Florida Interim Assessment Item Bank and Test Platform

Passage and Item Specifications

English Language Arts Grades 9–10

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 9–10*, 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 9–10 ELA passages and items available in the Florida Interim Assessment Item Bank.

C. Standards Alignment

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

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

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

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

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

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

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

II. Guidelines for Passage Development

A. Passage Types

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

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

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

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

1. Literary Texts

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

2. - Informational Texts

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

Distribution of Literary and Informational Passages by Grade Band

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

Literary Nonfiction

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

History and Social Studies Texts

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

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

Science and Technical Texts

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

B. Criteria for Passage Development

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

1. Quantitative Measures

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

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

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

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

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

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

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

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

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

2. Qualitative Measures and Considerations

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

Readability and Text Complexity

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

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

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

Tiered Vocabulary[4]

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

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

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

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

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

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

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

General Quality and Content

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

Source Documentation

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

C. Reader and Task Considerations

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

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

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

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

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

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

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

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

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

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

III. Guidelines for Item Development

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

A. Overall Considerations

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

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

B. Item Style and Format

This section presents stylistic guidelines and formatting directions.

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

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

C. Use of Additional Stimuli

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

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

D. Documentation

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

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

E. Reader and Task Considerations

1. Bias and Sensitivity

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

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

2. Universal Design[6]

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

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

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

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

3. Readability

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

4. Text Features and Graphics

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

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

F. Item Difficulty and Cognitive Complexity

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

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

1. Levels of Depth of Knowledge for English Language Arts

Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

Writing

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

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

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

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

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

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

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

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

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

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

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

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

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

G. Item Types

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

Selected Response (SR)—1 point

Constructed Response (CR)—2 points

Extended Response (ER)—4 points

Essay Response (ESR)—6 points

Performance Task (PT)—1–10 points

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

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

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

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

Distractor Attributes

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

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

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

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

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

Exemplars

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

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

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

Constructed Response (CR) Items (2 Points)

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

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

Extended Response (ER) Items (4 Points)

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

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

Essay Response (ESR) Items (6 Points)

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

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

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

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

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

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

Performance Tasks may have the following characteristics.

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

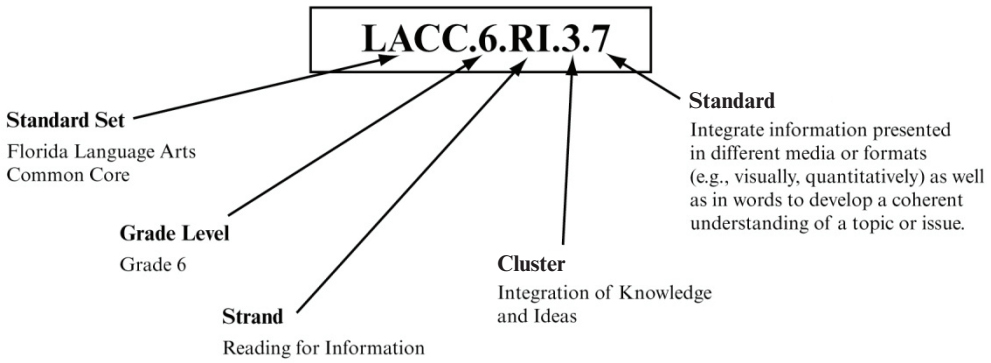
2. Performance tasks should possess sufficient complexity and rigor to clearly exceed the demands of extended response or essay items.
3. Written responses required for performance tasks should be of extended length; other types of typical response formats include demonstrations, oral presentations,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

IV. Guide to Grade-Level Specifications

A. CCSS: English Language Arts Standards Classification System

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

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



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

B. Definitions for Individual Specification Components

For each standard, the following information is presented.

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

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

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

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

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

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

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

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

V. CCSS Grade-Level Specifications

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.910.RL.1.1—Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Clarification and Content Limits	Grades 9–10 focus on using textual evidence to support an analysis of direct and inferred interpretations of text. Textual evidence should be thorough and convincing, and it should be quoted or explained accurately.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support text analysis; – incorrect inferences based on the text; – textual evidence that is irrelevant or minimally relevant in support of text analysis.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.910.RL.1.2—Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
Clarification and Content Limits	Grades 9–10 focus on identifying a text's theme or central idea. Students examine how the theme arises from details in the text, such as conflicts, characters' thoughts and dialogue, and events. Students provide an objective summary that includes the theme or central idea of the text and leaves out personal opinions or unimportant ideas.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text with a theme or central idea that develops over the course of the text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – details that do not support the theme or central idea; – incorrectly interpreting the theme or central idea; – incorrectly determining how a theme emerges through conflicts, characters' thoughts or dialogue, or events; – incorrect or incomplete summary statement.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.910.RL.1.3—Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	
Clarification and Content Limits	Grades 9–10 focus on complex characters and how they affect the text. Students analyze characters who are multidimensional and who change in a meaningful way throughout the text. They focus on interactions between characters that demonstrate each individual's thoughts, motivations, etc. Students examine the ways in which characters' actions, thoughts, and words move the plot forward and contribute to the development of the theme.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text: story or drama with complex characters
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing complex character development; – incorrectly analyzing how characters interact with one another; – incorrectly analyzing how the dialogue or character's thoughts and/or actions advance the plot; – incorrectly analyzing how the dialogue or character's thoughts and/or actions contribute to theme development.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 2: Craft and Structure	
Standard 4: LACC.910.RL.2.4—Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	
Clarification and Content Limits	Grades 9–10 focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Students focus on figurative words and phrases (metaphor, simile, personification, hyperbole, etc.) and connotative meanings (ideas or meanings suggested or associated with words or phrases) that affect meaning and tone. All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed word or phrase; – meanings of the assessed word or phrase that are correct but are not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase; – inaccurately assessing how the figurative and/or connotative meaning of words or phrases affects the tone; – incorrectly analyzing the cumulative impact of word choices on meaning and tone.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 2: Craft and Structure	
Standard 5: LACC.910.RL.2.5—Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	
Clarification and Content Limits	Grades 9–10 focus on how authors structure texts in order to create specific effects. For example, the use of parallel plots, flashbacks, or starting a story in medias res can create mystery, tension, and surprise. Students go beyond identifying text structures; they explain how structural elements produce particular text effects.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text that includes mystery, tension, or surprise
Distractor Attributes for Selected Response Items	Distractors may include but are not limited to – incorrectly analyzing how the author has structured the text; – incorrectly analyzing how the structure of the text creates such effects as mystery, tension, or surprise.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 2: Craft and Structure	
Standard 6: LACC.910.RL.2.6—Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	
Clarification and Content Limits	Grades 9–10 focus on developing global perspectives and understandings by reading literature from outside the United States to learn about varying points of view and cultural experiences.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text from outside the United States; text should convey a particular point of view or describe a unique cultural experience
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing a point of view or cultural experience reflected in literature from outside the United States.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 3: Integrating Knowledge and Ideas	
Standard 7: LACC.910.RL.3.7—Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*).	
Clarification and Content Limits	Grades 9–10 focus on comparing works in different mediums (e.g., literature, film, painting, sculpture, etc.) that share a scene or subject. Students analyze the different representations by attending to the key elements that are emphasized or absent in each treatment and assessing the consequences of these elements.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Two literary texts in different mediums that share a subject or key scene
Distractor Attributes for Selected Response Items	Distractor may include, but are not limited to – incorrectly comparing/analyzing the representation of a subject or key scene in two different media.

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: Integrating Knowledge and Ideas	
Standard 9: LACC.910.RL.3.9—Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	
Clarification and Content Limits	Grades 9–10 focus on analyzing how authors draw on existing literature when creating a text. Students identify allusions to other texts as well as transformations or modern representations of themes, topics, or characters. Students assess the significance of the connections between texts and their sources.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text that draws on and transforms source material from a specific work
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how an author alludes to or transforms source material.

Strand: READING STANDARDS FOR LITERATURE	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.910.RL.4.10—By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	
Clarification and Content Limits	Grade 9 focuses on reading/comprehending literature in the grades 9–10 band, with scaffolding on higher level texts. Grade 10 focuses on reading/comprehending literature independently at the high end of the grades 9–10 band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade 9: literature in the grades 9–10 text complexity band Grade 10: literature at the high end of the grades 9–10 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – conclusions regarding text meaning that are not supported by text; – incorrect explanations of literary drama; – incorrect interpretations of poetry.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.910.RI.1.1—Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Clarification and Content Limits	Grades 9–10 focus on using textual evidence to support an analysis of direct and inferred interpretations of text. Students use textual evidence to evaluate the legitimacy of claims, evidence, and conclusions.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support text analysis; – incorrect inferences based on the text; – textual evident that is irrelevant or minimally relevant in support of text analysis.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.910.RI.1.2—Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	
Clarification and Content Limits	Grades 9–10 focus on locating a central idea that is not immediately apparent but that emerges over time. Students explain how specific facts, events, and information in the text convey and shape the central idea. Students provide an objective summary that includes the central idea and important details while omitting less important ideas/details and personal opinions.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Informational text with a central idea that develops over the course of the text

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – details that do not support the central idea; – incorrectly analyzing how the central idea develops over the course of the text; – incorrectly identifying facts, events or information that shape the central idea; – incorrectly interpreting the central idea; – incorrectly analyzing the central idea; – incorrect or incomplete summary statements.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.910.RI.1.3—Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	
Clarification and Content Limits	Grades 9–10 focus on the way authors communicate information, analyses, and opinions through the purposeful ordering and developing of key details. Students analyze how ideas are introduced, developed, and sequenced and use textual evidence to determine the connections among ideas.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text that contains an analysis or describes a series of ideas or events
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how an author communicates information, a series of ideas, or opinions; – identifying an idea that is not a part of the text; – details that do not determine the connections among ideas.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 2: Craft and Structure	
Standard 4: LACC.910.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	
Clarification and Content Limits	Grades 9–10 focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Students focus on figurative words and phrases (metaphor, simile, personification, hyperbole, etc.), connotative meanings (ideas or meanings suggested or associated with words or phrases), and technical words/phrases. Students analyze how the author's general approach to word choice affects the text's meaning and tone. Students provide specific examples of the patterns they observe. 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	Informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed word or phrase; – meanings of the assessed word or phrase that are correct but are not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase; – inaccurately assessing how the figurative, or connotative, or technical meaning of words or phrases affects the tone; – incorrectly analyzing the cumulative impact of word choices on meaning and tone.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 2: Craft and Structure	
Standard 5: LACC.910.RI.2.5—Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	
Clarification and Content Limits	Grades 9–10 focus on the way specific text parts, such as sentences, paragraphs, sections, or chapters, help to convey and support an author's claims. Students analyze sentences/paragraphs/sections/chapters not in isolation but in terms of how they build on each other and communicate the author's overall arguments or ideas.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text (informative or persuasive)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying how a sentence, paragraph, chapter, or section contributes to the author's ideas or claims; – incorrectly identifying how a sentence, paragraph, chapter, or section contributes to ideas that are not relevant to the text.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 2: Craft and Structure	
Standard 6: LACC.910.RI.2.6—Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	
Clarification and Content Limits	Grades 9–10 focus on identifying the author's specific point of view or purpose and analyzing how he or she uses language and persuasive techniques to convey it. Students analyze how rhetorical devices (e.g., metaphor, oxymoron, and alliteration) and strategies (e.g., ethos, pathos, and logos) help the author communicate his or her point of view or purpose.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text that contains effective rhetoric
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the author's point of view or purpose; – incorrectly identifying rhetorical devices or strategies used by the author; – incorrectly analyzing how the rhetorical devices or strategies help the author communicate his or her point of view or purpose.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 3: Integrating Knowledge and Ideas	
Standard 7: LACC.910.RI.3.7—Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	
Clarification and Content Limits	Grades 9–10 focus on analyzing two or more accounts of a subject told in different mediums. Students identify the details that receive the most emphasis in each account and determine the influence of these key details on the account as a whole.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	At least two informational texts presented in different mediums or formats
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – inaccurately analyzing the accounts of subjects told in different mediums; – incorrectly identifying details emphasized in each account.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 3: Integrating Knowledge and Ideas	
Standard 8: LACC.910.RI.3.8—Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	
Clarification and Content Limits	Grades 9–10 focus on identifying and evaluating arguments and claims. Students decide whether the author's reasoning is logical and valid and whether the evidence relates to the topic and provides sufficient proof of the argument or claim. Students identify false statements and fallacious reasoning by questioning the credibility of the author's sources and information and the legitimacy of the author's logic.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Informational text (argumentative or persuasive)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly describing the argument and claims in a text; – incorrect rationale as support for or against an argument or claim in a text; – incorrectly evaluating 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; – identifying correct statements as false; – identifying sound and logical reasoning as fallacious.

Strand: READING STANDARDS FOR INFORMATION	
Cluster 3: Integrating Knowledge and Ideas	
Standard 9: LACC.910.RI.3.9—Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.	
Clarification and Content Limits	Grades 9–10 focus on analyzing the similarities and differences between two or more related seminal U.S. documents. Students identify the main ideas in each text and compare and contrast how the texts present, analyze, or evaluate each main idea.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Two or more seminal U.S. documents with related themes or concepts
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing U.S. documents of historical and literary significance; – incorrectly identifying how the U.S. documents address themes and concepts.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.910.RI.4.10—By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	
Clarification and Content Limits	Grade 9 focuses on reading/comprehending literary nonfiction in the grades 9–10 band, with scaffolding on higher level texts. Grade 10 focuses on reading/comprehending literary nonfiction independently at the high end of the grades 9–10 band.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade 9: literary nonfiction in the grades 9–10 text complexity band Grade 10: literary nonfiction at the high end of the grades 9–10 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.910.RH.1.1—Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	
Clarification and Content Limits	Grades 9–10 focus on using textual evidence to support an analysis of primary and secondary sources. Students use textual information such as the date and origin of the information (historical context) to guide their understandings and analyses of the text.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text: primary or secondary source
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – 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.910.RH.1.2—Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	
Clarification and Content Limits	Grades 9–10 focus on identifying the central ideas or information in a primary or secondary source document. Students must distinguish central ideas from less important ideas or information. Students provide a summary that accurately explains how key events or ideas are communicated throughout a text. Summaries omit personal opinions or information that is not central to the text.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text: primary or secondary source
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying central ideas of or information in a primary or secondary source; – identifying a less important idea as a central idea; – incorrect or incomplete summary statements of how key events or ideas develop over the course of the text.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 1: Key Ideas and Details	
Standard 3: LACC.910.RH.1.3—Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	
Clarification and Content Limits	Grades 9–10 focus on analyzing a series of events. Students use textual evidence to assess the connections between events, identify the presence or absence of causality, and show how one event affected another.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text that describes a series of events
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing a series of events described in the text; – incorrectly determining causal relationships between events.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 2: Craft and Structure	
Standard 4: LACC.910.RH.2.4—Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	
Clarification and Content Limits	Grades 9–10 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, including words that describe politics, social conditions, or economics. All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed word or phrase; – meanings of the assessed word or phrase that are correct but are not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 2: Craft and Structure	
Standard 5: LACC.910.RH.2.5—Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	
Clarification and Content Limits	Grades 9–10 focus on analyzing how text structure contributes to the author's purpose. Students note how particular sentences and paragraphs work together to communicate the author's ideas. They analyze why the author presented information in a particular order or included/omitted specific details.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text (informational or persuasive)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing how structure adds to the author's purpose; – incorrectly interpreting text structures.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 2: Craft and Structure	
Standard 6: LACC.910.RH.2.6—Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	
Clarification and Content Limits	Grades 9–10 focus on comparing the points of view of two or more texts with similar topics. Students identify similarities and differences between how the authors approach their topic, make and support their arguments, and/or emphasize relevant information.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Two or more history/social studies texts about similar topics
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the authors' purposes or points of view; – incorrectly comparing how two or more authors treat a topic; – text details that do not support the authors' purposes or points of view.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 3: Integration of Knowledge and Ideas	
Standard 7: LACC.910.RH.3.7—Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	
Clarification and Content Limits	Grades 9–10 focus on analyzing passages that provide both quantitative/technical and qualitative analysis. Quantitative analysis may appear in the text or in accompanying art. Students synthesize quantitative and qualitative data to gain a broader perspective of the topic. Students should not be asked to assess the art in isolation; rather, they should determine how the quantitative/technical information presented in the art contributes to the text as a whole.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History or social studies text that includes quantitative or technical analysis (e.g., charts, research data) as well as qualitative analysis
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting how quantitative analysis (e.g., charts, research data) is integrated with qualitative analysis in print or digital texts.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 3: Integration of Knowledge and Ideas	
Standard 8: LACC.910.RH.3.8—Assess the extent to which the reasoning and evidence in a text support the author's claims.	
Clarification and Content Limits	Grades 9–10 focus on identifying an author's argument and evaluating it based on the strength of the reasoning and evidence provided. Students determine the credibility and relevance of the author's reasoning and evidence. They identify parts of the author's argument that provide strong or weak support.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies text (argumentative or persuasive)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly assessing that reasoning and evidence support the author's claim; – incorrectly citing reasoning and evidence from the text in support of the author's claim.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 3: Integration of Knowledge and Ideas	
Standard 9: LACC.910.RH.3.9—Compare and contrast treatments of the same topic in several primary and secondary sources.	
Clarification and Content Limits	Grades 9–10 focus on analyzing primary and secondary sources on the same topic. Students draw meaningful comparisons and contrasts between two or more texts. They may focus on the details that the authors include or omit and why, as well as the authors' purposes, points of view, historical contexts, arguments, and opinions.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	History/social studies texts: two or more primary or secondary sources about the same topic
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying similarities or differences of same topics in primary and secondary sources.

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.910.RH.4.10—By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	
Clarification and Content Limits	Grades 9–10 focus on learning to read history/social studies texts in the grades 9–10 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 9–10: history/social studies texts in the grades 9–10 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting or analyzing grade level history/social studies texts.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 1: Key Ideas and Details	
Standard 1: LACC.910.RST.1.1—Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	
Clarification and Content Limits	Grades 9–10 focus on using specific textual details to support an analysis of the text. Students pay careful attention to the author's explanations and descriptions of scientific concepts, phenomena, and procedures.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – textual evidence that does not support text analysis; – textual evidence that is irrelevant or minimally relevant in support of text analysis.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 1: Key Ideas and Details	
Standard 2: LACC.910.RST.1.2—Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	
Clarification and Content Limits	Grades 9–10 focus on identifying the central ideas or conclusions in a text as well as following complex concepts that the author presents. Students summarize complex information, using textual evidence to ensure that their explanations are accurate and precise. They include main ideas and details, and they omit less important ideas and biases/opinions.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text (must explain a complex process, phenomenon, or concept)
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the central idea or conclusions of a text; – identifying a less important idea as a central idea; – incorrectly tracing the explanation or depiction of a complex process; – 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.910.RST.1.3—Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	
Clarification and Content Limits	Grades 9–10 focus on following the steps involved in a complex procedure such as a scientific experiment. Students follow the sequence of steps and identify the connections and progression between the steps. They also remain aware of "special cases or exceptions," which may include alternative procedures based on certain experimental conditions or outcomes.
DOK Target(s)	2, 3, 4

Suggested Stimulus or Passage Material	Scientific experiment or technical text that describes a complex multistep procedure
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying the sequence of steps in an experiment, taking measurements, or performing technical steps; – incorrectly analyzing the connections or progression between the steps (i.e., how one process leads to another; how one step/process effects the others); – incorrectly interpreting special cases or exceptions defined in the text; – ignoring alternate procedures used in response to the special cases or exceptions defined in the text.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 2: Craft and Structure	
Standard 4: LACC.910.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 9–10 texts and topics.	
Clarification and Content Limits	Grades 9–10 focus on domain-specific (Tier 3) vocabulary words that are about one grade above level and whose meanings can be discerned through context clues. Words should be specific to science or technical subjects. Students determine the meaning of symbols and key terms as used in context in grades 9–10 scientific and technical texts. All words/phrases should be assessed in context (as they are used in the passage). Context clues should be present and helpful.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that contains domain-specific (Tier 3) words or symbols
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect meaning of assessed symbol, key term, word or phrase; – meanings of the assessed word or phrase that are correct but not supported by the context; – contextual meaning which is drawn from the text but unrelated to the assessed word or phrase.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 2: Craft and Structure	
Standard 5: LACC.910.RST.2.5—Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	
Clarification and Content Limits	Grades 9–10 focus on identifying the relationships among key concepts and terms in a text. Students show their understanding of the text's structure and content by explaining how specific concepts and terms are connected to one another.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly analyzing the relationship among key scientific concepts and terms.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 2: Craft and Structure	
Standard 6: LACC.910.RST.2.6—Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	
Clarification and Content Limits	Grades 9–10 focus on analyzing the author's purpose, with an emphasis on identifying the author's central question. Students focus on determining why the author provided a particular explanation, description, or discussion in a text. They examine the information not in isolation but in terms of how it helps the author address a question or 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 – incorrectly identifying the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text; – details that do not determine why an author provided an explanation, described a procedure, or discussed an experiment in a text; – incorrectly defining the question the author seeks to address.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 3: Integration of Knowledge and Ideas	
Standard 7: LACC.910.RST.3.7—Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	
Clarification and Content Limits	Grades 9–10 focus on understanding quantitative or technical information in enough detail to translate it from words to visuals or from visuals to words. Students read about quantitative or technical information and determine an accurate and logical method for presenting it visually. Students use the context of the passage to develop an understanding of quantitative information expressed in charts, graphs, tables, equations, etc. They then explain the concept in words. Items do not simply ask students to comprehend quantitative or technical information; they must ask students to express it in a new form.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Scientific or technical text that presents quantitative or technical information in words and/or in visual form
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly translating quantitative or technical information expressed in words into a visual form (e.g., chart or table); – incorrectly translating visual or mathematical information into words.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 3: Integration of Knowledge and Ideas	
Standard 8: LACC.910.RST.3.8—Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	
Clarification and Content Limits	Grades 9–10 focus on evaluating the strength of the author's reasoning and evidence. Students use directly stated information to make text-based inferences to determine whether the support for the author's argument is sound, logical, and credible.
DOK Target(s)	1, 2, 3
Suggested Stimulus or Passage Material	Scientific or technical text in which the author makes an argument or recommends an approach/solution
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly assessing how reasoning and evidence support an author's claim or a recommendation for solving a scientific or technical problem; – inferences about the author's argument that are not supported by the text.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 3: Integration of Knowledge and Ideas	
Standard 9: LACC.910.RST.3.9—Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	
Clarification and Content Limits	Grades 9–10 focus on comparing and contrasting experiments, simulations, videos, or multimedia sources with information gained from reading a text on the same topic. Students note the ways in which the two sources support or challenge each other. They are also aware of the purpose and audience of each source and how those limitations may affect the way they present information.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Scientific or technical text and related scientific simulation, experiment, video, or multimedia source

Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly identifying similarities or differences between findings in the text and other sources; – incorrectly identifying findings that support or contradict previous explanations or accounts.

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS	
Cluster 4: Range of Reading and Level of Text Complexity	
Standard 10: LACC.910.RST.4.10—By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.	
Clarification and Content Limits	Grades 9–10 focus on learning to read science/technical texts in the grades 9–10 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 9–10: science/technical texts in the grades 9–10 text complexity band
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting or analyzing grade level science/technical texts.

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
Standard 1 (a–e): LACC.910.W.1.1—Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.	
Clarification and Content Limits	Writing standard 1 in grades 9–10 focuses on making and supporting argumentative claim(s). Indicator a. in grades 9–10 focuses on introducing precise claim(s), distinguishing claim(s) from alternative or opposing claims, and organizing claim(s), counterclaims, and evidence to clarify the relationships among each. Indicator b. in grades 9–10 focuses on providing evidence to develop claim(s) and counterclaims, and pointing out the strengths and limitations of each side of the argument in a manner suited to the intended audience. Indicator c. in grades 9–10 focuses on using words, phrases, and clauses to connect the major sections of the text, to create cohesion, and to clearly relate claim(s), reasons, evidence, claim(s) and counterclaims to one another. Indicator d. in grades 9–10 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator e. in grades 9–10 focuses on providing a conclusion appropriate to and supporting the argument.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
Standard 2 (a–f): LACC.910.W.1.2—Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
Clarification and Content Limits	Writing standard 2 in grades 9–10 focuses on conveying information in explanatory writing. Indicator a. in grades 9–10 focuses on introducing a topic and organizing information to make connections and distinctions. Indicator b. in grades 9–10 focuses on developing the topic with relevant and sufficient information appropriate to the audience. Indicator c. in grades 9–10 focuses on using transitions to relate concepts, link sections, and create cohesion. Indicator d. in grades 9–10 focuses on using precise and domain-specific vocabulary to clarify the topic. Indicator e. in grades 9–10 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator f. in grades 9–10 focuses on providing a conclusion that flows from and supports the explanation provided.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
Standard 3 (a–e): LACC.910.W.1.3—Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Clarification and Content Limits	Writing standard 3 in grades 9–10 focuses on developing experiences by writing narratives. Indicator a. in grades 9–10 focuses on establishing context to engage and orient the reader and establishing a smooth progression of story elements. Indicator b. in grades 9–10 focuses on using narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop aspects of the narrative. Indicator c. in grades 9–10 focuses on using a variety of techniques to sequence events to build a coherent whole. Indicator d. in grades 9–10 focuses on using precise and descriptive language to vividly communicate narrative elements. Indicator e. in grades 9–10 focuses on providing a conclusion appropriate to and reflecting on the experiences, observations, or resolutions of the narrative.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 2: Production and Distribution of Writing	
Standard 4 LACC.910.W.2.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	
Clarification and Content Limits	Writing standard 4 in grades 9–10 focuses on producing writing that is clear and coherent. The development, organization, and style employed should suit the intended audience and purpose.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 2: Production and Distribution of Writing	
Standard 5: LACC.910.W.2.5—Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
Clarification and Content Limits	Writing standard 5 in grades 9–10 focuses on developing and improving writing through planning, revising, editing, or trying a new approach. Particular focus is placed on purpose and audience.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 2: Production and Distribution of Writing	
Standard 6: LACC.910.W.2.6—Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Clarification and Content Limits	Writing standard 6 in grades 9–10 focuses on using technology—including the Internet—to produce and update writing and using technology to link to other information and to display information dynamically.
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.910.W.3.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Clarification and Content Limits	Writing standard 7 in grades 9–10 focuses on conducting short and extended research projects to answer questions. Questions should be narrowed or broadened as appropriate. Answers should synthesize multiple sources.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 3: Research to Build and Present Knowledge	
Standard 8: LACC.910.W.3.8—Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
Clarification and Content Limits	Writing standard 8 in grades 9–10 focuses on gathering information from multiple authoritative sources, evaluating each source for its usefulness in addressing the research question. Information from these sources should be chosen and integrated into the text, using an established citation format.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 3: Research to Build and Present Knowledge	
Standard 9: LACC.910.W.3.9—Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	
Clarification and Content Limits	Writing standard 9 in grades 9–10 focuses on drawing evidence to support research and analysis from literary or informational texts, using grade-appropriate reading skills.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS	
Cluster 4: Range of Writing	
Standard 10: LACC.910.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 tasks, purposes, and audiences.	
Clarification and Content Limits	Writing standard 10 in grades 9–10 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.910.WHST.1.1—Write arguments focused on discipline-specific content. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented.

Clarification and Content Limits	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects standard 1 in grades 9–10 focuses on making and supporting an argumentative claim. Indicator a. in grades 9–10 focuses on introducing precise claim(s), distinguishing claim(s) from alternative or opposing claims, and organizing claim(s), counterclaims, and evidence to clarify the relationships among each. Indicator b. in grades 9–10 focuses on providing data and evidence to develop claim(s) and counterclaims, and pointing out the strengths and limitations of each side of the argument in a manner suited to the discipline and the intended audience. Indicator c. in grades 9–10 focuses on using words, phrases, and clauses to connect the major sections of the text, to create cohesion, and to clearly relate claim(s), reasons, evidence, claim(s) and counterclaims to one another. Indicator d. in grades 9–10 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator e. in grades 9–10 focuses on providing a conclusion appropriate to or supporting the argument.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 1: Text Types and Purposes	
Standard 2 (a–f): LACC.910.WHST.1.2—Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
Clarification and Content Limits	Writing standard 2 in grades 9–10 focuses on conveying information in explanatory writing. Indicator a. in grades 9–10 focuses on introducing a topic and organizing information to make connections and distinctions. Indicator b. in grades 9–10 focuses on developing the topic with relevant and sufficient information appropriate to the audience. Indicator c. in grades 9–10 focuses on using transitions and sentence structure to relate concepts, link sections, and create cohesion. Indicator d. in grades 9–10 focuses on using precise and domain-specific vocabulary to clarify the topic and to create a discipline- and reader-appropriate style. Indicator e. in grades 9–10 focuses on establishing and maintaining a formal style, an objective tone, and discipline-appropriate conventions. Indicator f. in grades 9–10 focuses on providing a conclusion that flows from and supports the explanation provided.
DOK Target(s)	3, 4

Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

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

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 2: Production and Distribution of Writing	
Standard 4: LACC.910.WHST.2.4—Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	
Clarification and Content Limits	See WRITING STANDARDS, Production and Distribution of Writing, Clarification and Content Limits, Grades 9–10.
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.910.WHST.2.5—Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	
Clarification and Content Limits	See WRITING STANDARDS, Production and Distribution of Writing, Clarification and Content Limits, Grades 9–10.
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.910.WHST.2.6—Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	
Clarification and Content Limits	See WRITING STANDARDS, Production and Distribution of Writing, Clarification and Content Limits, Grades 9–12.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 3: Research to Build and Present Knowledge	
Standard 7: LACC.910.WHST.3.7—Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	
Clarification and Content Limits	See WRITING STANDARDS, Research to Build and Present Knowledge, Clarification and Content Limits, Grades 9–10, noting that research should be conducted using informational texts only.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 3: Research to Build and Present Knowledge	
Standard 8: LACC.910.WHST.3.8—Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	
Clarification and Content Limits	See WRITING STANDARDS, Research to Build and Present Knowledge, Clarification and Content Limits, Grades 9–10, noting that research should be conducted using informational texts only.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 3: Research to Build and Present Knowledge	
Standard 9: LACC.910.WHST.3.9—Draw evidence from informational texts to support analysis, reflection, and research.	
Clarification and Content Limits	See WRITING STANDARDS, Research to Build and Present Knowledge, Clarification and Content Limits, Grades 9–10, noting that research should be conducted using informational texts only.
DOK Target(s)	3, 4
Suggested Stimulus or Passage Material	History/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS	
Cluster 4: Range of Writing	
Standard 10: LACC.910.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 9–10 focuses on writing routinely over extended and shorter time frames.
DOK Target(s)	2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational text, history/social studies text, science and technology text
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
Standard 1 (a–d): LACC.910.SL.1.1—Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.	
Clarification and Content Limits	Speaking and Listening standard 1 in grades 9–10 focuses on initiating and participating in collaborative discussions on grade-level-appropriate topics and texts. Indicator a. in grades 9–10 focuses on coming to discussions prepared and using evidence derived from that preparation to stimulate well-reasoned discussion. Indicator b. in grades 9–10 focuses on setting rules for collegial discussions and decision-making and on setting goals, deadlines, and individual roles. Indicator c. in grades 9–10 focuses on moving the discussion forward by asking and answering relevant questions that connect the discussion to broader themes, incorporating peers into the discussion, and evaluating ideas that emerge from the discussion. Indicator d. in grades 9–10 focuses on responding to diverse perspectives, summarizing areas of agreement and disagreement, and justifying personal views and making connections in response to new evidence presented.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Class discussions
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
Standard 2: LACC.910.SL.1.2—Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
Clarification and Content Limits	Speaking and Listening standard 2 in grades 9–10 focuses on using information from a variety of sources presented in diverse media and formats and evaluating each source for credibility and accuracy.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Multiple sources of information presented in diverse media and formats
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
Standard 3: LACC.910.SL.1.3—Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	
Clarification and Content Limits	Speaking and Listening standard 3 in grades 9–10 focuses especially on identifying fallacious reasoning and distorted evidence. It also focuses on evaluating the speaker's use of rhetorical techniques and overall point of view.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Argumentative speeches
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 2: Presentation of Knowledge and Ideas	
Standard 4: LACC.910.SL.2.4—Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	
Clarification and Content Limits	Speaking and Listening standard 4 in grades 9–10 focuses on presenting information, findings, and evidence in a clear, concise, and logical fashion. Listeners should be able to follow the line of reasoning. Organization, development, substance, and style should suit the purpose of the presentation and its audience.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary, informational, history/social studies, and science and technology domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 2: Presentation of Knowledge and Ideas	
Standard 5: LACC.910.SL.2.5—Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	
Clarification and Content Limits	Speaking and Listening standard 5 in grades 9–10 focuses on strategically using digital media to add interest and enhance understanding of findings, reasons, and evidence.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	Texts, audio recordings, multimedia and visuals, student presentations, teacher prompts and presentations, speeches, etc., in the literary, informational, history/social studies, and science and technology domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING	
Cluster 2: Presentation of Knowledge and Ideas	
Standard 6: LACC.910.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 9–10 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.910.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	Grades 9–10 focus on parallel structure, or the concept that words, phrases, or clauses that communicate similar ideas (in a series or in a pair) and have the same level of importance should be grammatically parallel (have the same grammatical pattern). Students also focus on using a variety of types of phrases and clauses to contribute to the meaning, rhythm, and appeal of a text or speech.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

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

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
Standard 1: LACC.910.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use parallel structure. a. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	Grades 9–10 focus on parallel structure, or the concept that words, phrases, or clauses that communicate similar ideas (in a series or in a pair) and have the same level of importance should be grammatically parallel (have the same grammatical pattern). Students also focus on using a variety of types of phrases and clauses to contribute to the meaning, rhythm, and appeal of a text or speech.
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Standard 1: LACC.910.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	
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DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using parallel structure; – incorrectly using noun, verb, adjectival, adverbial, participial, prepositional, absolute phrases or independent, dependent, noun, relative, adverbial clauses to convey specific meaning; – using phrases and clauses that do not add variety or interest to writing or presentations; – incorrectly using references to resolve usage issues.

Strand: LANGUAGE STANDARDS	
Cluster 1: Conventions of Standard English	
Standard 2: LACC.910.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. 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:** Grades 9–10 focus on working with punctuation marks that link words and ideas. In grades 9–10, students use a semicolon (and at times a conjunctive adverb) to connect related independent clauses and a colon to introduce a series or a quotation. **Spelling:** Grades 9–10 focus on spelling grade-appropriate words correctly.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using a semicolon or conjunctive adverb to link independent clauses; – using punctuation other than a semicolon or conjunctive adverb to link independent clauses; – using punctuation other than a colon incorrectly to introduce a list or quotation; – using hyphens incorrectly; – spelling incorrectly.

Strand: LANGUAGE STANDARDS	
Cluster 2: Knowledge of Language	
Standard 3: LACC.910.L.2.3—Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian's Manual for Writers*) appropriate for the discipline and writing type.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	Grades 9–10 focus on using specific style guides and manuals to ensure that writing meets the expectations of its discipline or context. Examples include MLA and APA styles.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items may be linked to embedded-error passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – editing text incorrectly (inconsistent with style guides and manuals); – incorrectly using and varying syntax; – incorrectly using references for syntax variation.

Strand: LANGUAGE STANDARDS	
Cluster 3: Vocabulary Acquisition and Use	
Standard 4: LACC.910.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Context clues:** Grades 9–10 focus on unknown words and phrases that are about one grade level higher and whose meanings can be discerned through an analysis of context. Students should focus on context clues and on overall meaning in order to determine the definition of an unfamiliar word. Items should focus on general academic (Tier 2) or domain-specific (Tier 3) vocabulary. **Word changes:** Grades 9–10 focus on using patterns of word changes as clues to a word's meaning, function, and part of speech. Students employ a broad knowledge of word roots and various prefixes and suffixes. **Reference materials:** Grades 9–10 focus on using dictionaries, glossaries, and thesauruses to learn about a word's pronunciation, its precise meaning, its part of speech, and its etymology. Students should also use these reference materials to substantiate preliminary definitions based on examining context clues, analyzing patterns of word changes, and other strategies.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items will be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.

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

Strand: LANGUAGE STANDARDS	
Cluster 3: Vocabulary Acquisition and Use	
Standard 5: LACC.910.L.3.5—Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Figurative language:** Grades 9–10 focus on interpreting figures of speech using context clues. The level of sophistication increases across the grades; for example, grades 9 and 10 focus on euphemism and oxymoron. Students also consider the contribution of figures of speech to the meaning, tone, and style of the text. **Nuances in word meaning:** Grades 9–10 focus on making distinctions among words with similar dictionary definitions by noticing subtle differences in their connotations (associated meanings).
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items will be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly interpreting figures of speech in context; – interpreting figures of speech correctly, but not as used in context; – incorrectly analyzing the role of figures of speech in a text; – incorrectly analyzing nuances in the meaning of words.

Strand: LANGUAGE STANDARDS	
Cluster 3: Vocabulary Acquisition and Use	
Standard 6: LACC.910.L.3.6—Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	
Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	**Vocabulary types:** Grades 9–10 focus on students learning and using general academic (Tier 2) and domain-specific (Tier 3) words and phrases that allow them to reach the college and career readiness level in reading, writing, speaking, and listening. **Unfamiliar vocabulary:** Grades 9–10 focus on students independently searching for the meaning of unfamiliar words or phrases. They should have a thorough command of strategies and skills (using context clues, consulting reference materials, etc.), and they should be able to determine which will be most useful based on the circumstances.
DOK Target(s)	1, 2, 3, 4
Suggested Stimulus or Passage Material	SR items will be linked to passages. Stimulus material for essay and PT items will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrectly using grade-appropriate academic and domain-specific words; – incorrectly using grade-appropriate phrases.

VI. Appendices

Appendix A: Grades 9–10 Sample Items

1. Selected Response — Grade 9 83
2. Extended Response — Grade 9 84
3. Performance Task — Grade 9 86
4. Selected Response — Grade 10 93
5. Constructed Response — Grade 10 94
6. Essay — Grade 10 95

The Art of Fiction (Grade 9 Passage)

by Willa Cather

Beginning writers seldom have instant success, causing many to be discouraged. In the essay entitled "The Art of Fiction," author Willa Cather offers advice to aspiring young writers.

One is sometimes asked about the "obstacles" that confront young writers who are trying to do good work. I should say the greatest obstacles that writers today have to get over, are the dazzling journalistic successes of twenty years ago, stories that surprised and delighted by their sharp photographic detail and that were really nothing more than lively pieces of reporting. The whole aim of that school of writing was novelty—never a very important thing in art. They gave us, altogether, poor standards—taught us to multiply our ideas instead of to condense them. They tried to make a story out of every theme that occurred to them and to get returns on every situation that suggested itself. They got returns, of a kind. But their work, when one looks back on it, now that the novelty upon which they counted so much is gone, is journalistic and thin. The especial merit of a good reportorial story is that it shall be intensely interesting and pertinent today and shall have lost its point by tomorrow.

Art, it seems to me, should simplify. That, indeed, is very nearly the whole of the higher artistic process; finding what conventions of form and what detail one can do without and yet preserve the spirit of the whole—so that all that one has suppressed and cut away is there to the reader's consciousness as much as if it were in type on the page. Millet had done hundreds of sketches of peasants sowing grain, some of them very complicated and interesting, but when he came to paint the spirit of them all into one picture, "The Sower," the composition is so simple that it seems inevitable. All the discarded sketches that went before made the picture what it finally became, and the process was all the time one of simplifying, of sacrificing many conceptions good in themselves for one that was better and more universal.

Any first rate novel or story must have in it the strength of a dozen fairly good stories that have been sacrificed to it. A good workman can't be a cheap workman; he can't be stingy about wasting material, and he cannot compromise. Writing ought either to be the manufacture of stories for which there is a market demand—a business as safe and commendable as making soap or breakfast foods—or it should be an art, which is always a search for something for which there is no market demand, something new and untried, where the values are intrinsic and have nothing to do with standardized values. The courage to go on without compromise does not come to a writer all at once—nor, for that matter, does the ability. Both are phases of natural development. In the beginning the artist, like his public, is wedded to old forms, old ideals, and his vision is blurred by the memory of old delights he would like to recapture.

Source:

"The Art of Fiction" by Willa Cather. Originally published in *The Borzoi 1920*, Knopf Publishing, 1922. http://archive.org/stream/borzoibeingasor00incgoog#page/n8/mode/2up.

Item 1

Grade: 9

Item Type: Selected Response

Correct Answer: B

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

LACC.910.RI.2.5 *Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).*

Item Text

Read this sentence from "The Art of Fiction."

> **All the discarded sketches that went before made the picture what it finally became, and the process was all the time one of simplifying, of sacrificing many conceptions good in themselves for one that was better and more universal.**

How does the use of the phrase *the discarded sketches that went before* reflect the overall message of the passage?

A. It highlights the wasteful nature of many artists.

B. It demonstrates the idea that creating good art takes hard work.

C. It emphasizes the value of sharing ideas when creating good art.

D. It reflects the challenges involved in creating a large number of drawings.

Item 2

Grade: 9

Item Type: Extended Response

Correct Answer: Rubric

Point Value: 4

DOK: 3

FL ELA Common Core State Standards:

LACC.910.RI.2.6 *Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.*

Author Willa Cather offers advice to young writers in the passage, "The Art of Fiction." Write one to two paragraphs explaining how Cather's purpose in writing the passage is revealed through her use of specific language and rhetoric. Include details from the passage to support your answer.

Rubric

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

Exemplar

Score	Description

4	A four-point response
	• Provides one to two paragraphs, correctly explaining how Cather's purpose in writing "The Art of Fiction" is revealed through her use of specific language and rhetoric. For example, a complete response may include but is not limited to the following points:
	  • Cather's purpose is to convince young writers to simplify their writing.
	  • Cather makes this argument by giving examples of supposed successes, and then explains how those examples do not actually work as quality pieces of art.
	  • Additionally, Cather gives real life examples of successful artists who follow the process she believes creates good art.
	  • This comparison allows her to advance her point of view, that good writing should be simple and boiled down to its most essential ingredients.
	• Supports the answer with multiple details from the passage. For example, a complete response may include but is not limited to the following points:
	  • Cather's purpose, to convince young writers to simplify their work, is implied when she says, "Art, as it seems to me, should simplify. That, indeed, is very nearly the whole of the higher artistic process; finding what conventions of form and what detail one can do without, and yet preserve the spirit of the whole."
	  • In this quote, it becomes clear that Cather wants young writers to make their work simpler, to boil their work down to its most essential ingredients.
	  • She uses specific examples of unsuccessful writing in the first paragraph, explaining how the "dazzling journalistic successes of twenty years ago" are no longer relevant.
	  • Additionally, she uses the example of Millet and "The Sower" to explain that good art takes time to boil down to its essential ingredients.
	  • Her strong language—for example, that a good piece of writing "must have in it the strength of a dozen fairly good stories that have been sacrificed to it"—helps to further emphasize her point.

Item 3

Grade: 9

Item Type: Performance Task

Correct Answer: Rubric

Point Value: 8

DOK: 3

FL ELA Common Core State Standards:

LACC.910.SL.1.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*

Point Value: 8 points

Suggested Time:

- Part 1: Discussion Preparation to take place during one 45-minute class period
- Parts 2–4: Small- and Large-Group Discussion can take place during one 45-minute class period.
  - Small-Group Discussion: 15 minutes
  - Large-Group Discussion: 15 minutes
  - Individual Reflection: 15 minutes

Task Overview:

Students will prepare for and participate in group discussions. The discussions will take place in both a small-group (3–6 students) and a large-group (entire class) setting.

Student Directions:

In Willa Cather's essay "The Art of Fiction," Cather gives the reader her definition of good writing. During this task, research an author from any time period to discover what his or her perspective on good writing is. In groups, you will discuss your research, comparing the perspectives of the different authors. Your ultimate goal will be to determine whether there is consensus among popular writers as to the definition of good writing.

Part 1:

Individually, choose an author. It can be a writer from any time period, from any country. There are two requirements for your choice. First, you must choose a writer of fiction, and second, you must choose someone who has published at least one novel.

- Use outside sources to research the author's perspective on good writing.
- Find at least one source that helps you understand your author's ideas about what makes art, specifically writing, good.
- Take notes. These will be helpful in the group discussion.
- Use quotes that come directly from the author. Record this information.
- Provide source documentation using approved style.

Part 2:

In small groups, take turns sharing the information that you found. As a group, come up with a list of things that the authors you researched consider good writing. Be sure to include Cather's ideas on the list. Wherever possible, use direct quotes from Cather's essay and the research that you found.

Once you have made your list, consider places where authors disagree and also places where they agree. Do other authors regard writing as an art? Discuss what you think these similarities and differences say about writing as an art. You will have 15 minutes to participate in this small-group discussion.

Part 3:

As a large group, take turns sharing the information that your group discussed. Have one person from each small group share the similarities and differences on creating good art. Then, as a large group discuss these similarities and differences. You will have 15 minutes to participate in this large group discussion.

Part 4:

Finally, individually, reflect on Cather's piece, the research you did, and the small- and large-group discussions. Compose a response that answers several questions, all of which should have been answered to some extent during the individual research and discussions:

1. What is Cather's perspective on good writing?
2. What is your author's perspective on good writing?
3. What was the perspective of one author who disagreed with your author?
4. What was the perspective of one author who agreed with your author?
5. What do you think these different perspectives say about good writing?

This response should be well structured, with an introduction and a conclusion. It should use complete sentences and contain within it examples from Cather's piece, your research, and the notes you took during the small- and large-group discussions. Feel free to use more than one paragraph to answer these questions if you feel that it is necessary. You will have 15 minutes to complete your response.

Scoring:

Your work will be scored based on the following:

- how well you participate in the small and large group discussion
- how well you answer the research question about your own author
- how well you use the information from Cather's essay, your individual research, and the small- and large-group discussions

Rubrics

4-Point Rubric for Speaking and Listening

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

2-Point Rubric for Research

Score	Description
2	*Research Question:* • The research notes clearly answer a central research question and remains focused on the central research question throughout. • The research notes clearly show an ability to generate further research questions of appropriate topic and scope.
1	*Research Question:* • The research notes adequately answer a central research question, but the answer may be unclear or incomplete. • The research notes may occasionally digress from the central research question. • The research notes show some ability to generate further research questions, but these questions may not be of appropriate topic and/or scope.
0	• The response does not provide an answer to a research question and demonstrates no ability to evaluate or integrate sources.

2-Point Rubric for Constructed Response

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

Exemplar

Score	Description

8	An eight point response
	• Includes research notes that clearly demonstrate the student has chosen an author and describe that author's perspective about good writing.
	• Includes research notes that clearly show an ability to generate further research questions of appropriate topic and scope.
	For example, another appropriate question might be, "Why does my author define good writing in this way?"
	• Effectively uses information derived from his or her individual research of a new author to drive the discussion
	For example, the student has researched Mark Twain and is able to discuss Twain's perspective on good writing.
	• Raises and addresses questions directly related to the topic of novelists' views of good writing.
	For example, one related question could be, "Why do many authors view good writing in this way?"
	• Incorporates and uses new information derived from the discussion about good writing to effectively update and/or refine understandings about what it takes to create good writing.
	• Completely and correctly explains Cather's view on good writing and compares her view with their selected author.
	• Uses details from the passage to support their answer. For example, a complete response may include but is not limited to the following points:
	  • "Cather believes that good writing should be simple and not complex."
	  • "She demonstrates this when she says, 'Art, it seems to me, should simplify' and 'Any first rate novel or story must have in it the strength of a dozen fairly good stories that have been sacrificed to it.'"
	  • In addition to these examples of Cather's perspective, the student should provide examples of the perspective of his or her chosen writer.
	  • The student should also explain his or her own opinion, and support this with examples from the discussion.

The Visit (Grade 10 Passage)

The afternoon bus from Chicago had arrived at the station nearly half an hour ahead of schedule, and the lobby was crowded with droopy travelers waiting for rides. Alicia stood on her tiptoes and scanned the faces for the one that matched the photo in her hand. She thought she would recognize Lauren right away, that they would be instantly drawn to each other across the crowd, and that, upon meeting for the first time, they would immediately share the kind of intuitive understanding that Alicia imagined sisters shared. She herself only had two younger brothers, both of whom were waiting with her mother in the car, keeping it cool so their visitor would not wilt in the Southern heat. After all their years of letter writing and long-distance phone calls, Lauren was practically a sister, though; at the very least, she was a kindred spirit. They'd known every major and minor event of each other's lives since they were nine years old, and now they were almost seventeen.

But why couldn't Alicia pick Lauren out of a crowd? She studied the photo—which was, granted, over three years old—and looked again at every girl who might be her pen pal. She was about to approach one who seemed like a likely candidate when someone grabbed her gently by the elbow and said almost inaudibly, "Alicia?"

"Oh!" said Alicia; she could not account for the feeling that after all those letters and phone calls, she was looking into the eyes of a stranger. She had seen this girl, slumped forward in a seat near the front doors, and had not even looked twice. "You cut your hair!" When she held up the photo as proof, Lauren produced a quick, trilling laugh that Alicia recognized from their occasional chats.

"That's from eighth grade," she giggled.

It wasn't just that Lauren's hair had changed, but there was almost no semblance of the young girl she had been in her photo: her face was longer, her eyes more uncertain and searching, and she was so much taller than Alicia had imagined. On the way out to the car, Lauren tripped over her own feet, nearly dropping her suitcase, and turned an angry shade of red when Alicia asked if she was all right.

As they drove across town to Alicia's home, her two boisterous little brothers peppered Lauren with questions: questions about Chicago, about her latest victories in a chess championship, which they had heard all about from Alicia, about whether she had seen their favorite television show, and about whether she liked spaghetti, their favorite food. It was a long ride, and the whole time, Lauren, who had sort of folded herself into a corner of the car, could rarely be enticed to give more than monosyllabic answers.

Once home, Alicia led her guest to her bedroom, showed her where she could keep her things, and then looked Lauren in the eye and asked, "Is everything okay? Don't you like it here?"

Lauren's eyes widened as she blurted out, "Yes, yes, of course!"

But all through dinner, when Alicia's mother told a story or her brothers told a joke, or when her father came out with some silly pun and they all dissolved into laughter, Lauren would smile a little, but mostly she just stared at her plate, picking at her food and occasionally flashing bright pink when a comment was directed her way. After everyone else had left the kitchen Alicia, utterly despondent, said to her mother, "I don't think she likes it here. I don't think she likes me or us or any of it."

"Well," her mother said, "It can be very overwhelming to be plopped down in the middle of a bunch of strangers, especially if you're a little shy to begin with."

"But we aren't strangers," she exclaimed, exasperated. "I've known her since I was nine years old!"

"You know Alicia, it is one thing to know each other through letters and phone calls, but it is another thing entirely to meet face-to-face. Why don't you quit moping down here with me and go spend some time with her instead?"

Lauren was sprawled on the floor of Alicia's bedroom, her long limbs askew and her short hair standing in disheveled spikes on her head, like she'd been raking fingers through it. She was browsing Alicia's collection of MP3s, and now, all of their mutual favorites were waiting to be played. Lauren pointed to them and said, "Do you remember when we stayed on the phone for an hour singing along to all these songs?"

"Yeah," Alicia said, brightening, "my brothers plugged up their ears with cotton balls."

"Oh, come on," Lauren said, "you have a really nice voice. It's mine that's bad— here, I'll prove it." When the first song started, she belted out a deliberately off-key note, once again turning her characteristic shade of pink before doubling over in a fit of laughter. Alicia joined in, and by the time they'd gotten all the way through, singing every note of every song, and her brothers stood in the doorway with their fingers in their ears, looking like they'd just sucked on lemons, Alicia was wondering how on earth she could have seen this girl in the bus station and not recognized her: Lauren seemed so utterly familiar now.

Item 4

Grade: 10

Item Type: Selected Response

Correct Answer: B

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

LACC.910.RL.1.1 *Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

Item Text

Which sentence from "The Visit" best supports the inference that Alicia's expectations are not met?

A. "After all their years of letter writing and long-distance phone calls, Lauren was practically a sister, though; at the very least, she was a kindred spirit."

B. "It wasn't just that Lauren's hair had changed, but there was almost no semblance of the young girl she had been in her photo: her face was longer, her eyes more uncertain and searching, and she was so much taller than Alicia had imagined."

C. "Once home, Alicia led her guest to her bedroom, showed her where she could keep her things, and then looked Lauren in the eye and asked, 'Is everything okay? Don't you like it here?'"

D. "Lauren was sprawled on the floor of Alicia's bedroom, her long limbs askew and her short hair standing in disheveled spikes on her head, like she'd been raking fingers through it."

Item 5

Grade: 10

Item Type: Constructed Response

Correct Answer: Rubric

Point Value: 2

DOK: 3

FL ELA Common Core State Standards:

LACC.910.RL.1.2 *Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.*

Item Text

One of the central ideas of "The Visit" is that long-distance correspondence is no substitute for time spent face-to-face. Write one paragraph explaining how this central idea is developed. Use details from the passage for support.

Rubric

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

Exemplar

Score	Description

2	A two-point response
	• Provides one paragraph that correctly explains how the idea that long-distance correspondence is no substitute for time spent face-to-face is developed in "The Visit."
	• Supports the answer with details from the passage. For example, a complete response may include but is not limited to the following points:
	  • At the beginning of the story, Alicia has expectations about how she and Lauren will relate to each other; for example, she assumes "that they would be instantly drawn to each other across the crowd."
	  • She soon realizes that things are more complicated when she feels "she was looking into the eyes of a stranger."
	  • Alicia's mother advises her that "it's another thing entirely to meet face-to-face," and following up on this observation, Alicia spends some quality time listening to MP3s with Lauren.
	  • Once they've spent some real time together and had a few laughs, Lauren becomes "so utterly familiar now" to Alicia.

Item 6

Grade: 10

Item Type: Essay

Correct Answer: Rubric

Point Value: 6

DOK: 3

FL ELA Common Core State Standards:

LACC.910.W.3.9 *Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").*

Note: *Reading for Literature standard applied to writing task:* ***LACC.910.RL.1.3*** *Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.*

Item Text

"The Visit" presents two friends, Alicia and Lauren. Write an essay describing how the characters develop over the course of the story and how their relationship changes.

Your essay will be scored on the following criteria:

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

Rubric

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

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

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

Exemplar

Score	Description
6	A six-point response is an essay that • Describes the characters and explains how their relationship changes throughout the course of "The Visit." For example, although Alicia and Lauren seem to be very different people, their experiences throughout "The Visit" reveal that they actually share similar reactions to a new experience. • Supports the answer with details from the passage. For example, a complete response may include but is not limited to the following points: • Alicia seems to be warmer and more open than her friend Lauren, and has high expectations about what it will feel like when they finally meet each other. • As she is looking for Lauren at the bus station, she thinks that "she would recognize Lauren right away, that they would be instantly drawn to each other across the crowd, and that, upon meeting for the first time, they would immediately share the kind of intuitive understanding that Alicia imagined sisters shared." • Lauren, on the other hand, seems to be quite shy and reserved when she first meets Alicia. Her greeting was spoken "almost inaudibly." • Both girls feel uncomfortable with how the first meeting is going, and they overcome the feelings of discomfort in the end by relying on their personal history, singing along to a song as they had over the phone years before: "When the first song started, she belted out a deliberately off-key note, once again turning her characteristic shade of pink before doubling over in a fit of laughter." • The two girls relive their connection over this, singing along to every song, and thus rekindle the intimacy they had developed through letters and phone calls. • By the end of the songs and the end of the story, the girls are once again "utterly familiar" to each other.

Appendix B: Rubrics

1. 2-Point Research Rubric 101
2. 2-Point Rubric for Language Standards 1, 2, and 3 101
3. 4-Point Rubric for Language Standards 1, 2, and 3 102
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15. 2-Point Revising Rubric 120
16. 2-Point Constructed Response Writing/Technology Rubric 120

2-Point Research Rubric

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

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

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

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

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

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

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

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

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

2-Point Constructed Response Rubric

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

4-Point Extended Response Rubric

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

4-Point Rubric for Speaking and Listening Standard 1

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

2-Point Listening Rubric

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

4-Point Listening Rubric

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

6-Point Speech Rubric

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

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

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

6-Point Argumentative Writing Rubric

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

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

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

6-Point Informative Explanatory Writing Rubric

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

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

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

6-Point Narrative Writing Rubric

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

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

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

2-Point Revising Rubric

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

2-Point Constructed Response Writing/Technology Rubric

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