctly. Students should use their knowledge of spelling rules and patterns, as well as their exposure to a broad range of written material, to identify and correct misspelled words.

DOK Target(s)

1, 2

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 punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements;
- incorrectly using commas to separate coordinate adjectives;
- incorrectly using punctuation (comma, ellipsis, dash) to indicate a pause or break;
- incorrectly using an ellipsis to indicate an omission;
- spelling incorrectly.

Strand: LANGUAGE STANDARDS

Cluster 2: Knowledge of Language

Standard 3:

LACC.6.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Vary sentence patterns for meaning, reader/listener interest, and style.
- b. Maintain consistency in style and tone.

LACC.7.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

LACC.8.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a statement contrary to fact).

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.)

Sentence construction: Grade 6 focuses on using a variety of sentence patterns, constructions, and lengths. Students must consider the sound and rhythm of sentences and paragraphs, with an ear to avoiding choppiness or repetition. They should also vary sentence patterns to convey meaning and contribute to style and tone. Grade 7 focuses on using language efficiently. Students should express their ideas precisely and without including unnecessary words. They should recognize and remove clutter from their sentences. Grade 8 focuses not only on verb voice and mood, but also on how these concepts affect the meaning of a sentence. For example, the use of passive voice may place emphasis on the action’s receiver, or the use of the subjunctive mood may indicate doubt.

General language knowledge: Across grades 6–8, the overarching focus is on using language to convey ideas and achieve particular effects.

DOK Target(s)

1, 2

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

- using sentence patterns that are not varied;
- maintaining inconsistency in style and tone;
- expressing ideas unclearly, wordily, or redundantly;
- incorrectly using verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects.

Standard 4:

LACC.6.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*).
- c. Consult 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 or its part of speech.
- 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).

LACC.7.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*).
- 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 or its part of speech.
- 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).

LACC.8.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies.

- a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*).
- 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 or its part of speech.
- 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).

<p>Clarification and Content Limits</p> <p>(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.)</p>	<p>Context clues: Grades 6–8 focus on unknown words and phrases that are about one grade level higher and whose meaning can be discerned through an analysis of context clues. Word meaning should be assessed in the context of the passage, not in isolation. Items should focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary.</p> <p>Roots and affixes: Grades 6–8 focus on using students’ knowledge of common and grade-appropriate Greek or Latin roots and affixes as clues to the meanings of unknown words.</p> <p>Reference materials: Grades 6–8 focus on students using reference tools when necessary to determine word meaning, pronunciation, and part of speech. In addition, students should use reference tools to validate what they infer about word meanings based on context clues, knowledge of word parts, or other strategies.</p>
<p>DOK Target(s)</p>	<p>1, 2</p>
<p>Suggested Stimulus or Passage Material</p>	<p>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.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – meanings of words that do not fit the context; – meaning of words that incorrectly relate to the Greek or Latin roots; – incorrectly identifying pronunciation and definition of words using reference materials.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 5:

LACC.6.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).

LACC.7.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).

LACC.8.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., verbal irony, puns) in context.
- b. Use the relationship between particular words to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).

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 6–8 focus on students interpreting grade-appropriate figures of speech based on the context in which they appear. Students must draw on context clues and on their understandings of the subtle and nonliteral meanings of words and phrases. The level of sophistication becomes more complex across the grade band. In Grade 6, for example, students interpret personification. In Grade 7, students interpret literary, biblical, and mythological allusions. In Grade 8, students interpret verbal irony and puns.

<p>Clarification and Content Limits, <i>continued</i> (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.)</p>	<p>Word relationships: Grades 6–8 focus on students clarifying and deepening their understandings of words by examining how they relate to other words. Examples of word relationships include cause/effect, part/whole, and item/category at Grade 6 and synonym/antonym and analogy at Grade 7. By Grade 8, students should be able to make use of all of these word relationships.</p> <p>Nuances in word meaning: Grades 6–8 focus on students attending to the nuances of word meaning. Students should recognize the subtly different connotations of words with similar dictionary definitions. Words assessed in items should progress appropriately in difficulty across the grade band.</p>
<p>DOK Target(s)</p>	<p>1, 2</p>
<p>Suggested Stimulus or Passage Material</p>	<p>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.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrectly interpreting figures of speech; - interpreting figures of speech correctly but not as supported by the text; - incorrectly identifying the relationship between words; - incorrectly distinguishing between the connotation and denotation of words.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 6:

LACC.6.L.3.6—Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LACC.7.L.3.6—Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

LACC.8.L.3.6—Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather 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: Across the grade band, the focus should be on grade-appropriate general academic (Tier 2) and domain-specific (Tier 3) words and phrases. Words should be tested in the context in which they are used rather than in isolation. Vocabulary knowledge: Students in grades 6–8 should be encouraged to draw on the breadth of their vocabulary knowledge and on all relevant word-attack skills and strategies when determining the meanings of words.
DOK Target(s)	1, 2
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 <ul style="list-style-type: none">– incorrectly using grade-appropriate academic and domain specific words;– incorrectly using grade-appropriate phrases.

VI. Appendices

Appendix A: Grades 6–8 Sample Items

1. Selected Response	Grade 6	99
2. Constructed Response	Grade 6	100
3. Performance Task	Grade 6	101
4. Selected Response	Grade 8	108
5. Extended Response	Grade 8	109
6. Essay	Grade 8	110

The Great Inca Road (Grade 6 Passage)

The United States has a national system of highways connecting all major cities from coast to coast. Our interstate system covers nearly 47,000 miles of roadways and took 35 years to complete. That sounds remarkable until you hear that the ancient Incas did something even more amazing six centuries ago.

Completely Human Built

A system of roads that goes across coastal plains, rivers, deserts, and rugged mountain ranges may not sound like a challenge to modern road builders. However, imagine building such roads without heavy equipment such as bulldozers and excavators, or modern construction materials such as asphalt or concrete. The Incas didn't even have the wheel to help move materials by cart. The Incas, building on previous work done by the Wari, an even older culture, created an expansive network of roadways that covered more than 14,000 miles—all built with human labor. This road network allowed the Incas to manage their empire.

The Route

The Incas called their road system *Qhapaq Ñan*, meaning “Main Andean Road.” There were two main roads going north and south. The first one, known as the Royal Road, ran along the rough ranges of the Andes Mountains. It was 3,500 miles in length. As a comparison, the United States is about 3,000 miles wide at its widest point. A second north-south road went along the Pacific Coast. It was connected to the mountainous Royal Road by numerous smaller roads. All along the roads were towns and villages that supplied the Incan travelers and armies with food and shelter. The Incas used the road to connect all major centers of commerce and government to the Incan capital, Cuzco.

The Incan Internet

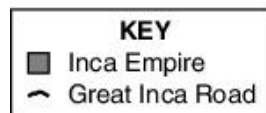
The Incas possessed no vehicles, such as wagons. They also did not have horses. To connect their vast empire, the Incas used fleets of messengers, called *chasquis*, who delivered official messages on foot. The *chasquis* were housed along their routes in small cabins called *tambos*. *Chasquis* could travel many miles per day before passing their message to one another. Messages could travel at a rate of 250 miles per day along the Incan roads!

Walking on Air

Building a road through mountainous terrain presented many challenges. One of these was crossing river valleys. The Great Inca Road crossed about 200 spots where bridges were needed. Using the materials they had available to them, namely natural fibers such as cotton, llama wool, grasses, and tree saplings, the Incas built suspension bridges. The longest Incan bridges spanned 150 feet or more. This was much longer than most European bridges of the time. When the Spanish explorers arrived in the fourteenth century, they were amazed at the strength of these rope bridges, which could even support horses.

The Great Inca Road demonstrates the incredible skill and determination of an ancient culture thriving in an extreme environment six centuries ago.

Great Inca Road



Sources:

Peru Cultural Society: <http://www.discover-peru.org/inca-roads-chasquil>.

UNESCO World Heritage Site information:
<http://whc.unesco.org/en/activities/65>.

Rediscover Machu Picchu:
<http://www.rediscovermachupicchu.com/inca-trail.htm>;
<http://interstate50th.org/docs/techmemo1.pdf>;
<http://www.nytimes.com/2007/05/08/science/08bridg.html>.

Item 1

Grade: 6

Item Type: Selected Response

Correct Answer: D

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

***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.*

Item Text

Which idea is supported by both the map and the passage, “The Great Inca Road”?

- A. The Great Inca Road was about as long as the United States is wide.
- B. The Great Inca Road was as well made as a European or Roman road.
- C. The Great Inca Road was remarkable to many Spanish explorers of the time.
- D. The Great Inca Road was built through the difficult land of the Andes Mountains.

Item 2

Grade: 6

Item Type: Constructed Response

Correct Answer: Rubric

Point Value: 2

DOK: 2

FL ELA Common Core State Standards:

***LACC.6.RI.1.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.*

Item Text

The article, “The Great Inca Road,” describes accomplishments of the Incas from six centuries ago. Write one paragraph to identify one important characteristic of the Incas. Explain your answer and support it with details from the passage.

Rubric

Score	Description
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

Exemplar

Score	Description
2	<p>A two-point response</p> <ul style="list-style-type: none">• Includes one paragraph that identifies one important characteristic of the Incas. For example, the Incas were highly inventive.• Supports the characterization of the Incas with details from the passage. For example, the Incas created a messenger system to communicate information quickly and used simple materials to build suspension bridges.

Item 3

Grade: 6

Item Type: Performance Task

Correct Answer: Rubric

DOK: 4

FL ELA Common Core State Standards:

LACC.6.SL.2.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Point Value: 8 points

Suggested Time: Approximately three 45-minute class periods

Task Overview:

Students will research an achievement of the Incas. They will then deliver a speech describing the achievement and explaining how it affected the Incan empire.

Student Directions:

The passage “The Great Inca Road” describes an important achievement of the Inca people. You will choose an Incan achievement or invention that is not mentioned in the passage and then do research to learn about the accomplishment and how it contributed to the Incan empire. You will then share your findings with your class in the form of a speech.

Part 1:

Do some general research about the achievements or inventions of the Incas to help you identify one topic you would like to focus on. Find trustworthy sources that answer the following questions about the invention or achievement you have chosen:

- What was it?
- How was it made?
- Why was it made?
- How did it affect the Incan empire?

As you come across the answers to these questions, write them down. You will be using this information to write a speech about your findings. Be sure to keep close records of your sources so that you know where you found each of your facts.

Part 2:

Write a speech about the invention or achievement you researched. Your speech should answer the questions listed above, and your answers should be based on your research results. Be sure to present the information in your own words and to arrange it in a logical order.

Part 3:

Rehearse your speech in front of a partner. Ask him or her to consider the following factors while listening and then give you feedback on them afterward:

- Clarity: Was my speech easy to understand?
- Eye contact: Did I look up rather than focusing on my notes?
- Volume: Did I speak loudly enough to be heard throughout the classroom?

Scoring:

Your speech will be scored based on:

- answering the questions about your achievement or invention
- organizing your information logically and providing sources in the approved style
- delivering your speech clearly and with appropriate eye contact and volume

Rubrics

6-Point Speech

Part I: Speech	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The speech is intermittently purposeful.• The speech has a topic, central idea, and/or claim that is unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The purpose and organization of the speech are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support/evidence used in the speech is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Presentation:</i></p> <ul style="list-style-type: none">• 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	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Presentation:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The language, vocabulary, and presentation techniques used in the speech are generally incorrect, ineffectual, and/or not present.

2-Point Research

Research	
2	<p><i>Research Question:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6). <p><i>Evidence:</i></p> <ul style="list-style-type: none">• 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	<p><i>Research Question:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6). <p><i>Evidence:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The response does not provide an answer to a research question and demonstrates no ability to evaluate or integrate sources.

Exemplar

Score	Description
8	<p>An eight-point response</p> <ul style="list-style-type: none">• Provides a speech that accurately identifies an important achievement or invention of the Incas that was not described in the passage. For example, the Incas invented the <i>quipu</i>, which was an instrument used for tasks that involved numbers and mathematics.• Describes the achievement or invention and explains how it contributed to the Incan empire. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• The <i>quipu</i> was made of a long, thick string with other strings hanging from it, and the strings had knots that were used to show numbers.• Government officials throughout the empire used the <i>quipu</i> to keep track of their finances and other matters.• It helped them with record-keeping.

Waiting to Sail (Grade 8 Passage)

One of the oldest poems in Western literature is The Odyssey, which tells of the sailor Ulysses and his journey home to Greece. The passage below draws on themes and characters from The Odyssey. In it, the narrator is preparing for a journey of his own. He meets a young sailor named Ulysses, with whom he discusses his thoughts about his future.

It was May 12, 1606. We had been a fortnight¹ in port at La Rochelle, France, waiting for the tides and winds to settle their differences, and until they did, we could not pass the harbor gates. The perfect conditions for sailing were as evasive as a hare before the fox. Furthermore, Captain LaClergue—a man of honor and expert seamanship, I was assured—adhered to many puzzling superstitions. Each day, he stood upon the ship’s deck taking the measure of the weather until finally he shook his head and disappeared again below. A north wind was bad luck, a south wind was worse, but east and west were no better; the tide was ever too high or too low, the moon too full, the clouds too thick upon the horizon. Though I was grateful for his caution, I was impatient to weigh anchor and see at last the New World.

With every passing day, my hopefulness threatened to become anxiety. From the deck I saw merchants bustling about this thriving port town, ordinary men hurrying to a warm home at night, and I realized it was not too late to change my mind.

The sailors on the ship were fine men, no doubt, and comradely with their fellows, for I often heard them laughing together on deck, but with me they were so aloof one would think we did not speak the same tongue. If they were merry and singing or playing a game of cards, I felt drawn to approach. I once asked them to teach me the rules of their game, but they grew serious and a man replied, “Monsieur,² it would not entertain you.”

All the same, I hoped in time to be accepted among them despite my paler complexion and soft hands, for if I should serve as a proper historian of this endeavor, I could not remain merely an observer.

There was a young sailor aboard who was not yet seventeen years old and called himself, of all things, Ulysses. He seemed unaware of the poetic aptness of his name, about which I confronted him one evening where he stood at the ship’s bow, gazing to the sea. The towers at the harbor’s mouth were shadowy sentinels silently guarding their keep as day faded gently into night. On the ramparts, the glow of the Lantern Tower was as welcoming to returning sailors as a mother’s candle in a cottage window.

“Quite a sunset,” I said to the boy, startling him from his contemplation.

“Yes, monsieur. Very beautiful.”

Silence slouched between us, twiddling its thumbs. “Are you from La Rochelle?”

“From the countryside east of town, monsieur.”

“And your parents?”

“Farmers, monsieur, at least when the seasons oblige.”

“They would allow a lad like you to embark on a journey to such a faraway place?”

“It is not a matter of ‘allow,’ monsieur, only the time has come for me to make my own way; as for the unknown, I welcome it.”

“Without fear?”

“Not without fear, monsieur. If there is a man without fear, I do not know him.”

Ulysses’s words reminded me of *The Odyssey*. I could not recall the exact line, but the idea was something like this: “We shall remember our peril.”

The young man looked at me curiously, meeting my eyes for the first time. “Do you not know,” I ventured, “the story of the hero with whom you share your name?” When he made no answer, I continued: “He too was a sailor gone from home for many years, at once in love with adventure and wretchedly homesick.”

“I’ve not heard of him, monsieur, but I am not an educated man.”

Was this regret I heard in his voice? How different our paths had been, yet at seventeen, my future too had been decided. When Father insisted on my study of the law, obediently I heeded his wishes. Always, I had been a reliable, even quite predictable, son, while in my deepest heart, I felt myself to be someone else entirely.

The very next morning, word came at last from Captain LaClergue that we were to depart. The time for a change of heart had come and gone, and now, certain in my choice, I carried my love for home to the New World like a charm in my pocket.

¹ **fortnight:** a period of fourteen days

² **Monsieur:** Sir

Item 4

Grade: 8

Item Type: Selected Response

Correct Answer: C

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

***LACC.8.RL.2.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*

Read this line from the passage.

“Silence slouched between us, twiddling its thumbs.”

Why did the author most likely describe the silence as “twiddling its thumbs”?

- A. to demonstrate that Ulysses seems to be uninterested in discussing the sunset with the narrator
- B. to suggest that the narrator and Ulysses have been unproductive members of the ship’s crew
- C. to portray the awkward pause during the first conversation between the narrator and Ulysses
- D. to express the sense of peacefulness aboard the ship during the meeting between Ulysses and the narrator

Item 5

Grade: 8

Item Type: Extended Response

Correct Answer: Rubric

Point Value: 4

DOK: 3

FL ELA Common Core State Standards:

***LACC.8.RL.1.3** Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*

Item Text

In paragraph 2, the narrator considers not going on his journey. In one to two paragraphs, explain how the conversation between the narrator and Ulysses is a turning point for the narrator. Use details from the passage to support your answer.

Rubric

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Exemplar

Score	Description
4	<p>A four-point response</p> <ul style="list-style-type: none">• Provides one to two paragraphs that explain how the conversation between the narrator and Ulysses is a turning point for the narrator. For example, the conversation helps the narrator feel more confident about his decision to go to the New World.• Supports the answer with multiple details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• Learning of Ulysses’ regrets reminds the narrator of his own regrets and his desire to avoid having more.• In addition, the narrator discovers that he, like Ulysses, can view the journey as a chance to make his own way in life and “be someone else entirely.”

Item 6

Grade: 8

Item Type: Essay

Correct Answer: Rubric

Point Value: 6

DOK: 3

FL ELA Common Core State Standards:

LACC.8.W.1.1 Write arguments to support claims with clear reasons and relevant evidence. *b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

In the passage, “Waiting to Sail,” the narrator is preparing for a journey. Write an essay arguing that the narrator is likely to benefit from his decision to sail to the New World. Use details from the passage to support your claims.

Your essay will be scored based on the following criteria:

- consistent focus and logical organization
- details from the passage that support your answer
- arguments that address the opposing point of view
- language that is appropriate for your audience and purpose
- sources provided in the approved style

Rubric**Part I: Writing**

2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from the passage.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from the passage.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

Exemplar

Score	Description
6	<p>A six-point response</p> <ul style="list-style-type: none">• Is an essay explaining why the narrator is likely to benefit from his decision to sail to the New World. For example, the narrator will benefit because his trip to the New World will allow him to learn and grow.• Acknowledges and addresses opposing claims regarding the narrator’s decision to sail to the New World. For example, remaining at home might have been comfortable, but it would not have given the narrator the opportunity to develop into his own person or meet people who have had vastly different life experiences.• Persuasively supports the claim with relevant details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• Traveling to the New World will allow the narrator to develop in his own way, apart from the expectations of his family.• It will also give him the opportunity to keep meeting and learning from people such as Ulysses, whom he would not likely have encountered had he remained at home.

Appendix B: Rubrics

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2-Point Research Rubric

Research	
2	<p><i>Research Question:</i></p> <ul style="list-style-type: none"> 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 (does not apply to Grade 6). <p><i>Evidence:</i></p> <ul style="list-style-type: none"> 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	<p><i>Research Question:</i></p> <ul style="list-style-type: none"> 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 (does not apply to Grade 6). <p><i>Evidence:</i></p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Response is incorrect, irrelevant, or not provided.

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

Score	Description
4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

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

Score	Description
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

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

Score	Description
4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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 selected or how it was implemented.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

2-Point Constructed Response Rubric

Score	Description
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

4-Point Extended Response Rubric

Score	Description
4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

4-Point Rubric for Speaking and Listening Standard 1

Score	Description
4	<p>The student</p> <ul style="list-style-type: none"> 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	<p>The student</p> <ul style="list-style-type: none"> 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 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	<p>The student</p> <ul style="list-style-type: none"> 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	<p>The student</p> <ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Discussion preparation, participation, and response are irrelevant, inappropriate, or not demonstrated.

2-Point Listening Rubric

Score	Description
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

4-Point Listening Rubric

Score	Description
4	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

6-Point Speech Rubric

Part I: Speech	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The speech is intermittently purposeful.• The speech has a topic, central idea, and/or claim that is unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The purpose and organization of the speech are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support/evidence used in the speech is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Presentation:</i></p> <ul style="list-style-type: none">• 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	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Presentation:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6). <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6). <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support /evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• 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. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is intermittently purposeful.• The essay has a topic and central idea that are unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• 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. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none">• 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none">• The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none">• The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

6-Point Narrative Writing Rubric

Part I: Writing	
2	<p><i>Focus:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6). <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6).
1	<p><i>Focus:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6) may not be established clearly. <p><i>Organization:</i></p> <ul style="list-style-type: none">• 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 (does not apply to Grade 6).
0	<ul style="list-style-type: none">• The purpose and organization of the narrative are highly inadequate or not provided.

Part II: Use of Details

2	<p><i>Narrative Techniques:</i></p> <ul style="list-style-type: none">• 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. <p><i>Details:</i></p> <ul style="list-style-type: none">• Relevant descriptive details are used to effectively convey experiences and events.
1	<p><i>Narrative Techniques:</i></p> <ul style="list-style-type: none">• 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. <p><i>Details:</i></p> <ul style="list-style-type: none">• Descriptive details are used intermittently when attempting to convey experiences and events. Descriptive details are sometimes relevant.
0	<ul style="list-style-type: none">• The details and techniques used in the narrative are irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The narrative demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language:</i></p> <ul style="list-style-type: none"> • 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. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The narrative demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none"> • The language and conventions used in the narrative are generally incorrect or not provided.

2-Point Revising Rubric

Score	Description
2	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

2-Point Constructed Response Writing/Technology Rubric

Score	Description
2	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.