

Florida Interim Assessment Item Bank and Test Platform

Passage and Item Specifications

English
Language Arts
Grades K–2



FLORIDA DEPARTMENT OF EDUCATION
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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 K–2*, 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 K–2 ELA passages and items available in the Florida Interim Assessment Item Bank.

C. Standards Alignment

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

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

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

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

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

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

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

II. Guidelines for Passage Development

A. Passage Types

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

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

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

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

1. Literary Texts

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

2. Informational Texts

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

Distribution of Literary and Informational Passages by Grade Band

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

Literary Nonfiction

- Informational texts cover a broad range of nonfiction writing. At grades K–5, they include “biographies and autobiographies; [text] about history, social studies, science, and the arts; [and] technical texts.”²² At grades 6–12, they include “personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts . . . written for a broad audience.”²³
- Expository texts should not be mere restatements or reteachings of concepts taught in school, although they should be closely related to curriculum (through the extension, elaboration, or updating of information or the new application of concepts).

History and Social Studies Texts

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

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

Science and Technical Texts

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

B. Criteria for Passage Development

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

1. Quantitative Measures

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

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

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

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

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

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

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

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

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

2. Qualitative Measures and Considerations

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

Readability and Text Complexity

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

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

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

Tiered Vocabulary⁴

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

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

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

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

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

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

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

General Quality and Content

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

Source Documentation

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

C. Reader and Task Considerations

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

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

1. Diversity

- Overall, passages must represent both genders, both in characters and in author representation.
- Passages should represent a wide range of cultures and ethnicities in terms of topics, characters, and situations. It is essential that contemporary fiction, poetry, etc., also be representative of minority cultures.
- Passages about topics specific to a certain culture or region should include sufficient information to allow all students to understand them. They should not create an advantage or disadvantage for any group because of prior knowledge and experience or the lack thereof.

2. Bias and Sensitivity Concerns

- Topics and situations that might be perfectly acceptable in other contexts can adversely affect students taking a test on their own with no discussion or adult guidance. The topics to avoid include, but are not limited to,
 - spiritual matters, parapsychology, the occult, ghosts, witches, magic, and extraterrestrials
 - catastrophes (e.g., earthquakes, floods, fires, hurricanes)
 - anything that could be related to recent national tragedies
 - being fired or losing a job
 - sexual activity, abortion, serious illness, and death
 - serious social problems (e.g., poverty, alcoholism, drug abuse, domestic violence, animal abuse, divorce)
 - games of chance, alcohol, tobacco, guns, and violence
- Passages should not question, suggest, or seem to advocate any particular attitude, belief, or value that might not be held by all Americans. Topics about beliefs or values that are essential in the legal, economic, and social structure of our society and to the personal and social responsibilities of citizens in our society (e.g., democratic values) are acceptable.
- Passages should not include children being unkind or hurtful to people or animals or disrespectful to adults or other authority figures.
- Passages should not contain any situation in which children may be in dangerous or unsafe conditions or in which children are unsupervised by adults.
- Passages should not include unhealthful practices by children or adults.
- Passages should avoid nonstandard English. Passages also should avoid topics that use words or phrases that are likely to have suggestive or negative connotations

3. Exemptions to the Bias and Sensitivity Guidelines

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

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

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

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

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

4. Text Features and Graphics⁵

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

III. Guidelines for Item Development

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

A. Overall Considerations

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

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

B. Item Style and Format

This section presents stylistic guidelines and formatting directions.

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

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

C. Use of Additional Stimuli

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

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

D. Documentation

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

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

E. Reader and Task Considerations

1. Bias and Sensitivity

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

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

2. Universal Design⁶

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

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

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

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

3. Readability

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

4. Text Features and Graphics

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

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

F. Item Difficulty and Cognitive Complexity

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

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

1. Levels of Depth of Knowledge for English Language Arts

Reading

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

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

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

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

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

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

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

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

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

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

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

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

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

Writing

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

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

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

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

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

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

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

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

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

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

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

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

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

G. Item Types

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

Selected Response (SR)—1 point

Constructed Response (CR)—2 points

Extended Response (ER)—4 points

Essay Response (ESR)—6 points

Performance Task (PT)—1–10 points

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

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

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

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

Distractor Attributes

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

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

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

Introduce open-ended items with a statement or a 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.

What should open-ended items look like in emerging literacy?

The table below provides examples of some of the ways K-2 students may express comprehension or demonstrate skill in an open-ended item:

Student Product/Action	Kindergarten	Grade 1	Grade 2
Drawing	X	X	X
Dictating	X		
Letters, words or phrases	X	X	
Complete sentence	X by end of year	X	X
Paragraph		X by end of year	X
1-2 paragraphs			X by end of year
Gather information from provided sources	X	X	X
Pair and group work	X	X	X
Act out a concept	X	X	X

It is understood that the application of these ideas will differ according to the demands of specific standards, grade levels, and the point in the year at which the student is assessed.

Item Type	Points	Expectation
Constructed Response (CR)	2	2 ideas (ex: drawing and label; several sentences up to a paragraph; answer and explain)
Extended Response (ER)	4	3-4 ideas (ex: drawing with sentence or two; two drawings and short description; brief presentation)
Essay Response (ESR)	6	5-6 ideas (ex: sequence of drawings with labels or descriptions; longer S/L task), similar to a PT worth 6 pts.
Performance Task (PT)	1-10, will vary	Higher value PT combines two or more student products or actions (often extended), could be 1-pt. items when assessing Reading Foundations

Kindergarten

CR	Writing	Two ideas represented in actions, words, phrases, or complete sentences written or dictated depending on the standard and level of development
	Speaking	Two ideas represented in actions, words, phrases, or complete sentences as an orally constructed response depending on the standard
ER	Writing	Three to four ideas represented in actions, words, phrases, or complete sentences written or dictated depending on the standard and level of development
	Speaking	Three to four represented in actions, words, phrases, or complete sentences as an orally constructed response depending on the standard
ESR	Writing	Five to six ideas represented in actions, words, phrases, or complete sentences either written or dictated depending on the standard and level of development
	Speaking	n/a

Grade 1

CR	Writing	One or more written sentences depending on the standard
	Speaking	One or more orally constructed sentences depending on the standard
ER	Writing	Two or more written sentences depending on the standard
	Speaking	Two or more orally constructed sentences depending on the standard
ESR	Writing	Three or more written sentences depending on the standard
	Speaking	n/a

Grade 2

CR	Writing	Several sentences to one paragraph depending on the standard
	Speaking	Several sentences to one paragraph equivalent oral response depending on the standard
ER	Writing	One to two paragraphs depending on the standard
	Speaking	One to two paragraphs equivalent oral response depending on the standard
ESR	Writing	Multiple paragraphs depending on the standard
	Speaking	Multiple paragraphs equivalent oral response depending on the standard

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. The recommended time allotment for a student to respond is 5–10 minutes. A complete answer is worth 2 points and a partial answer is worth 1 point. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the passage.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with limited details (in quantity or quality) from the passage.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

Extended Response (ER) Items (4 Points)

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

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Essay Response (ESR) Items (6 Points)

Essay Response (ESR) items are designed to elicit in-depth written responses from students and may assess more than one standard or substandard. In most cases, essay responses will go beyond a single paragraph in length, with a distinct introduction, body, and conclusion. Students should be given about 20 to 30 minutes to complete each item. ESR items are worth a total of 6 points. Two of the points focus on organization and purpose, which relate to CCSS writing standards. Two of the points focus on the use of evidence, support, and details, which may relate to CCSS reading and/or writing standards. Two of the points relate to the use of language conventions and vocabulary, which relate to CCSS language standards. The constructed response holistic rubric and exemplar specific to each item are used for scoring as follows.

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is purposeful throughout the essay.• The essay has a topic and central idea that are clearly introduced and consistently referred to throughout the course of the essay. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is logically organized and uses transitions effectively.• Ideas, concepts, facts, definitions, and examples are clearly related and connected to one another with words, phrases, clauses, and syntax.• The introduction clearly sets the purpose of the essay and addresses the audience appropriately, and the conclusion reviews and supports the central idea and addresses the audience appropriately.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• The writing is intermittently purposeful.• The essay has a topic and central idea that are unclear and/or referred to inconsistently. <p><i>Organization:</i></p> <ul style="list-style-type: none">• The essay is organized somewhat logically and uses transitions, though not always effectively.• Ideas, concepts, facts, definitions, and examples may be related and connected to one another with words, phrases, clauses, and syntax, but the relationships and connections are unclear and/or inconsistent.• The introduction does not clearly set the purpose of the essay or is unsuited to the audience, and the conclusion is unconnected to or does not support the central idea. The conclusion also may not address the audience appropriately.
0	<ul style="list-style-type: none">• The purpose and organization of the essay are highly inadequate or not provided.

Part II: Use of Evidence

2	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central claim or idea of the essay is fully and persuasively defended with relevant support/evidence (support/evidence may consist of facts, definitions, details, examples, or other information).• The support/evidence is employed in a manner that relates to and supports the central claim or idea of the essay.• The support/evidence is seamlessly incorporated into the overall flow and structure of the essay. <p><i>Sources:</i></p> <ul style="list-style-type: none">• All support/evidence is derived from credible and accurate sources.
1	<p><i>Support/Evidence:</i></p> <ul style="list-style-type: none">• The central claim or idea of the essay is adequately defended with support/evidence that is sometimes relevant (support/evidence may consist of facts, definitions, details, examples, or other information).• The support/evidence is employed in a manner that sometimes relates to and supports the central claim or idea of the essay.• The incorporation of support/evidence into the overall flow and structure of the essay is somewhat forced, and it is not always seamless. <p><i>Sources:</i></p> <ul style="list-style-type: none">• The support/evidence is mostly derived from credible and accurate sources.
0	<ul style="list-style-type: none">• The support/evidence used in the essay is irrelevant, inadequate, or not provided.

Part III: Language

2	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The essay uses words that demonstrate a keen understanding of how language impacts meaning and style when used for a particular audience or purpose. • Throughout the text the essay usefully and correctly employs academic and domain-specific words in a manner consistently suited to audience and purpose. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The essay demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grammar, usage, spelling, punctuation, and/or capitalization.
1	<p><i>Language/Vocabulary:</i></p> <ul style="list-style-type: none"> • The essay uses words that demonstrate an adequate understanding of how language impacts meaning and style when used for a particular audience or purpose. • The essay employs academic and domain-specific words, but they are only intermittently useful, correct, or employed in a manner suited to audience and purpose. <p><i>Conventions:</i></p> <ul style="list-style-type: none"> • The essay demonstrates an adequate command of standard conventions, evidenced by some errors in grammar, usage, spelling, punctuation, and/or capitalization.
0	<ul style="list-style-type: none"> • The language, vocabulary, and conventions used in the essay are generally incorrect or not provided.

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

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

Performance Tasks may have the following characteristics.

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

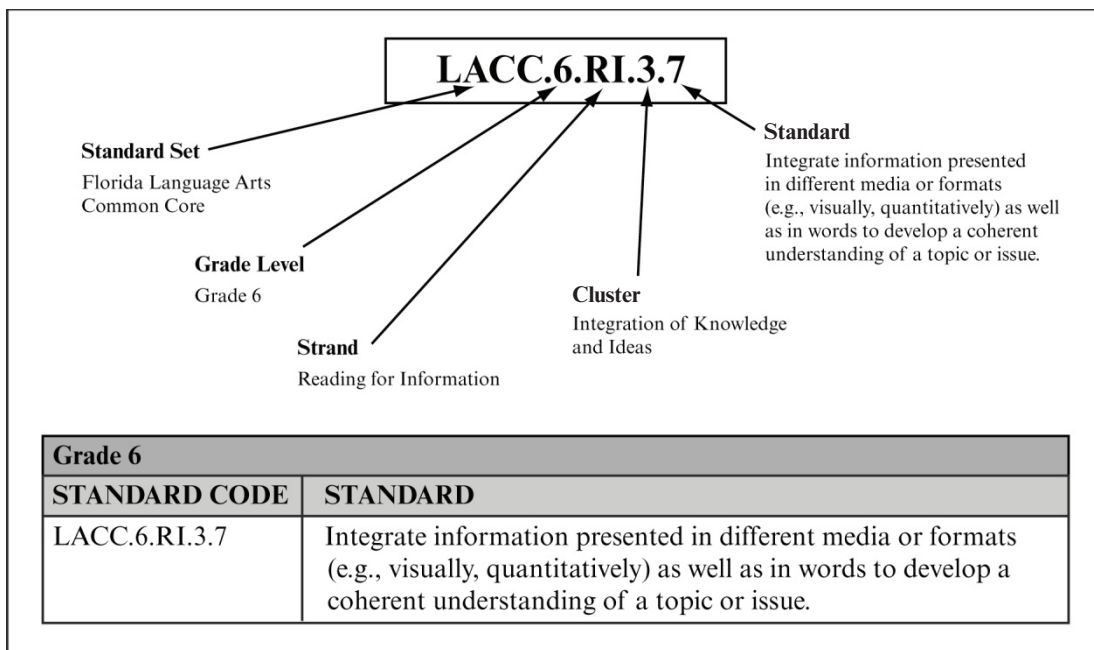
2. Performance tasks should possess sufficient complexity and rigor to clearly exceed the demands of extended response or essay items.
3. Written responses required for performance tasks should be of extended length; other types of typical response formats include demonstrations, oral presentations,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

IV. Guide to Grade-Level Specifications

A. CCSS: English Language Arts Standards Classification System

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

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



B. Definitions for Individual Specification Components

For each standard, the following information is presented.

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

<p>Clarification and Content Limits</p>	<p>This section provides detailed interpretations of key elements of the standards. It provides explanations that will help item developers understand the precise skills being assessed. The section also defines the scope of the standards, including vertical progressions between grade levels and specific information about what the standard does or does not include.</p> <p>Please note that the information in this section sometimes addresses only the key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.</p> <p>Grade 6 focuses on . . .</p> <p>Grade 7 focuses on . . .</p> <p>Grade 8 focuses on . . .</p>
<p>DOK Target(s)</p>	<p>This section points out the Depth of Knowledge (DOK) levels most appropriate for items aligned to the standard. The possible levels are 1, 2, 3, and 4.</p>
<p>Suggested Stimulus or Passage Material</p>	<p>This section lists the types of passages or other stimuli that may be used to assess the standard. For example, standards from the Reading for Literature strand must be assessed with literary texts, not with informational texts. Standards that assess listening skills require an oral stimulus that is read aloud by the teacher or that is an audio recording.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractor attributes give specific descriptions about writing distractors. Written in conjunction with standards, distractor attributes are incorporated into the item specifications for the standards they address and assist writers as they develop strong distractors for selected response items. Writers and reviewers use distractor attributes to test an item’s strength and authenticity and to weigh the plausibility of distractors. Each standard has general guidelines for formulating and evaluating distractors. These may include but are not limited to misconceptions, common mistakes, and plausible but incorrect answers.</p> <p>Example: Possible attributes for <i>LACC.6.RL.1.1—Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</i> may include but are not limited to:</p> <ul style="list-style-type: none"> - details do not support analysis of text - incorrect analysis of text - incorrect inferences drawn from text

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

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

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

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

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

⁶ This section is adapted from the FCAT 2.0 Reading Test Item Specifications. <http://fc2t.fldoe.org/fcat2/itemspecs.asp>.

V. CCSS Grade-Level Specifications

Strand: READING STANDARDS FOR LITERATURE	
Cluster 1: Key Ideas and Details	
<p>Standard 1: LACC.K.RL.1.1—With prompting and support, ask and answer questions about key details in a text. LACC.1.RL.1.1—Ask and answer questions about key details in a text. LACC.2.RL.1.1—Ask and answer such questions as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to demonstrate understanding of key details in a text.</p>	
<p>Clarification and Content Limits</p>	<p>Grade K requires prompting and support to ask and answer questions about key details. Grade 1 expects students to ask and answer questions about key details independently. Grade 2 focuses on using stem words such as <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i>, and <i>how</i> to ask and answer questions.</p>
<p>DOK Target(s)</p>	<p>K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Literary text Grade K and 1 include read-aloud texts.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - details that are not important to the text development; - details that seem plausible but that do not appear in the text; - details that are not related to the specific question words.

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 2:

LACC.K.RL.1.2—With prompting and support, retell familiar stories, including key details.

LACC.1.RL.1.2—Retell stories, including key details, and demonstrate understanding of their central message or lesson.

LACC.2.RL.1.2—Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Clarification and Content Limits	Grade K requires prompting and support to retell familiar stories using key details. Grade 1 focuses on independently retelling familiar or unfamiliar stories to express understanding of a central message or lesson. Grade 2 focuses on recounting stories that represent diverse cultures, incorporating the central message, lesson, or moral.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: familiar stories Grade 1: stories Grade 2: stories including fables and folktales from diverse cultures Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- details that are not key to text development;- incorrectly ordered details from the text;- incorrect interpretations of the central message, lesson, or moral.

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

Standard 3:

LACC.K.RL.1.3—With prompting and support, identify characters, settings, and major events in a story.

LACC.1.RL.1.3—Describe characters, settings, and major events in a story, using key details.

LACC.2.RL.1.3—Describe how characters in a story respond to major events and challenges.

Clarification and Content Limits	Grade K requires prompting and support to identify basic story elements such as characters, settings, and major events. Grade 1 focuses on independently describing story elements, incorporating key details. Grade 2 focuses on describing characters’ responses to important plot points such as major events and challenges.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text with clear setting, characters, and plot Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect identifications or descriptions of characters;- places from the text, or similar to those in the text, that are not the setting;- incorrect descriptions of major events found in the text;- facts, details, or ideas drawn from the text but unrelated to the prompt;- incorrect descriptions of characters’ responses in the text.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 4:

LACC.K.RL.2.4—Ask and answer questions about unknown words in a text.

LACC.1.RL.2.4—Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

LACC.2.RL.2.4—Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Clarification and Content Limits	Grade K focuses on using questioning to help determine the meaning of unknown words. Grade 1 focuses on identifying sensory or emotional attributes of words and phrases in stories or poems. Grade 2 focuses on describing how words and phrases contribute to meaning and rhythm in stories, poems, or songs.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: literary text Grade 1: stories or poems Grade 2: stories, poems, or songs Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- words that are not correct responses for the prompt;- words or phrases from the text that do not suggest feelings in the text;- words or phrases from the text that do not appeal to the senses;- words or phrases that do not supply rhythm or meaning.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 5:

LACC.K.RL.2.5—Recognize common types of texts (e.g., storybooks, poems).

LACC.1.RL.2.5—Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

LACC.2.RL.2.5—Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

Clarification and Content Limits	Grade K focuses on recognizing common types of texts. Grade 1 requires students to explain differences between stories and informational text. Grade 2 focuses on understanding story structure, including the introduction/beginning and conclusion/ending.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: various types of literary texts, including stories and poems Grade 1: various types of literary and informational texts Grade 2: stories with a clear structure, including beginning, middle, and ending Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect text types;- incorrect descriptions of text attributes;- information from the text that is not part of the introduction, nor does it explain how the text begins;- information from the text that is not part of the conclusion, nor does it explain how the text ends.

Strand: READING STANDARDS FOR LITERATURE

Cluster 2: Craft and Structure

Standard 6:

LACC.K.RL.2.6—With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

LACC.1.RL.2.6—Identify who is telling the story at various points in a text.

LACC.2.RL.2.6—Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Clarification and Content Limits	<p>Grade K: With prompting and support, students identify and show understanding of the roles of the author and the illustrator.</p> <p>Grade 1 focuses on independently identifying the narrator or speaker throughout a story.</p> <p>Grade 2 focuses on recognizing and comparing characters' points of view, including revealing them through expression used during oral reading of character dialogue.</p>
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	<p>Grade K: stories</p> <p>Grade 1: stories that have more than one character</p> <p>Grade 2: stories that have more than one character and include dialogue</p> <p>Grade K and 1 include read-aloud texts.</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- incorrect identification of author or illustrator;- incorrect descriptions of author or illustrator roles;- incorrect identifications of narrator or speaker in the text;- interpretations that are not part of a specific character's point of view;- comparisons of characters' points of view that are not supported by text.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

LACC.K.RL.3.7—With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

LACC.1.RL.3.7—Use illustrations and details in a story to describe its characters, setting, or events.

LACC.2.RL.3.7—Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Clarification and Content Limits	Grade K requires prompting and support to describe how illustrations relate to a story. Grade 1 focuses on independently using a story’s illustrations and details to describe story elements. Grade 2 focuses on using illustrations and words to show understanding of story elements.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	All grades: Illustrations must relate directly to stories. Grade K: stories with illustrations and words Grade 1: stories with illustrations and words Grade 2: print or digital stories with illustrations and words Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to – incorrect relationships between the words and the illustrations; – descriptions of characters, setting, or events that are not supported by text; – explanations of characters, setting, or plot that are not supported by text.

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard 8: N/A to literature

Strand: READING STANDARDS FOR LITERATURE

Cluster 3: Integration of Knowledge and Ideas

Standard 9:

LACC.K.RL.3.9—With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

LACC.1.RL.3.9—Compare and contrast the adventures and experiences of characters in stories.

LACC.2.RL.3.9—Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Clarification and Content Limits	Grade K requires prompting and support to compare the adventures and experiences of characters in familiar stories. Grade 1 focuses on independently comparing adventures and experiences of characters in any story. Grade 2 focuses on comparing multiple versions of a story, including those from different cultures.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: familiar stories with different characters Grade 1: stories with different characters Grade 2: versions of the same story by different authors or representing different cultures Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect similarities of the text versions;- incorrect differences of the text versions;- similarities or differences from the text that are not part of the adventures or experiences of the characters in the text.

Strand: READING STANDARDS FOR LITERATURE

Cluster 4: Range of Reading and Level of Text Complexity

Standard 10:

LACC.K.RL.4.10—Actively engage in group reading activities with purpose and understanding.

LACC.1.RL.4.10—With prompting and support, read prose and poetry of appropriate complexity for grade 1.

LACC.2.RL.4.10—By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Clarification and Content Limits	Grade K focuses on group activities related to reading and reading readiness, as opposed to independent reading. Grade 1 requires prompting and support to read literature appropriate for the grade level. Grade 2 focuses on reading literature appropriate for grades 2 and 3. Students should read independently for grade 2 texts and with support for grade 3 texts.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: grade-level literature Grade 1: grade-level prose and poetry Grade 2: literature appropriate for grades 2 and 3 Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect meanings of words or phrases important to an understanding of the text;- conclusions regarding text meaning that are not supported by the text;- incorrect interpretations of poetry.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 1:

LACC.K.RI.1.1—With prompting and support, ask and answer questions about key details in a text.

LACC.1.RI.1.1—Ask and answer questions about key details in a text.

LACC.2.RI.1.1—Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

Clarification and Content Limits	Grade K requires prompting and support to ask and answer questions about key details. Grade 1 expects students to ask and answer questions about key details independently. Grade 2 focuses on stem words such as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to ask and answer questions.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Any informational text focusing on grade-appropriate topics Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- details that are not important in the text;- details that seem plausible but that do not appear in the text;- details that are not related to the specific prompt words.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 2:

LACC.K.RI.1.2—With prompting and support, identify the main topic and retell key details of a text.

LACC.1.RI.1.2—Identify the main topic and retell key details of a text.

LACC.2.RI.1.2—Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

Clarification and Content Limits	Grade K requires prompting and support to identify the main topic and retell key details. Grade 1 focuses on independently identifying the main topic and retelling key details. Grade 2 focuses on identifying the main topic of a multiparagraph text and of specific paragraphs.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Any informational text focusing on grade-appropriate topics; main topic needs to be stated clearly Grade 2 texts must have multiple paragraphs. Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- details that do not support the key points of the text;- incorrectly ordered details from the text;- ideas from specific multiparagraph text that are not the main topic;- ideas that are not the main focus of specific paragraphs.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details

Standard 3:

LACC.K.RI.1.3—With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

LACC.1.RI.1.3—Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LACC.2.RI.1.3—Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Clarification and Content Limits	<p>Grade K requires prompting and support to describe the connection between two individuals, events, ideas, or pieces of information.</p> <p>Grade 1 focuses on independently describing the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>Grade 2 focuses on describing the connection between entries in a series of historical events, scientific ideas or concepts, or the steps in a technical procedure.</p>
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	<p>Text at all grades must be complex enough to allow students to make connections.</p> <p>Grade K and 1 include read-aloud texts.</p> <p>Grade 2: Texts may include experiments, scientific articles, historical pieces, how-to essays, or other technical passages.</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- incorrect connections between individuals, events, ideas, or information from the text;- incorrect ordering of steps in a technical procedure;- incorrect ordering of events in a timeline of historical events.

Strand: READING STANDARDS FOR INFORMATIONAL TEXTS**Cluster 2: Craft and Structure****Standard 4:**

LACC.K.RI.2.4—With prompting and support, ask and answer questions about unknown words in a text.

LACC.1.RI.2.4—Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

LACC.2.RI.2.4—Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.

Clarification and Content Limits	Grade K requires prompting and support to ask and answer questions about unknown words in a text. Grade 1 focuses on independently asking and answering questions to elicit meanings of words and phrases. Grade 2 focuses on determining the meaning of words and phrases relevant to Grade 2 topics or subject areas.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K and 1 include read-aloud texts. Grade 2: texts that focus on grade-level topics
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none"> - words that are not correct responses for the prompt; - words or phrases from the text that are not relevant to grade-appropriate topics or subject areas; - incorrect clarifications of words from the text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT**Cluster 2: Craft and Structure****Standard 5:**

LACC.K.RI.2.5—Identify the front cover, back cover, and title page of a book.

LACC.1.RI.2.5—Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

LACC.2.RI.2.5—Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

Clarification and Content Limits	Grade K focuses on identifying the parts of a book, including the front cover, back cover, and title page. Grade 1 focuses on knowing and using text features to locate key facts or information. Grade 2 focuses on knowing and using text features to locate key facts or information efficiently.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4

Suggested Stimulus or Passage Material	<p>Grade K: informational text with front cover, back cover, and/or title page; text is read aloud</p> <p>Grades 1 and 2: informational text that incorporates a variety of text features, such as subheadings, headings, pictures with captions, tables of contents, glossaries, indexes, bold print, electronic menus, and icons</p> <p>Grade K and 1 include read-aloud texts.</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect identifications of book covers or title page; - incorrect text features for specific use; - facts or information not found in text features.

Strand: READING STRAND FOR INFORMATIONAL TEXT

Cluster 2: Craft and Structure

Standard 6:

LACC.K.RI.2.6—Name the author and illustrator of a text and define the role of each in presenting the ideas of information in a text.

LACC.1.RI.2.6—Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

LACC.2.RI.2.6—Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Clarification and Content Limits	<p>Grade K focuses on naming and defining the role of the author and the illustrator in presenting the ideas of a text.</p> <p>Grade 1 focuses on distinguishing between the information provided by the pictures and the words in a text.</p> <p>Grade 2 focuses on identifying the author’s purpose, including what he or she wants to answer, explain, or describe.</p>
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	<p>Grade K: text that includes a cover or title page that names the author and the illustrator; text is read aloud</p> <p>Grade 1: informational text that contains both words and illustrations</p> <p>Grade 2: informational text with an identifiable purpose</p> <p>Grade K and 1 include read-aloud texts.</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect identification of authors or illustrators; - incorrect descriptions of author or illustrator roles; - purposes that are not the purpose of the text; - details that do not represent the author’s purpose.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 7:

LACC.K.RI.3.7—With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

LACC.1.RI.3.7—Use the illustrations and details in a text to describe its key ideas.

LACC.2.RI.3.7—Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

Clarification and Content Limits	Grade K requires prompting and support to describe the relationship between the illustrations and words in a text, specifically the element that is depicted in an illustration. Grade 1 focuses on independently using the illustrations and details to describe a text’s important ideas. Grade 2 focuses on how specific images help convey a text’s meaning or make ideas clearer for readers.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: informational text with illustrations that are clearly related to the text Grade 1: informational text with illustrations that are clearly related to the main ideas Grade 2: informational text with illustrations or graphics that add details or clarity to the text Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect relationships between the illustrations and the words of the text;- details that do not describe key ideas found in illustrations or words of the text;- incorrect clarifications of an illustration’s contribution to text.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 8:

LACC.K.RI.3.8—With prompting and support, identify the reasons an author gives to support points in a text.

LACC.1.RI.3.8—Identify the reasons an author gives to support points in a text.

LACC.2.RI.3.8—Describe how reasons support specific points the author makes in a text.

Clarification and Content Limits	<p>Grade K requires prompting and support to identify the reasons or evidence an author gives to support points or claims.</p> <p>Grade 1 focuses on independently identifying the reasons or evidence an author gives to support points or claims.</p> <p>Grade 2 goes beyond identifying reasons that support points. Students must describe how the reasons/evidence support specific points or claims.</p>
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	<p>Informational text with clear main points and support for each point</p> <p>Grade K and 1 include read-aloud texts.</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">– details or evidence from the text that do not support the author’s points;– reasons to support the author’s points that are not found in the text;– incorrect descriptions of how reasons or evidence from the text support the author’s points.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 3: Integration of Knowledge and Ideas

Standard 9:

LACC.K.RI.3.9—With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LACC.1.RI.3.9—Identify basic similarities and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

LACC.2.RI.3.9—Compare and contrast the most important points presented by two texts on the same topic.

Clarification and Content Limits	<p>Grade K requires prompting and support to identify similarities in and differences between two texts on the same topic, specifically in illustrations, descriptions, or procedures.</p> <p>Grade 1 focuses on independently identifying similarities and differences between two texts on the same topic, specifically in illustrations, descriptions, or procedures.</p> <p>Grade 2 focuses on comparing and contrasting the important points presented by the authors of two texts on the same topic.</p>
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	<p>All grade levels need two informational texts on the same topic.</p> <p>Grades K and 1 should have illustrations in both texts.</p> <p>Grade 2 does not need illustrations.</p> <p>Grade K and 1 include read-aloud texts.</p>
Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none">- incorrect similarities of the texts (illustrations, descriptions, procedures);- incorrect differences of the texts (illustrations, descriptions, procedures);- incorrect comparisons or contrasts of important points;- details from the text that are not important points for comparison or contrast.

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 4: Range of Reading and Level of Text Complexity

Standard 10:

LACC.K.RI.4.10—Actively engage in group reading activities with purpose and understanding.

LACC.1.RI.4.10—With prompting and support, read informational texts appropriately complex for grade 1.

LACC.2.RI.4.10—By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Clarification and Content Limits	Grade K focuses on group activities related to reading and reading readiness, as opposed to independent reading. Grade 1 requires prompting and support to read informational texts appropriate for the grade level. Grade 2 focuses on reading a variety of informational texts appropriate for grades 2 and 3. Students should read independently for grade 2 texts and with support for grade 3 texts.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grade K: grade-level informational texts Grade 1: grade-level informational texts Grade 2: informational texts (including history/social studies, science, and technical texts) appropriate for grades 2 and 3 Grade K and 1 include read-aloud texts.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect meanings of words or phrases important to an understanding of the text;- incorrect explanations of text information;- incorrect responses to key questions about text content and/or organization.

Cluster 1: Print Concepts

Standard 1:

LACC.K.RF.1.1—Demonstrate understanding of the organization and basic features of print.

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name all upper- and lowercase letters of the alphabet.

LACC.1.RF.1.1—Demonstrate understanding of the organization and basic features of print.

- a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Clarification and Content Limits

Reading Standards: Foundational Skills standard 1 in grades K–1 focuses on demonstrating understanding of the organization and basic features of print.

Indicator a. in Grade K focuses on these skills:

- understanding left-to-right directionality
- demonstrating return sweep
- knowing to begin reading the first line of text on a page (with multiple lines of text and an illustration)
- knowing to begin reading the left page of a spread first

Indicator b. in Grade K focuses on these skills:

- identifying a letter (without naming it) within a word, within a sentence, or in isolation
- identifying the position of letters in a word (i.e., first letter, last letter, first two letters...)

Indicator c. in Grade K focuses on these skills:

- identifying a word on a page that has an illustration (without naming the word)
- identifying a word within a sentence (without naming the word)
- identifying several words within a sentence (without naming the words)
- one-to-one correspondence of words in a sentence
- identifying a space between words

<p>Clarification and Content Limits, <i>continued</i></p>	<p>Indicator d. in Grade K focuses on recognizing upper- and lowercase letters, including these skills:</p> <ul style="list-style-type: none"> - naming all upper- and lowercase letters - matching lower- and uppercase letters - identifying a letter from those with similar features <p>Indicator a. in Grade 1 focuses on these skills:</p> <ul style="list-style-type: none"> - identifying positions of words in a sentence (i.e., first, last) - capitalizing the first letter of words that begin sentences - identifying and knowing the purpose of an ending punctuation mark
<p>DOK Target(s)</p>	<p>1, 2, 3</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Grade K indicators a–c:</p> <ul style="list-style-type: none"> - depictions of a grade-level-appropriate book including cover, title page, spreads, and illustrations; use of locator art - grade-level-appropriate book (student demonstrates understanding) <p>Grade K indicators b and c:</p> <ul style="list-style-type: none"> - word, sentences on a page, not in context of a book (student demonstrates understanding) <p>Grade K indicator c:</p> <ul style="list-style-type: none"> - pages with capital and lowercase letters <p>Grade 1 indicator a:</p> <ul style="list-style-type: none"> - sentences on a depiction of a page of a grade-level-appropriate book; use of locator art - sentences on a page of a grade-level-appropriate book (student demonstrates understanding) - sentences on a page (student demonstrates understanding)
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect identifications of start point for reading; - sequences of letters that are similar, but that do not represent the prompt; - letters with incorrect spacing for words; - incorrect upper- or lowercase alphabet letters; - incorrect identification of print features such as capitalization, end punctuation, etc.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 2: Phonological Awareness

Standard 2:

LACC.K.RF.2.2—Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables of spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending in /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

<p>Clarification and Content Limits</p>	<p>Reading Standards: Foundational Skills standard 2 in Grade K focuses on demonstrating understanding of spoken words, syllables, and sounds.</p> <p>Indicator a. focuses on recognizing and producing rhyming words.</p> <p>Indicator b. focuses on counting, pronouncing, blending, and segmenting syllables of spoken words. Words should be one to three syllables and should be part of students’ oral vocabularies (i.e., <i>lamp, morning, tomorrow, hiccup, basketball</i>).</p> <p>Indicator c. focuses on blending and segmenting onsets and rimes in single-syllable words (i.e., <i>b – ook, m – at, r – ake</i>).</p> <p>Indicator d. focuses on isolating and pronouncing initial, medial vowel, and final sounds in CVC (consonant-vowel-consonant) three-phoneme words (i.e., <i>mat /m/ /a/ /t/, like /l/ /i/ /k/</i>), except words ending in sounds /l/, /r/, or /x/ (i.e., <i>box, car, bill</i>).</p> <p>Indicator e. focuses on adding or substituting individual sounds in simple, one-syllable words to make new words (i.e., <i>The word is it; add /s/ to the beginning. What is the new word? sit; The word is can; take away the /k/ and add /f/. What is the new word? fan</i>).</p>
<p>DOK Target(s)</p>	<p>1, 2, 3</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Text is read aloud.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – nonrhyming words that are similar to prompt; – nonwords which include representations of common sounds; – CVC pattern words that do not satisfy prompt.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard 3:

LACC.K.RF.3.3—Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Clarification and Content Limits

Reading Standards: Foundational Skills standard 3 in Grade K focuses on knowing and applying grade-level phonics and word analysis skills in decoding words.

Indicator a. focuses on connecting the primary or most frequent sound for each consonant. Items should use a mix of upper- and lowercase letters. Students should listen for consonant sounds at the beginning and at the end of a word. Do **not** use consonant digraphs (*ch, sh, th, tch, wh*). This requires an oral prompt.

Indicator b. focuses on matching the common spelling of each short and long vowel sound to the spelling (grapheme) of that sound for the five major vowels. Items should include the following vowel common sound spellings: **for short a—a; for long a—a, a-e; for short e—e; for long e—e, ee; for short i—i; for long i—i, i-e; for short o—o; for long o—o, o-e; for short u—u; for long u—u-e.** Do **not** use vowel digraphs, diphthongs or *r*-controlled vowels at this level. This requires an oral prompt.

Indicator c. focuses on reading common high-frequency or sight words. This requires an oral prompt.

Indicator d. focuses on distinguishing between similarly spelled words by applying their knowledge of letter sounds. Use words with one letter difference. For example, the visible prompt word is *pan*. Students choose the matching word from three choices: *pin, can, pan*. Prompt may be a picture prompt with word choices. All words should be decodable. Use CVC words. This requires an oral prompt.

DOK Target(s)

1, 2, 3

Suggested Stimulus or Passage Material

Most prompts are read aloud.

Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect alphabet letters for prompt; - incorrect graphemes for vowel sound in prompt; - sight words that do not satisfy prompt; - incorrect words that differ by one letter from prompt.
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Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 2: Phonological Awareness

Standard 2:

LACC.1.RF.2.2—Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Distinguish long from short vowel sounds in spoken single-syllable words.
- b. Orally produce single-syllable words by blending sounds (phonemes) including consonant blends.
- c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes)

Clarification and Content Limits

Reading Standards: Foundational Skills standard 2 in Grade 1 focuses on demonstrating understanding of spoken words, syllables, and sounds.

Indicator a. focuses on distinguishing short vowels from long vowels in single-syllable words. Students can use a picture prompt. Students listen to the name of the picture and choose the name of the picture from three decodable words. This requires an oral prompt.

Indicator b. focuses on blending sounds in one-syllable words. The test can use two-letter blends (**initial blends:** *br, cr, dr, fr, gr, pr, tr, bl, cl, fl, gl, pl, sl, sc, sk, sl, sm, sn, sp, st, sw*; **final blends:** *ft, ld, lk, lp, lt, mp, nd, nt, sk, sp, st*). An oral prompt asks students to blend letters and choose one of three pictures that the letters spell. For example, the word is *f-l-a-g*. Students blend sounds of letters and choose from three pictures (*flag, fan, frog*) to show what the letters spell. Students may orally blend real or nonsense words.

<p>Clarification and Content Limits, <i>continued</i></p>	<p>Indicator c. focuses on isolating and pronouncing the individual sounds in a single-syllable word. This may include consonant digraphs when isolating the medial vowel sound. Words may have long or short vowel sounds. Do not use consonant blends when students are listening for beginning or ending sounds. Do not use words that rhyme with <i>log</i> for medial vowel sound. Words should not end with <i>l</i>, <i>r</i>, or <i>x</i>. This requires an oral prompt.</p> <p>Indicator d. focuses on segmenting spoken single-syllable words into their complete sequence of individual sounds. Words may contain blends but should not contain consonant digraphs; words should not end in <i>nk</i> or <i>ng</i>.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Most prompts are read aloud.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – single-syllable words that contain incorrect vowel sound specific to prompt; – incorrect segmentation of single-syllable words into their individual phonemes.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard 3:

LACC.1.RF.3.3—Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Know the spelling-sound correspondence for common consonant digraphs.
- b. Decode regularly spelled one-syllable words.
- c. Know final *-e* and common vowel team conventions for representing long vowel sounds.
- d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- e. Decode two-syllable words following basic patterns by breaking the words into syllables.
- f. Read words with inflectional endings.
- g. Recognize and read grade-appropriate irregularly spelled words.

<p>Clarification and Content Limits</p>	<p>Reading Standards: Foundational Skills standard 3 in Grade 1 focuses on knowing and applying grade-level phonics and word analysis skills in decoding words.</p> <p>Indicator a. focuses on knowing the spelling-sound correspondences for common consonant digraphs including <i>ch, tch, sh, wh, th, nk, ng</i>. Digraphs should be positioned at the beginning and at the end of words as appropriate (i.e., <i>chase, bunch, pitch, ship, wash, what, that, bath, wink, bang</i>).</p> <p>This requires an oral prompt.</p> <p>Indicator b. focuses on decoding simple, regularly spelled, one-syllable words. Words may be short and long vowel sounds. Words should be decodable and not sight (high-frequency) words. Words should not include vowel digraphs or diphthongs but may include blends and consonant digraphs. This requires an oral prompt.</p> <p>Indicator c. focuses on knowing long-vowel letter patterns including common, predictable vowel teams and vowel-consonant-<i>e</i> letter patterns: long a—<i>ai, ay, a-e</i>; long e—<i>ee, ea, ie, ey</i>; long i—<i>ie, igh, i-e</i>; long o—<i>oa, ow, oe, o-e</i>; long u—<i>ew, ue, u-e</i>.</p> <p>Indicator d. focuses on determining the number of syllables in a printed word. Words may have three to four syllables, contain blends or digraphs, end in <i>-le</i>, or have inflectional endings that do not add a syllable (<i>jumped</i>, but not <i>lifted</i>). Do not include compound words, words with vowel digraphs, or suffixes with two vowels. This requires an oral prompt.</p> <p>Indicator e. focuses on decoding two-syllable words. Include words with closed syllables: <i>pic-nic, bas-ket, ap-ple</i>. Do not include words with an open syllable (<i>ba-con</i>) or compound words. Words may have inflectional endings that do not alter the spelling of the base word (<i>playing</i>, but not <i>drier</i>). This requires an oral prompt.</p> <p>Indicator f. focuses on reading words, nouns, or verbs with inflectional endings <i>-ing, -ed, -s, -es</i>. Words with simple spelling changes to the base word may be used (i.e., change <i>y</i> to <i>i</i> before adding <i>-ed</i> or <i>-ing</i>).</p> <p>Indicator g. focuses on reading grade-appropriate irregularly spelled words. Words may include words with silent letters and sight (high-frequency) words, i.e., <i>write, know, knot, climb, limb, was, two, phone</i>.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Most prompts are read aloud.</p>

Distractor Attributes for Selected Response Items	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - words that begin or end with incorrect digraphs; - one-syllable words that are spelled incorrectly; - incorrect number of syllables for specific word; - incorrect separations of word into its two syllables; - incorrect spellings of words that have irregular spellings.
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Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 3: Phonics and Word Recognition

Standard 3:

LACC.2.RF.3.3—Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Clarification and Content Limits

Reading Standards: Foundational Skills standard 3 in Grade 2 focuses on knowing and applying grade-level phonics and word analysis skills in decoding words.

Indicator a. focuses on making distinctions between long and short vowel sounds in regularly spelled one-syllable words. Sight (high-frequency) words like *come* and *done* should not be used because of their irregular spelling of the vowel sound. Answer choices should consist of long- and short-vowel-sound words.

Indicator b. focuses on demonstrating knowledge of additional vowel teams learned after Grade 1. Testable vowel patterns should include: *r*-controlled vowels (*ar, er, ir, or, ur, are, air, ear*) and their various pronunciations, and other long vowel spellings: *y* (as long *e* and long *i*), *uy* (*guy, buy*), *ea* (*break, bread*), *ei* (*weigh, vein*), *ey* (*obey, they*). Also include diphthongs: *oo* (*good, school*), *ou* (*house, soup*), *ow* (*clown*), *ui* (*fruit, juice*), *al* (*all, walk*), *au* (*cause*), *aw* (*awful, thaw*), *ough* (*fought, bought*), *oi* (*oil, noise*), and *oy* (*joy, boy*).

Indicator c. focuses on decoding two-syllable words with long vowels. Use words with open syllables such as *o-pen, pi-lot, di-et, u-nite*. Long vowel sound may be positioned in the first or second syllable. Do **not** include compound words.

<p>Clarification and Content Limits, <i>continued</i></p>	<p>Indicator d. focuses on decoding words with common prefixes and suffixes. Use words with prefixes such as <i>re-</i>, <i>dis-</i>, <i>un-</i>, <i>pre-</i>, <i>in-</i>, <i>im-</i>, and <i>mis-</i>. Use words with suffixes such as <i>-ful</i>, <i>-ly</i>, <i>-er</i>, <i>-or</i>, <i>-able</i>, <i>-tion</i>, <i>-less</i>, and <i>-ment</i>. Words may be used in context. Do not use words with inflectional endings as answer choices. Correct answer must include a prefix and not simply prefix letters, (i.e., <i>invisible</i>, not <i>invite</i>; <i>preview</i>, not <i>prevent</i>).</p> <p>Indicator e. focuses on identifying words with inconsistent but common spelling-sound correspondences. These include words with two pronunciations, such as <i>read</i>, <i>route</i>, and <i>produce</i>, as well as homophones, such as <i>to</i>, <i>too</i>, <i>two</i>; <i>hear</i>, <i>here</i>; <i>where</i>, <i>wear</i>; <i>they're</i>, <i>their</i>, <i>there</i>; <i>for</i>, <i>four</i>, <i>fore</i>.</p> <p>Indicator f. focuses on recognizing and reading grade-appropriate irregularly spelled words. Words may be sight (high-frequency) words, such as <i>enough</i>, <i>gone</i>, <i>woman</i>, <i>done</i>, <i>laugh</i>, <i>said</i>, <i>friend</i>, <i>people</i>, <i>been</i>, <i>island</i>, <i>eye</i>, <i>beautiful</i>, <i>country</i>, <i>nothing</i>, <i>come</i>, <i>cloth</i>. Words in context may be used.</p>
<p>DOK Target(s)</p>	<p>1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Prompts may be oral or written.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - one-syllable words with an incorrect vowel sound; - words with vowel teams that are incorrectly spelled; - two-syllable words with incorrect vowel sounds; - incorrect spellings of common grade-appropriate words that have inconsistent spellings; - incorrect spellings of grade-appropriate words that have irregular spellings.

Strand: READING STANDARDS: FOUNDATIONAL SKILLS

Cluster 4: Fluency

Standard 4:

LACC.K.RF.4.4—Read emergent-reader texts with purpose and understanding.

LACC.1.RF.4.4—Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

LACC.2.RF.4.4—Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Clarification and Content Limits	Grade K specifies that students read with purpose and understanding. Grades 1 and 2 specify that students read on-level text with accuracy and self-correct as necessary.
DOK Target(s)	K-1: 2, 3; Grade 2: 2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational 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 1:

LACC.K.W.1.1—Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ...*).

LACC1.W.1.1—Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

LACC.2.W.1.1—Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.

Clarification and Content Limits	Writing standard 1 in grades K–2 focuses on composing opinion pieces about a topic or book. Grade K specifies that students combine drawing, dictating, and writing to state an opinion. In grades 1–2, students use writing only. Grade K specifies that students state an opinion or preference about the topic or book. Grade 1 adds that students support an opinion with one reason. Grade 2 adds that students provide more than one reason. Grades 1–2 specify that students include a sense of closure. Grade 2 adds that students provide a concluding statement or section.
DOK Target(s)	K-1: 2, 3; Grade 2: 2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational 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:

LACC.K.W.1.2—Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

LACC.1.W.1.2—Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

LACC.2.W.1.2—Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Clarification and Content Limits	Writing standard 2 in grades K–2 focuses on conveying information in informative/explanatory writing. Grade K specifies that students combine drawing, dictating, and writing to convey information. In grades 1–2, students use writing only. Grade K focuses on supplying some general information. Grade 1 adds that students supply facts. Grade 2 adds that students supply facts and definitions. Grade 1 adds that students include a sense of closure. Grade 2 adds that students include a concluding statement or section.
DOK Target(s)	K-1: 2, 3; Grade 2: 2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational 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:

LACC.K.W.1.3—Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

LACC.1.W.1.3—Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

LACC.2.W.1.3—Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Clarification and Content Limits	<p>Writing standard 3 in grades K–2 focuses on writing narratives about events.</p> <p>Grade K specifies that students combine drawing, dictating, and writing to narrate event(s). In grades 1–2, students use writing only.</p> <p>Grade K recounts a single event or several loosely linked events in order. Grade 1 recounts two or more events in sequence using temporal words. Grade 2 recounts a well-elaborated event or sequence of events using temporal words.</p> <p>Grade K provides a reaction to event(s). Grade 1 includes details about the event. Grade 2 adds details that describe actions, thoughts, and feelings.</p> <p>Grades 1–2 provide a sense of closure.</p>
DOK Target(s)	K-1: 2, 3; Grade 2: 2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational 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: Begins in Grade 3

Strand: WRITING STANDARDS**Cluster 2: Production and Distribution of Writing****Standard 5:**

LACC.K.W.2.5—With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

LACC.1.W.2.5—With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

LACC.2.W.2.5—With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Clarification and Content Limits	Writing standard 5 in grades K–2 require guidance and support from adults. Writing standard 5 in grades K–1 focuses on responding to peer feedback by adding details. Grade 2 focuses on revising and editing independently.
DOK Target(s)	K-1: 2, 3; Grade 2: 3, 4
Suggested Stimulus or Passage Material	Literary text, informational 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.K.W.2.6—With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

LACC.1.W.2.6—With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

LACC.2.W.2.6—With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Clarification and Content Limits	Writing standard 6 in grades K–2 require guidance and support from adults. Writing standard 6 in Grade K specifies that students produce and publish writing by collaboration and exploring the use of digital tools. Grades 1–2 add that students use digital tools to produce and publish their writing.
DOK Target(s)	K-1: 2, 3; Grade 2: 3, 4
Suggested Stimulus or Passage Material	Literary text, informational 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.K.W.3.7—Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

LACC.1.W.3.7—Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

LACC.2.W.3.7—Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Clarification and Content Limits	Writing standard 7 in grades K–2 focuses on simple research and writing projects. Grade K focuses on exploring information to express opinions. Grade 1 focuses on exploring resources to assimilate information. Grade 2 focuses on producing reports or recording academic information, such as science observations.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– information that is not found in the provided source;– information found in the provided source that does not satisfy prompt.

Strand: WRITING STANDARDS

Cluster 3: Research to Build and Present Knowledge

Standard 8:

LACC.K.W.3.8—With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LACC.1.W.3.8—With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

LACC.2.W.3.8—Recall information from experiences or gather information from provided sources to answer a question.

Clarification and Content Limits	Writing standard 8 for grades K–2 focuses on answering questions by recalling experiences or gathering information from provided sources. Grades K–1 require adult guidance. Grade 2 does not require adult guidance.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Literary text, informational text
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to information that is not found in the provided source; information found in the provided source that does not satisfy prompt.

Strand: WRITING STANDARDS

Cluster 3: Research to Build and Present Knowledge

Standard 9: Begins in Grade 4

Strand: WRITING STANDARDS

Cluster 4: Range of Writing

Standard 10: Begins in Grade 3

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 1 (Grade K, a–b; Grades 1–2, a–c):

LACC.K.SL.1.1—Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

LACC.1.SL.1.1—Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

LACC.2.SL.1.1—Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others’ talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Clarification and Content Limits	Speaking and Listening standard 1 in grades K–2 focuses on engaging in collaborative discussions. Indicator a. in grades K–2 focuses on following rules, including listening to others and taking turns. Grade 2 adds taking the lead in discussions. Indicator b. in grades K–2 focuses on maintaining a conversation over multiple sessions. Grade 1 adds responding to comments of others. Grade 2 adds linking comments to those of others. Indicator c. in grades 1–2 focuses on facilitating comprehension of a topic by asking and answering questions about what the speaker says. Grade 1 focuses on clarifying meaning by gathering additional information. Grade 2 adds the objective of deepening understanding.
DOK Target(s)	K-1: 2, 3; Grade 2: 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 STANDARDS

Cluster 1: Comprehension and Collaboration

Standard 2:

LACC.K.SL.1.2—Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

LACC.1.SL.1.2—Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

LACC.2.SL.1.2—Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Clarification and Content Limits	Speaking and Listening standard 2 in grades K–2 focuses on asking and answering questions about a text presented orally or through media. Grade K and 1 focuses on asking and answering questions about key details and requesting clarification. Grade 2 adds recounting or describing what was heard. Grades 1–2 do not focus on requesting clarification.
DOK Target(s)	K-1: 2, 3; Grade 2: 2, 3, 4
Suggested Stimulus or Passage Material	Literary or informational texts read aloud, information presented in diverse media and formats
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS**Cluster 1: Comprehension and Collaboration****Standard 3:**

LACC.K.SL.1.3—Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

LACC.1.SL.1.3—Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

LACC.2.SL.1.3—Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Clarification and Content Limits	<p>Speaking and Listening standard 3 in grades K–2 focuses on asking and answering questions to facilitate understanding.</p> <p>Grade K focuses on seeking help, getting information, and clarifying.</p> <p>Grades 1–2 specify that asking and answering questions relates to what a speaker says. Grade 1 adds that students are gathering more information. Grade 2 adds that questioning is for the purpose of clarifying and deepening understanding.</p>
DOK Target(s)	K-1: 2, 3; Grade 2: 2, 3, 4
Suggested Stimulus or Passage Material	<p>Grade K: literary or informational text read aloud, oral presentation about a topic, pictures</p> <p>Grades 1–2: information presented by a speaker, literary or informational text read aloud</p>
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS**Cluster 2: Presentation of Knowledge and Ideas****Standard 4:**

LACC.K.SL.2.4—Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

LACC.1.SL.2.4—Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

LACC.2.SL.2.4—Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Clarification and Content Limits	Speaking and Listening standard 4 in grades K–1 focuses on describing people, places, things or events. Grade K requires prompting and support; descriptions are of familiar people, places, things, or events. Grade 1 adds using relevant details and clearly expressing ideas and feelings. Grade 2 focuses on using clear and relevant descriptions while telling stories or recounting experiences. Grade 2 also adds speaking audibly and coherently.
DOK Target(s)	K-1: 2, 3; Grade 2: 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 and informational domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 2: Presentation of Knowledge and Ideas

Standard 5:

LACC.K.SL.2.5—Add drawings or other visual displays to descriptions as desired to provide additional detail.

LACC.1.SL.2.5—Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

LACC.2.SL.2.5—Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Clarification and Content Limits	Speaking and Listening standard 5 in grades K–2 focuses on adding drawings or other visual displays to descriptions. Grade K specifies that the purpose is to provide additional detail. Grade 1 specifies that the purpose is to clarify ideas, thoughts, and feelings. Grade 2 specifies that the visual aids are to accompany stories or recounts of experiences to appropriately clarify ideas, thoughts, and feelings. Grade 2 also adds creating audio recordings of stories or poems.
DOK Target(s)	K-1: 2, 3; Grade 2: 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 and informational domains
Distractor Attributes for Selected Response Items	This standard is not assessed with selected response items.

Strand: SPEAKING AND LISTENING STANDARDS

Cluster 2: Presentation of Knowledge and Ideas

Standard 6:

LACC.K.SL.2.6—Speak audibly and express thoughts, feelings, and ideas clearly.

LACC.1.SL.2.6—Produce complete sentences when appropriate to task and situation.

LACC.2.SL.2.6—Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Clarification and Content Limits	Speaking and Listening standard 6 in Grade K focuses on speaking audibly with clear expression of thoughts, feelings, and ideas. Grades 1–2 focus on producing complete sentences when appropriate. Grade 2 specifies using complete sentences to add requested detail or clarification.
DOK Target(s)	K-1: 2, 3; Grade 2: 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 and informational 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.K.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

LACC.1.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print all upper- and lowercase letters.
- b. Use common, proper, and possessive nouns.
- c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
- d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my, they, them, their, anyone, everything*).
- e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
- f. Use frequently occurring adjectives.
- g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
- h. Use determiners (e.g., articles, demonstratives).
- i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
- j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

LACC.2.L.1.1—Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

<p>Clarification and Content Limits</p> <p>(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Uppercase and lowercase letters: Grade K focuses on printing many of the letters; Grade 1 expects students to print all of the letters.</p> <p>Nouns: Grade K focuses on the use of frequently occurring nouns and forming regular plural nouns by adding <i>-s</i> or <i>-es</i>. Grade 1 focuses on types of nouns (common, proper, and possessive) and using regular singular and plural nouns in sentences. Grade 2 focuses on collective nouns and using frequently occurring irregular plural nouns.</p> <p>Verbs: Grade K focuses on frequently occurring verbs. Grade 1 focuses on noun and verb agreement in basic sentences and on simple verb tenses. Grade 2 focuses on the past-tense form of irregular verbs.</p> <p>Pronouns: Grade 1 focuses on personal, possessive, and indefinite pronouns. Grade 2 focuses on reflexive pronouns.</p> <p>Modifiers: Grade 1 focuses on frequently occurring adjectives. Grade 2 focuses on using adjectives and adverbs appropriately.</p> <p>Prepositions, conjunctions, and determiners: Grade K focuses on the most frequently occurring prepositions. Grade 1 focuses on the use of determiners (<i>a, an, the, that, this, those, these</i>), frequently occurring conjunctions, and other frequently used prepositions.</p> <p>Sentences: Grade K focuses on the use of question words. Grades K–2 require students to produce and expand complete sentences. Grade 1 focuses on all four sentence types in response to prompts; Grade 2 focuses on only simple and compound sentences, without the use of prompts.</p>
<p>DOK Target(s)</p>	<p>K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Stimulus material will depend on the reading and/or writing standards being assessed. Grade K and 1 text must be read aloud.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> – incorrect grade-appropriate nouns (common, proper, singular, plural, possessive); – incorrect grade-appropriate verbs (past, present, future); – incorrect grade-appropriate pronouns (personal, possessive, indefinite, reflexive); – incorrect grade-appropriate adjectives, adverbs, prepositions, or conjunctions according to standards; – incorrect expansion or reordering of complete sentences in response to prompt.

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

Standard 2:

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

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

LACC.1.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize dates and names of people.
- b. Use end punctuation for sentences.
- c. Use commas in dates and to separate single words in a series.
- d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- e. Spell words phonetically, drawing on phonemic awareness and spelling conventions.

LACC.2.L.1.2—Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

<p>Clarification and Content Limits</p> <p>(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Capitalization: Grade K focuses on capitalizing the pronoun <i>I</i> and the first word in a sentence. Grade 1 focuses on capitalizing dates and names of people. Grade 2 focuses on capitalizing names of holidays and places.</p> <p>Punctuation: Grade K focuses on recognizing and naming end punctuation in sentences; Grade 1 focuses on using end punctuation. Grade 1 focuses on the use of commas in dates and in a series; Grade 2 focuses on the use of commas in the greetings and closings of letters. Grade 2 also focuses on the use of the apostrophe in contractions and possessives.</p> <p>Spelling: Grade K focuses on writing the letter or letters that represent most consonant and short-vowel sounds. Grade K also focuses on the phonetic spelling of simple words based on knowledge of letter-sound relationships. Grade 1 focuses on conventional spelling with common spelling patterns as well as phonetic spelling based on phonemic awareness and spelling conventions; Grade 2 focuses on generalizing spelling patterns. Grade 2 also focuses on consulting reference materials to check and correct spellings.</p>
<p>DOK Target(s)</p>	<p>K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Stimulus material will depend on the reading and/or writing standards being assessed. Grade K and 1 text must be read aloud.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect grade-appropriate capitalizations (first word in sentence, <i>I</i>, dates, names, holidays, product names, geographic names); - sentences with incorrect end punctuation; - incorrect grade-appropriate use of commas (dates, series, greetings or closings of letters); - incorrect grade-appropriate use of apostrophes (contractions, possessives); - incorrect spellings of grade-appropriate words.

Strand: LANGUAGE STANDARDS

Cluster 2: Knowledge of Language

Standard 3: (The standard begins in grade 2.)

LACC.2.L.2.3—Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- a. Compare formal and informal uses of English

Clarification and Content Limits	Grade 2 focuses on comparing formal and informal writing and speaking. Students address the way authors create formal and informal texts, such as through word choice and tone. They also address situations that call for either formal or informal language.
Suggested Stimulus or Passage Material	Stimulus material will depend on the reading and/or writing standards being assessed.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">– incorrect words (stand alone or as part of a sentence) for type of text (informal or formal);– incorrect examples of tone (stand alone or as part of a sentence) required for specific type of text (informal or formal).

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 4:

LACC.K.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as clues to the meaning of an unknown word.

LACC.1.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Use frequently occurring affixes as a clue to the meaning of a word.
- c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*).

LACC.2.L.3.4—Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- b. Determine the meaning of a new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).
- c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*).
- d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*, *bookshelf*, *notebook*, *bookmark*).
- e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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: Grade K focuses on understanding multiple meanings of a familiar word. Grades 1 and 2 use sentence-level context clues to discern the meaning of a word or phrase.

Affixes: Grade K focuses on understanding word meaning through the most frequently occurring inflected endings and affixes. Grade 1 focuses on understanding word meaning through frequently occurring affixes. Grade 2 focuses on determining meaning when a known prefix is added to a known word. In grades K–2, students are expected to apply the meaning of an affix to elicit understanding.

<p>Clarification and Content Limits, <i>continued</i> (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Root words: Grade 1 focuses on identifying frequently occurring roots and their inflected forms. Grade 2 focuses on using a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>Compound words: Grade 2 focuses on using the meaning of individual words to derive or predict the meaning of a compound word.</p> <p>Reference material: Grade 2 focuses on the use of online and print dictionaries to determine or clarify the meaning of a word or phrase.</p>
<p>DOK Target(s)</p>	<p>K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Stimulus material will depend on the reading and/or writing standards being assessed. Grades K and 1 text must be read aloud.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect meanings for assessed words; - correct meanings for assessed words but not as the words are being used in specific context; - incorrect words constructed similarly to the correct response (e.g., same affix, same tense); - incorrect meanings for compound words; - root words with incorrect inflectional endings or affixes; - incorrect meanings drawn from reference tool.

Standard 5:

LAAC.K.L.3.5—With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

LACC.1.L.3.5—With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
- b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
- c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.

LACC.2.L.3.5—Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

<p>Clarification and Content Limits</p> <p>(Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)</p>	<p>Categorization: Grades K–1 require adult guidance and support to facilitate understanding of concepts through sorting and categorizing. Grade K focuses on categorizing objects; Grade 1 focuses on categorizing words.</p> <p>Antonyms: With adult guidance and support, Grade K focuses on understanding frequently occurring verbs and adjectives by relating them to their opposites.</p> <p>Real-life connections: Grades K–2 focus on making real-life connections between words and their use. Grades K–1 require adult guidance and support.</p> <p>Shades of meaning: Grades K–2 focus on distinguishing among the meanings of closely related words. Grades K–2 focus on verbs; grades 1 and 2 also focus on adjectives.</p>
<p>DOK Target(s)</p>	<p>K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4</p>
<p>Suggested Stimulus or Passage Material</p>	<p>Stimulus material will depend on the reading and/or writing standards being assessed. Grades K and 1 text must be read aloud.</p>
<p>Distractor Attributes for Selected Response Items</p>	<p>Distractors may include, but are not limited to</p> <ul style="list-style-type: none"> - incorrect categorization of objects; - grade-appropriate verbs or adjectives that have a relationship to the assessed word, but are not antonyms; - verbs (or adjectives for Grades 1 and 2) that are not closely related in meaning; - incorrect real-life connections between words and their use.

Strand: LANGUAGE STANDARDS

Cluster 3: Vocabulary Acquisition and Use

Standard 6:

LACC.K.L.3.6—Use words and phrases acquired through conversations, reading and being read to, and responding to text.

LACC.1.L.3.6—Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

LACC.2.L.3.6—Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

Clarification and Content Limits (Note: This section addresses key parts of the standard and content progression across grades; it is not a comprehensive discussion of each element of the standard.)	Grade K focuses on the use of words and phrases acquired through speaking, listening, and reading. Grade 1 focuses on the use of words and phrases acquired through speaking, listening, and reading, including using conjunctions to show cause/effect and other relationships. Grade 2 focuses on the use of words and phrases acquired through speaking, listening, and reading, including using adjectives and adverbs to describe objects and ideas.
DOK Target(s)	K-1: 1, 2, 3; Grade 2: 1, 2, 3, 4
Suggested Stimulus or Passage Material	Grades K and 1 text must be read aloud.
Distractor Attributes for Selected Response Items	Distractors may include, but are not limited to <ul style="list-style-type: none">- incorrect use of grade-appropriate words (note parts of speech mentioned in specific grades);- incorrect use of grade-appropriate phrases.

VI. Appendices

Appendix A: Grades K–2 Sample Items

1. Selected Response	Grade K	84
2. Selected Response	Grade K	84
3. Selected Response	Grade 1	86
4. Extended Response	Grade 1	86
5. Performance Task	Grade 2	89
6. Essay	Grade 2	92
7. Extended Response	Grade 2	96
8. Constructed Response	Grade 2	98

Item 1 (Standalone Item)

Grade: K

Item Type: Selected Response

Correct Answer: C

Point Value: 1

DOK: 1

FL ELA Common Core State Standards:

***LACC.K.FS.3.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.*

Oral Prompt

(Answer choices are read by the student.)

This is a picture of a bat. Mark the word that goes with the picture.



- A. bet
- B. bit
- C. bat

Item 2 (Standalone Item)

Grade: K

Item Type: Selected Response

Correct Answer: A

Point Value: 1

DOK: 2

FL ELA Common Core State Standards:

***LACC.2.FS.3.3.b** Associate the long and short sounds with common spellings (graphemes) for the five major vowels.*

Oral Prompt

(Answer choices are read by the student.)

Which word has the long o sound?

- A. tote
- B. tot
- C. ton

Birds in the Trees
(Grade 1 Student-read Passage: Mid-Year Literary Passage) -

Oral Prompt

You are going to read about birds and baby birds. After you read, you will answer some questions.

We see birds in the trees every day.

They fly to the trees and rest.

They like to sing when they are resting.

We hear them sing their songs.

We hear them sing every day!



Sometimes we can see

their nests in the trees.

Baby birds stay with each other
in their nest.

They are safe there.



Baby birds will fly when they are ready.

Their mother will help them fly.

They will try again and again.



When they are ready, they will fly
in the sky and rest in the trees.

We will hear them sing too!

It is fun to see the birds in the trees
and hear them sing!



Item 3

Grade: 1

Item Type: Selected Response

Correct Answer: B

Point Value: 1

DOK: 1

FL ELA Common Core State Standards:

LACC.1.RI.1.2 Identify the main topic and retell key details of a text.

Oral Prompt

(Answer choices may be read to the student.)

What does “Birds in the Trees” tell about baby birds?

- A. They want to eat.
- B. They learn to fly.
- C. They like to play.

Item 4

Grade: 1

Item Type: Extended Response

Point Value: 4

DOK: 3

FL ELA Common Core State Standards:

LACC.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Oral Prompt

(Student response may be written or oral. The student may also dictate the response to the teacher.)

You read some things that are true about birds in “Birds in the Trees.” Tell two reasons why birds need trees. Use ideas from the passage to help your answer.

Rubric

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Exemplar

Score	Description
4	<p>A four-point response</p> <ul style="list-style-type: none">• Provides a correct explanation for why birds need trees. For example, birds need trees to live; they need a place to build a nest; they are safe in trees; trees give them a place to rest.• Supports the answer with multiple details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• birds rest in the trees• sing in the trees• fly to the trees• build nests in the trees• baby birds stay in their nests to be safe in the trees• baby birds learn to fly from tree branches

Ringin9 for Freedom (Grade 2 Student-read Passage)

Our country was once made up of thirteen colonies that were ruled by England. The colonies got many things they needed from England. In 1751, leaders in the city of Philadelphia bought a very large bell from England to put on top of the State House. The State House was the main building for important leaders to meet in Pennsylvania. The leaders wanted the bell to honor freedom.

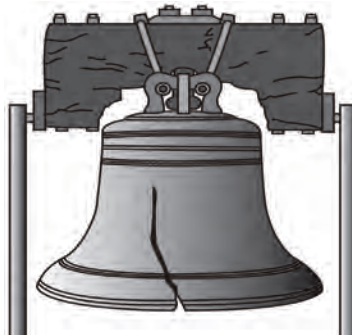
But there was a problem with the bell. The first time the big bell was rung in Philadelphia, it cracked. To fix it, two men melted down the metal and shaped the bell again. They had to do this two times before it was ready to hang in the State House.

In those days, the new bell was called “the State House Bell.” The bell rang to call people together. It rang when there was a meeting for leaders to come to. It rang when England got a new king. It rang to let people know that something important was happening. On July 8, 1776, the bell rang the first time the Declaration of Independence was read out loud to the people in Philadelphia. The Declaration of Independence explained the reasons why America wanted freedom. It was an exciting day in the history of the country!

In 1835, the bell cracked again. This time they were able to fix it. The bell rang for the last time on February 22, 1846, in memory of George Washington’s birthday. After that, the bell cracked so badly that it could not be fixed. The bell could not ring anymore. It was taken down from the top of the State House and was put inside the building.

By the mid-1800s, the bell was famous. There was even a poem written about it called “The Liberty Bell.” That is how the bell got the name we use today. For many years, the Liberty Bell traveled all around the country so that many Americans could learn about its history. In 1915, these trips ended. The bell came back home to Philadelphia, where it still is today.

The Liberty Bell is very big. It weighs over 2,000 pounds, about as much as a car. It is about 3 feet tall and is made of many kinds of metal including copper and tin. The Liberty Bell is important to Americans because it stands for freedom. Over two million people come to see it each year.



Item 5

Grade: 2

Item Type: Performance Task

Correct Answer: Rubric

Point Value: 6

DOK: 3

FL ELA Common Core State Standards

LACC.2.SL.1.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Point Value: 6 points

Suggested Time: One 45-minute class period

Task Overview:

Students will think about why a bell would be used in colonial times to call people together. They will also think about ways that communication has changed over time. They will engage in discussions with a partner and use those discussions as the basis for a larger group conversation.

Teacher Directions:

In preparation for this task, help students find a discussion partner. Students may also find it helpful to have copies of the passage available so that they can underline or highlight sections of the text they want to refer to during the discussion.

Oral Prompt:

We are going to talk about some of the ideas in “*Ringing for Freedom*.” I am going to ask some questions to get us started. First, you will think about each question to yourself. Next, you will talk about your ideas with a partner. Then, we will share our ideas as a class.

Part 1:

Oral Prompt:

*In “*Ringing for Freedom*,” it says that the Liberty Bell was first bought by a leader in Philadelphia for the State House. What was the bell used for? Think about this question for a moment.*

Now you will take turns talking with your partner about your ideas.

Teacher Directions:

Ask for volunteers to share their ideas. Record the ideas on the board.

Oral Prompt:

Based on these ideas, what else do you think the bell could have been used for?

Teacher Directions:

Ask for volunteers to share their ideas. Record the ideas on the board.

Part 2:

Oral Prompt:

From our reading, we know some things the Liberty Bell was used for, and we have ideas about other ways the bell could have been used. The Liberty Bell was brought to Philadelphia over 250 years ago. Why do you think they used a bell long ago to do all the things we just talked about? Think about your ideas first.

Take turns talking with your partner about your ideas.

Teacher Directions:

Ask for volunteers to share their ideas. Record the ideas on the board.

Part 3:

Oral Prompt:

How do you think leaders let people know about important news today? Think about your ideas first.

Take turns talking with your partner about your ideas.

Teacher Directions:

Ask for volunteers to share their ideas. Record the ideas on the board.

Scoring:

Your work will be scored based on:

- the ideas you shared during the discussion
- how well you listened to your partner's ideas
- the information you shared with the class

Rubric

Score	Description
4	The student <ul style="list-style-type: none">• follows agreed-upon rules throughout the entire discussion• stays on topic for entire discussion• effectively builds on ideas presented by others through multiple exchanges• asks relevant questions for clarification and/or further explanation appropriately
3	The student <ul style="list-style-type: none">• follows agreed-upon rules throughout most of the discussion• stays on topic for most of the discussion• builds on ideas presented by others most of the time through some exchanges• asks relevant questions for clarification and/or further explanation appropriately most of the time

2	<p>The student</p> <ul style="list-style-type: none"> • follows agreed-upon rules throughout some of the discussion • stays on topic for some of the discussion • builds on ideas presented by others some of the time through few exchanges • asks relevant or irrelevant questions for clarification and/or further explanation appropriately some of the time
1	<ul style="list-style-type: none"> • rarely follows agreed-upon rules throughout the discussion • rarely stays on topic during the discussion • rarely builds on ideas presented by others through minimal exchanges • asks relevant or irrelevant questions for clarification and/or further explanation almost none of the time.
0	<ul style="list-style-type: none"> • Participation is irrelevant, inappropriate, or not demonstrated.

Rubric

Score	Description
2	<ul style="list-style-type: none"> • Response provides a complete and correct explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with details from the passage.
1	<ul style="list-style-type: none"> • Response provides a partially complete and correct explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with limited details (in quantity or quality) from the passage.
0	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

Exemplar

Score	Description
6	<p>A six-point response</p> <ul style="list-style-type: none"> • Participates in discussion, remaining focused on the way the Liberty Bell was used historically and how similar announcements might be made today. • Considers the details from the passage and builds on them during the discussion. For example, a complete response may include but is not limited to the following points: <ul style="list-style-type: none"> • The Liberty Bell was rung to signal important events and gather people together. • Today, people are typically notified of important events through television and the Internet.

Item 6

Grade: 2

Item Type: Essay

Correct Answer: Rubric

Point Value: 6

DOK: 3

FL ELA Common Core State Standards:

LACC.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

In “Ring for Freedom,” it says that in 1846 the Liberty Bell rang for the last time. Write an essay of two or more paragraphs explaining why the people of Philadelphia kept a bell that could not ring. Use ideas from the article to support your answer.

Your answer should have:

- a clear focus
- details from the passage that support your answer
- linking words like first, next, then, and last
- a concluding sentence or section

Rubric

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds purposefully to a topic. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Clearly organizes ideas by introducing a topic, providing support, and providing a concluding statement or section. • Uses linking words to connect ideas most of the time.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds to a topic and/or text with unclear purpose. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Presents an unclear opinion that shows limited understanding of topic. • Intermittently uses linking words correctly. • Provides an unclear concluding statement or section.
0	<ul style="list-style-type: none"> • Responds with little or no purpose to a topic. • Writing lacks clear structure. • Makes no attempt to use linking words.
Part II: Support	
2	<ul style="list-style-type: none"> • Supports topic with relevant facts and definitions.
1	<ul style="list-style-type: none"> • Supports topic with inadequate or irrelevant facts and definitions.
0	<ul style="list-style-type: none"> • Does not support topic with relevant facts or definitions.

Part III: Language/Conventions

2	<ul style="list-style-type: none">• Uses all forms of nouns appropriately most of the time.• Uses verb tenses properly most of the time.• Uses adjectives and adverbs appropriately and intentionally.• Constructs simple, compound, and complex sentences properly throughout writing most of the time.• Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none">• Uses appropriate forms of nouns occasionally.• Uses verb tenses properly some of the time.• Uses adjectives and adverbs appropriately some of the time.• Constructs simple, compound, and complex sentences properly some of the time.• Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time.• Generalizes grade-level spelling rules for known words. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none">• Use of language, vocabulary, and conventions is inconsistent with grade-level expectations.• Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization.• Excessive errors interfere with meaning.

Exemplar

Score	Description
6	<p>A six-point response</p> <ul style="list-style-type: none">• An essay that focuses throughout on how the Liberty Bell remained important to the history of Philadelphia and how the bell stood for liberty and freedom; tells about why it represented liberty and freedom and was popular even after it could no longer ring.• Supports the answer with facts and details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• The Liberty Bell reminds people of America’s history• It was used during important events such as the reading of the Declaration of Independence and the celebration of George Washington’s birthday• Because it rang to announce the first reading of the Declaration of Independence to the people, it became a popular symbol of liberty in America• A famous poem was written about it• Provides a concluding statement or section.• Uses linking words to organize thoughts and ideas.

A Place to Call My Own (Grade 2 Student-read Passage)

If you look across the corn fields of our farm, you will see something amazing. Hidden in the forest, high up in an old oak tree, sits the greatest tree house in the world! I had been talking about it for years. I imagined a cozy fort, far above the ground. It would be a place of my own. It would also be a place to share with friends.

One day, my best friend Olly and I marched out to the forest that circles the corn fields on my family's farm. We had one thing on our minds: to build the tree house. My mom told us we could go, and Dad would keep watch over us as he worked on the farm.

"What should we use to build it, Sam?" Olly asked, as we walked through the fields.

"I guess we could find some wood in the forest," I answered.

We looked and looked. Finally, Olly found a few thick branches. It was a start. We dragged the branches over to the tree and looked up. We didn't have any nails or even a hammer. Olly's head hung low.

"What now? This tree house doesn't have a chance of getting built," Olly grumbled.

I looked around for an answer. I didn't know what to say. Olly was right. Our tree house was doomed.

Just then, I heard the rumbling of Dad's tractor. As he came into sight, I saw it was pulling a big, green trailer full of wooden boards.

"What's wrong?" my dad asked with a smile.

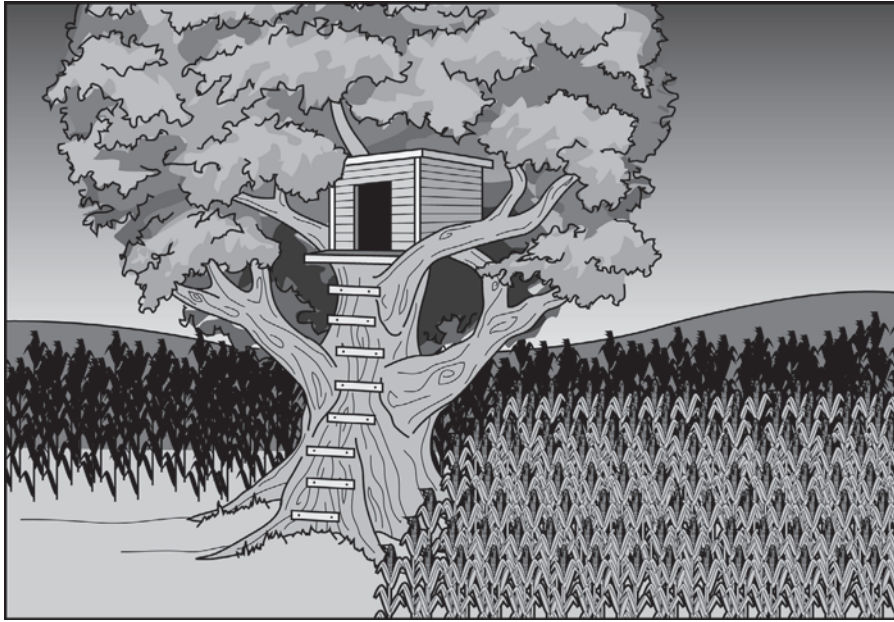
"Building a tree house is hard. I don't think we have what it takes," I said quietly. "I don't think I want a tree house anymore."

Dad looked at me and said, "You're right, Sam. Building a tree house is hard work. When I was your age, my dad helped me build my tree house. How about we give it a try together?"

"That sounds great, Dad," I said eagerly. "Let's get to work!"

Together, the three of us started to build a wonderful tree house. Dad gave Olly and me jobs while he cut wood and hammered pieces in place. He even climbed up in the tree to get it started. My dad sure is the best!

After only a few days, our tree house was finished. Today, when I look out over our farm, high above the world around me, I am glad that my dad could help and that I didn't give up. Because of our hard work, Olly and I have a fun place to play. Now, hidden in an old oak tree, surrounded by rustling leaves and miles of corn swaying gently in the wind, is the place I had imagined. It is a place of my own.



Item 7

Grade: 2

Item Type: Extended Response

Correct Answer: Rubric

Point Value: 4

DOK: 2

FL ELA Common Core State Standards:

LACC.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Item Text

In “A Place to Call My Own,” Sam and Olly want to build a tree house. Write one to two paragraphs explaining how Dad helps Sam and Olly. Use ideas from the story to support your answer.

Rubric

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

Exemplar

Score	Description
4	<p>A four-point response</p> <ul style="list-style-type: none">• Provides one to two paragraphs explaining how Dad helped Sam and Olly. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• Dad recognized that Sam and Olly were feeling sad and let down.• He understood they needed help building the tree house.• The three of them worked together to build it.• Supports the answer with multiple details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• Dad helped them by building the tree house with them.• He used a tractor to carry boards and brought tools to build it.• They worked together to finish the tree house.

Item 8

Grade: 2

Item Type: Constructed Response

Correct Answer: Rubric

Point Value: 2

DOK: 2

FL ELA Common Core State Standards:

LACC.2.RL.1.3 Describe how characters in a story respond to major events and challenges.

Item Text

Read these sentences from the passage.

Olly was right. Our tree house was doomed.

Write one paragraph telling why Olly and Sam were worried about building their tree house. Use ideas from the story to help your answer.

Rubric

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with details from the passage.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with limited details (in quantity or quality) from the passage.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

Exemplar

Score	Description
2	<p>A two-point response</p> <ul style="list-style-type: none">• Correctly explains why Olly and Sam are worried about building their tree house.<ul style="list-style-type: none">• Sam and Olly thought they would be able to build the tree house on their own, but they realized it was harder to build than they thought it would be.• They did not have what they needed to build it, which made them frustrated.• Supports the answer with details from the passage. For example, a complete response may include but is not limited to the following points:<ul style="list-style-type: none">• They could only find a few branches to use.• They had to drag the branches they found.• They didn't have nails, a hammer, or a ladder.

Appendix B: Rubrics

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4-Point Extended Response Rubric for Reading Standards 1–10, Grades K–12

Score	Description
4	<ul style="list-style-type: none">• Response provides a complete and correct explanation of, or answer to, the item.• Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with multiple details from the passage.
3	<ul style="list-style-type: none">• Response provides a mostly complete and correct explanation of, or answer to, the item.• Response includes explanations, interpretations, and opinions of the text, but there may be some gaps in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported with some details from the passage.
2	<ul style="list-style-type: none">• Response provides a partially complete and correct explanation of, or answer to, the item.• Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show significant limitation in comprehension, inference, analysis, evaluation, and/or comparison.• Response is supported by few details from the passage.
1	<ul style="list-style-type: none">• Response provides a minimally complete and correct explanation of, or answer to, the item.• Response may be too brief to show understanding of the text.• Inaccurate, too few, or unsupported details may be included in the response.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

2-Point Constructed Response Rubric for Reading Standards 1–10, Grades K–12

Score	Description
2	<ul style="list-style-type: none"> • Response provides a complete and correct explanation of, or answer to, the item. • Response includes clear and specific explanations, interpretations, and opinions of the text based on effective comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with details from the passage.
1	<ul style="list-style-type: none"> • Response provides a partially complete and correct explanation of, or answer to, the item. • Response may attempt to include explanations, interpretations, and opinions of the text, but they may be unclear or unsubstantiated, and they may show limitation in comprehension, inference, analysis, evaluation, and/or comparison. • Response is supported with limited details (in quantity or quality) from the passage.
0	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

6-Point Opinion Writing Rubric for Writing Standard 1, Grade K

Part I: Writing	
2	<ul style="list-style-type: none"> • Responds purposefully to a topic through drawing, dictation, or writing. • Presents an opinion or a preference about a topic.
1	<ul style="list-style-type: none"> • Responds to a topic with unclear purpose through drawing, dictation, or writing. • Opinion or preference addresses only part of the topic.
0	<ul style="list-style-type: none"> • Response is unclear and does not relate to a topic.
Part II: Support	
2	<ul style="list-style-type: none"> • Response clearly names the topic or book.
1	<ul style="list-style-type: none"> • Response names the topic or book in a partially clear manner.
0	<ul style="list-style-type: none"> • Response is unclear and does not relate to a topic.

Part III: Language/Conventions

2	<ul style="list-style-type: none"> • Uses all forms of nouns appropriately most of the time. • Uses verb tenses properly most of the time. • Uses adjectives and adverbs appropriately and intentionally. • Constructs simple, compound, and complex sentences properly throughout writing most of the time. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none"> • Uses appropriate forms of nouns occasionally. • Uses verb tenses properly some of the time. • Uses adjectives and adverbs appropriately some of the time. • Constructs simple, compound, and complex sentences properly some of the time. • Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time. • Generalizes grade-level spelling rules for known words some of the time. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Rarely prints letters or uses letter-sound relationships accurately. • Displays little to no command of grade-level grammar, usage, spelling, or capitalization.

6-Point Opinion Writing Rubric for Writing Standard 1, Grade 1

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds purposefully to a topic and/or text. • Asserts an opinion that shows clear understanding of topic. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Introduces the opinion in a complete sentence. • Gives a relevant concluding statement or section.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds to a topic and/or text with unclear purpose. • Has an opinion that shows limited understanding of topic. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Opinion is not stated in a complete sentence. • Provides an unclear or irrelevant concluding statement or section.
0	<ul style="list-style-type: none"> • Responds with little or no purpose to a topic and/or text. • Has an opinion that is unclear. • Lacks an introduction or opinion. • Does not provide a proper conclusion.

Part II: Support

2	<ul style="list-style-type: none">• Supports central opinion or idea with a relevant reason.• Support stays on topic.
1	<ul style="list-style-type: none">• Supports central opinion or idea with irrelevant reason.
0	<ul style="list-style-type: none">• Does not support central opinion or idea.

Part III: Language/Conventions

2	<ul style="list-style-type: none">• Uses collective common, proper, singular, regular plural, and possessive nouns appropriately most of the time.• Uses a variety of complete simple sentences and compound sentences.• Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.• Spells some above-grade-level words phonetically.
1	<ul style="list-style-type: none">• Uses collective common, proper, singular, regular plural, and possessive nouns appropriately some of the time.• Uses complete simple sentences with some variety.• Demonstrates command of standard conventions in grade-level spelling, punctuation, and/or capitalization some of the time.• Utilizes grade-level spelling rules for known words some of the time. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none">• Rarely uses language, vocabulary, and conventions in the essay.• Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization.• Excessive errors interfere with meaning.

6-Point Opinion Writing Rubric for Writing Standard 1, Grade 2

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• Responds purposefully to a topic and/or text. <p><i>Organization:</i></p> <ul style="list-style-type: none">• Clearly organizes the information by asserting an opinion that shows understanding of a topic• Uses linking words to connect reasons and opinions most of the time.• Gives a concluding statement or section most of the time.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none">• Responds to a topic and/or text with unclear purpose. <p><i>Organization:</i></p> <ul style="list-style-type: none">• Presents an unclear opinion that shows limited understanding of topic.• Intermittently uses linking words correctly.• Provides an unclear concluding statement or section.
0	<ul style="list-style-type: none">• Responds with little or no purpose to a topic and/or text.• Presents an unclear opinion.• Uses no linking words.• Does not provide a conclusion.

Part II: Support	
2	<ul style="list-style-type: none">• Supports central opinion or idea fully with relevant reasons.• Uses substantial reasons/evidence from provided text if applicable.• Reasons stay on topic most of the time.
1	<ul style="list-style-type: none">• Supports central opinion or idea adequately with minimal supportive reasons.• Some reasons may be irrelevant.• Reasons stay on topic some of the time.
0	<ul style="list-style-type: none">• Does not support central opinion or idea with relevant reasons.

Part III: Language/Conventions

2	<ul style="list-style-type: none"> • Uses all forms of nouns appropriately most of the time. • Uses verb tenses properly most of the time. • Uses adjectives and adverbs appropriately and intentionally. • Constructs simple, compound, and complex sentences properly throughout writing most of the time. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none"> • Uses appropriate forms of nouns occasionally. • Uses verb tenses properly some of the time. • Uses adjectives and adverbs appropriately some of the time. • Constructs simple, compound, and complex sentences properly some of the time. • Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time. • Generalizes grade-level spelling rules for known words. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Use of language, vocabulary, and conventions are inconsistent with grade level expectations. • Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization. • Excessive errors interfere with meaning.

6-Point Informative/Explanatory Writing Rubric for Writing Standard 2, Grade K

Part I: Writing

2	<ul style="list-style-type: none"> • Responds purposefully to a topic. • Statements, phrases, and/or drawings are clearly related to the topic.
1	<ul style="list-style-type: none"> • Responds to a topic with unclear purpose. • Statements, phrases, and/or drawings relate to the topic in an unclear manner or address part of the topic.
0	<ul style="list-style-type: none"> • Responds with little or no purpose to a topic. • Statements, phrases, and/or drawings are unrelated to the topic.

Part II: Support

2	<ul style="list-style-type: none"> • Provides some relevant information about the topic.
1	<ul style="list-style-type: none"> • Provides information that is not relevant to the topic.
0	<ul style="list-style-type: none"> • Provides no information about the topic.

Part III: Language/Conventions

2	<ul style="list-style-type: none"> • Uses all forms of nouns appropriately most of the time. • Uses verb tenses properly most of the time. • Uses adjectives and adverbs appropriately and intentionally. • Constructs simple, compound, and complex sentences properly throughout writing most of the time. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none"> • Uses appropriate forms of nouns occasionally. • Uses verb tenses properly some of the time. • Uses adjectives and adverbs appropriately some of the time. • Constructs simple, compound, and complex sentences properly some of the time. • Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time. • Generalizes grade-level spelling rules for known words some of the time. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Rarely prints letters or uses letter-sound relationships accurately. • Displays little to no command of grade-level grammar, usage, spelling, or capitalization.

6-Point Informative/Explanatory Writing Rubric for Writing Standard 2, Grade 1

Part I: Writing

2	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds purposefully to a topic. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Clearly organizes information into a simple paragraph with a topic sentence, facts, and some sense of closure.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds to a topic with unclear purpose. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Organizes information into a paragraph in an unclear way or that is missing a component.
0	<ul style="list-style-type: none"> • Responds with little or no purpose to a topic. • Displays no clear organizational structure.

Part II: Support

2	• Supports topic with relevant facts.
1	• Supports topic with incomplete or irrelevant facts.
0	• Does not support topic.

Part III: Language/Conventions	
2	<ul style="list-style-type: none"> • Uses collective common, proper, singular, regular plural, and possessive nouns appropriately most of the time. • Uses a variety of complete simple sentences and compound sentences. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization. • Spells some above-grade-level words phonetically.
1	<ul style="list-style-type: none"> • Uses collective common, proper, singular, regular plural, and possessive nouns appropriately some of the time. • Uses complete simple sentences with some variety. • Demonstrates command of standard conventions in grade-level spelling, punctuation, and/or capitalization some of the time. • Utilizes grade-level spelling rules for known words some of the time. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Rarely uses language, vocabulary, and conventions in the essay. • Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization. • Excessive errors interfere with meaning.

6-Point Informative/Explanatory Writing Rubric for Writing Standard 2, Grade 2

Part I: Writing	
2	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds purposefully to a topic. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Clearly organizes ideas by introducing a topic, providing support, and providing a concluding statement or section. • Uses linking words to connect ideas most of the time.
1	<p><i>Purpose:</i></p> <ul style="list-style-type: none"> • Responds to a topic and/or text with unclear purpose. <p><i>Organization:</i></p> <ul style="list-style-type: none"> • Presents an unclear opinion that shows limited understanding of topic. • Intermittently uses linking words correctly. • Provides an unclear concluding statement or section.
0	<ul style="list-style-type: none"> • Responds with little or no purpose to a topic. • Writing lacks clear structure. • Makes no attempt to use linking words.

Part II: Support

2	<ul style="list-style-type: none">• Supports topic with relevant facts and definitions.
1	<ul style="list-style-type: none">• Supports topic with inadequate or irrelevant facts and definitions.
0	<ul style="list-style-type: none">• Does not support topic with relevant facts or definitions.

Part III: Language/Conventions

2	<ul style="list-style-type: none">• Uses all forms of nouns appropriately most of the time.• Uses verb tenses properly most of the time.• Uses adjectives and adverbs appropriately and intentionally.• Constructs simple, compound, and complex sentences properly throughout writing most of the time.• Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none">• Uses appropriate forms of nouns occasionally.• Uses verb tenses properly some of the time.• Uses adjectives and adverbs appropriately some of the time.• Constructs simple, compound, and complex sentences properly some of the time.• Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time.• Generalizes grade-level spelling rules for known words. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none">• Use of language, vocabulary, and conventions is inconsistent with grade-level expectations.• Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization.• Excessive errors interfere with meaning.

6-Point Narrative Writing Rubric for Writing Standard 3, Grade K

Part I: Writing	
2	<ul style="list-style-type: none"> • Recounts an event or several events appropriately and in order through drawing, dictating, or writing. • Uses temporal words to signal time order most of the time. • Provides a sense of closure.
1	<ul style="list-style-type: none"> • Recounts sequenced events inappropriately, events are not relevant, or includes only one event. • Uses temporal words to signal event order some of the time. • Attempts to provide a sense of closure.
0	<ul style="list-style-type: none"> • Fails to recount any events. • Uses no temporal words or uses temporal words that do not accompany events. • Does not provide closure.

Part II: Use of Details	
2	<ul style="list-style-type: none"> • Provides a reaction to what happened.
1	<ul style="list-style-type: none"> • Attempts to provide a reaction to what happened.
0	<ul style="list-style-type: none"> • Does not provide any reaction to what happened.

Part III: Language/Conventions	
2	<ul style="list-style-type: none"> • Uses all forms of nouns appropriately most of the time. • Uses verb tenses properly most of the time. • Uses adjectives and adverbs appropriately and intentionally. • Constructs simple, compound, and complex sentences properly throughout writing most of the time. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none"> • Uses appropriate forms of nouns occasionally. • Uses verb tenses properly some of the time. • Uses adjectives and adverbs appropriately some of the time. • Constructs simple, compound, and complex sentences properly some of the time. • Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time. • Generalizes grade-level spelling rules for known words some of the time. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Rarely prints letters or uses letter-sound relationships accurately. • Displays little to no command of grade-level grammar, usage, spelling, or capitalization.

2-Point Narrative Writing Rubric for Writing Standard 3, Grade 1

Part I: Writing	
2	<ul style="list-style-type: none"> • Recounts two or more sequenced events appropriately. • Uses temporal words to signal event order most of the time. • Provides a sense of closure.
1	<ul style="list-style-type: none"> • Recounts sequenced events inappropriately, events may be irrelevant, or includes only one event. • Uses temporal words to signal event order some of the time. • Attempts to provide a sense of closure.
0	<ul style="list-style-type: none"> • Fails to recount any events. • Uses no temporal words or uses temporal words that do not accompany events. • Does not provide closure.

Part II: Use of Details	
2	<ul style="list-style-type: none"> • Includes relevant details that appropriately describe what happened.
1	<ul style="list-style-type: none"> • Includes few or irrelevant details that may or may not appropriately describe what happened.
0	<ul style="list-style-type: none"> • Includes insufficient or no details describing what happened.

Part III: Language/Conventions	
2	<ul style="list-style-type: none"> • Uses collective common, proper, singular, regular plural, and possessive nouns appropriately most of the time. • Uses a variety of complete simple sentences and compound sentences. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization. • Spells some above-grade-level words phonetically.
1	<ul style="list-style-type: none"> • Uses collective common, proper, singular, regular plural, and possessive nouns appropriately some of the time. • Uses complete simple sentences with some variety. • Demonstrates command of standard conventions in grade-level spelling, punctuation, and/or capitalization some of the time. • Utilizes grade-level spelling rules for known words some of the time. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Rarely uses language, vocabulary, and conventions in the essay. • Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization. • Excessive errors interfere with meaning.

6-Point Narrative Writing Rubric for Writing Standard 3, Grade 2

Part I: Writing	
2	<p><i>Focus:</i></p> <ul style="list-style-type: none">• Recounts a well-elaborated event.• Provides a clear sequence of events. <p><i>Organization:</i></p> <ul style="list-style-type: none">• Uses temporal words clearly to signal event order.• Provides a sense of closure.
1	<p><i>Focus:</i></p> <ul style="list-style-type: none">• Attempts to recount an event or short sequence of events.• Event sequence may be unclear. <p><i>Organization:</i></p> <ul style="list-style-type: none">• Uses temporal words to signal event order some of the time.• Attempts to provide a sense of closure.
0	<ul style="list-style-type: none">• Fails to recount an event or a short series of events.• Uses no temporal words or uses temporal words that do not accompany events.• Does not provide closure.

Part II: Use of Details	
2	<ul style="list-style-type: none">• Includes substantial, relevant details that appropriately describe actions, thoughts, and feelings.
1	<ul style="list-style-type: none">• Includes few or irrelevant details that may or may not appropriately describe actions, thoughts, and feelings.
0	<ul style="list-style-type: none">• Includes insufficient or no details to describe actions, thoughts, and feelings.

Part III: Language/Conventions

2	<ul style="list-style-type: none"> • Uses all forms of nouns appropriately most of the time. • Uses verb tenses properly most of the time. • Uses adjectives and adverbs appropriately and intentionally. • Constructs simple, compound, and complex sentences properly throughout writing most of the time. • Demonstrates an exemplary command of standard conventions, evidenced by few to no errors in grade-level spelling, punctuation, and/or capitalization.
1	<ul style="list-style-type: none"> • Uses appropriate forms of nouns occasionally. • Uses verb tenses properly some of the time. • Uses adjectives and adverbs appropriately some of the time. • Constructs simple, compound, and complex sentences properly some of the time. • Demonstrates command of grade-level grammar, usage, spelling, punctuation, and/or capitalization some of the time. • Generalizes grade-level spelling rules for known words. Phonetic errors interfere with readability.
0	<ul style="list-style-type: none"> • Use of language, vocabulary, and conventions is inconsistent with grade-level expectations. • Displays little to no command of grade-level grammar, usage, spelling, punctuation, and/or capitalization. • Excessive errors interfere with meaning.

2-Point Revising Rubric, Writing Standard 5, Grade K

Score	Description
2	<ul style="list-style-type: none"> • Response provides evidence that writing has been developed and strengthened by adding sufficient details in an effective manner. • Response includes appropriate revisions and edits that develop and strengthen writing by incorporating feedback in an effective manner.
1	<ul style="list-style-type: none"> • Response provides evidence that writing has been developed and strengthened by adding some details in a partially effective manner. • Response includes some appropriate revisions and edits that develop and strengthen writing by incorporating feedback in a partially effective manner.
0	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

2-Point Revising Rubric, Writing Standard 5, Grade 1

Score	Description
2	<ul style="list-style-type: none">• Response shows a clear focus on a topic.• Response provides evidence that writing has been developed and strengthened by adding sufficient details in an effective manner.• Response includes appropriate revisions and edits that develop and strengthen writing by incorporating feedback in an effective manner.
1	<ul style="list-style-type: none">• Response shows a partially clear focus on a topic.• Response provides evidence that writing has been developed and strengthened by adding some details in a partially effective manner.• Response includes some appropriate revisions and edits that develop and strengthen writing by incorporating feedback in a partially effective manner.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

2-Point Revising Rubric, Writing Standard 5, Grade 2

Score	Description
2	<ul style="list-style-type: none">• Response shows a clear focus on a topic.• Response includes appropriate revisions and edits that develop and strengthen writing by incorporating feedback in an effective manner.
1	<ul style="list-style-type: none">• Response shows a partially clear focus on a topic.• Response includes some appropriate revisions and edits that develop and strengthen writing by incorporating feedback in a partially effective manner.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

2-Point Constructed Response Rubric, Writing Standard 6, Grades K–2

Score	Description
2	<ul style="list-style-type: none">• Response provides a complete and correct use of technology.• Response demonstrates clear evidence of producing and publishing writing.• Response includes clear and specific examples of interacting and collaborating with peers.
1	<ul style="list-style-type: none">• Response provides a partially complete and correct use of technology.• Response may attempt to demonstrate clear evidence of producing and publishing writing, but may show limitations to produce and publish writing.• Response may attempt to include clear and specific examples of interacting and collaborating with peers, but may show limited examples of interacting and collaborating with peers.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

2-Point Constructed Response Research Rubric for Writing Standard 7, Grades K–2

Research	
2	<p><i>Research Project:</i></p> <ul style="list-style-type: none"> The response/task clearly demonstrates the ability to participate in shared reading and writing projects. <p><i>Information:</i></p> <ul style="list-style-type: none"> The response/task clearly demonstrates the ability to answer a question using information from experiences or information gathered from provided sources (with adult support for grades K and 1).
1	<p><i>Research Project:</i></p> <ul style="list-style-type: none"> The response/task demonstrates a limited ability to participate in shared reading and writing projects. <p><i>Information:</i></p> <ul style="list-style-type: none"> The response/task demonstrates limited ability to answer a question using information from experiences or information gathered from provided sources (with adult support for grades K and 1).
0	<ul style="list-style-type: none"> The response shows no ability to participate in shared projects and demonstrates no ability to gather information to answer a question.

4-Point Rubric for Speaking and Listening Standard 1, Grade K

Score	Description
4	<p>The student</p> <ul style="list-style-type: none"> follows agreed-upon rules throughout the entire discussion participates in conversation through multiple exchanges
3	<p>The student</p> <ul style="list-style-type: none"> follows agreed-upon rules throughout most of the discussion participates in conversation through several exchanges
2	<p>The student</p> <ul style="list-style-type: none"> follows agreed-upon rules through some of the discussion participates in conversation through very few exchanges
1	<p>The student</p> <ul style="list-style-type: none"> follows agreed-upon rules through a small part of the discussion participates in conversation minimally
0	<ul style="list-style-type: none"> Participation is irrelevant, inappropriate, or not demonstrated.

4-Point Rubric for Speaking and Listening Standard 1, Grades 1–2

Score	Description
4	<p>The student</p> <ul style="list-style-type: none"> • follows agreed-upon rules throughout the entire discussion • stays on topic for entire discussion • effectively builds on ideas presented by others through multiple exchanges • asks relevant questions for clarification and/or further explanation appropriately
3	<p>The student</p> <ul style="list-style-type: none"> • follows agreed-upon rules throughout most of the discussion • stays on topic for most of the discussion • builds on ideas presented by others most of the time through some exchanges • asks relevant questions for clarification and/or further explanation appropriately most of the time
2	<p>The student</p> <ul style="list-style-type: none"> • follows agreed-upon rules throughout some of the discussion • stays on topic for some of the discussion • builds on ideas presented by others some of the time through few exchanges • asks relevant or irrelevant questions for clarification and/or further explanation appropriately some of the time
1	<ul style="list-style-type: none"> • rarely follows agreed-upon rules throughout the discussion • rarely stays on topic during the discussion • rarely builds on ideas presented by others through minimal exchanges • asks relevant or irrelevant questions for clarification and/or further explanation almost none of the time
0	<ul style="list-style-type: none"> • Participation is irrelevant, inappropriate, or not demonstrated.

2-Point Listening Rubric, Speaking and Listening Standards 2–3, Grades K–2

Score	Description
2	<ul style="list-style-type: none"> • Response confirms a complete and correct explanation of, or answer to, the prompt. • Response includes clear explanation of key details. • Response includes effective and appropriate requests for clarification and/or additional information.
1	<ul style="list-style-type: none"> • Response provides a partially complete and correct explanation of, or answer to, the prompt. • Response includes explanation of key details, but they may be unclear and may demonstrate limited overall comprehension. • Response includes requests for clarification and/or additional information that are not effective or are not appropriate to the prompt.
0	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

4-Point Listening Rubric 2, Speaking and Listening Standards 2–3, Grades K–2

Score	Description
4	<ul style="list-style-type: none"> • Response confirms a complete and correct explanation of, or answer to, the prompt. • Response includes a clear explanation of key details. • Response includes effective and appropriate requests for clarification and/or additional information.
3	<ul style="list-style-type: none"> • Response provides a mostly complete and correct explanation of, or answer to, the prompt. • Response includes mostly clear explanation of key details. • Response includes mostly effective and/or appropriate requests for clarification and/or additional information.
2	<ul style="list-style-type: none"> • Response provides a limited explanation of, or answer to, the prompt. • Response includes an unclear explanation of key details. • Response includes limited requests for clarification and/or additional information that are effective and/or appropriate some of the time.
1	<ul style="list-style-type: none"> • Response provides a minimally complete and correct explanation of, or answer to, the prompt. • Response may be too brief to demonstrate understanding of key details. • Inappropriate, or too few, requests for clarification and/or additional information to demonstrate understanding of the prompt.
0	<ul style="list-style-type: none"> • Response is irrelevant, inappropriate, or not provided.

6-Point Rubric for Speaking and Listening Standards 4, 5, 6, for Grade K

Part I: Speech	
2	The student <ul style="list-style-type: none"> • provides description of people, places, things and events in a clear manner • provides additional details that are relevant and effective in clarifying ideas and feelings
1	The student <ul style="list-style-type: none"> • provides description of people, places, things and events in a clear manner some of the time • provides some additional details that are sometimes relevant and sometimes effective in clarifying ideas and feelings
0	<ul style="list-style-type: none"> • Participation is irrelevant, inappropriate, or not demonstrated.

Part II: Use of Details	
2	The student <ul style="list-style-type: none"> • adds drawings or other visual displays appropriately that provide additional detail in an effective manner
1	The student <ul style="list-style-type: none"> • adds few drawings or other visual displays that are appropriate some of the time and provide additional detail in a partially effective manner
0	<ul style="list-style-type: none"> • Details are irrelevant, inadequate, or not provided.

Part III: Language	
2	The student <ul style="list-style-type: none"> • speaks audibly and expresses thoughts, feelings, and ideas clearly
1	The student <ul style="list-style-type: none"> • has difficulty speaking audibly and expresses thoughts, feelings, and ideas clearly some of the time
0	<ul style="list-style-type: none"> • The speech is generally inaudible and inappropriate to the task or situation.

6-Point Rubric for Speaking and Listening Standards 4, 5, 6, for Grade 1

Part I: Speech	
2	The student <ul style="list-style-type: none">• provides description of people, places, things, and events in a clear manner• provides additional details that are relevant when prompted• speaks audibly
1	The student <ul style="list-style-type: none">• provides description of people, places, things, and events in a clear manner some of the time• provides some additional details that are sometimes relevant when prompted• speaks audibly some of the time
0	<ul style="list-style-type: none">• Participation is irrelevant, inappropriate, or not demonstrated.

Part II: Use of Details	
2	The student <ul style="list-style-type: none">• adds drawings or other visual displays appropriately to clarify ideas in an effective manner
1	The student <ul style="list-style-type: none">• adds few drawings or other visual displays that are appropriate some of the time and that clarify ideas in a partially effective manner
0	<ul style="list-style-type: none">• Details are irrelevant, inadequate, or not provided.

Part III: Language	
2	The student <ul style="list-style-type: none">• produces complete sentences appropriately
1	The student <ul style="list-style-type: none">• produces complete sentences appropriately some of the time
0	<ul style="list-style-type: none">• The language, grammar and vocabulary used are generally incorrect.

6-Point Rubric for Speaking and Listening Standards 4, 5, 6, for Grade 2

Part I: Speech	
2	The student <ul style="list-style-type: none">tells a story or recounts experiences in an effective manner with appropriate facts and detailsspeaks audibly and expresses ideas using coherent sentences
1	The student <ul style="list-style-type: none">tells a the story or recounts in a partially effective manner with some appropriate facts and detailsspeaks audibly some of the time using coherent sentences some of the time
0	<ul style="list-style-type: none">Participation is irrelevant, inappropriate, or not demonstrated.

Part II: Use of Details	
2	The student <ul style="list-style-type: none">adds drawings or other visual displays appropriately and provides relevant details to clarify ideas in an effective manner
1	The student <ul style="list-style-type: none">adds few drawings or other visual displays that are appropriate some of the time and provides some relevant details to clarify ideas in a partially effective manner
0	<ul style="list-style-type: none">Details are irrelevant, inadequate, or not provided.

Part III: Language	
2	The student <ul style="list-style-type: none">produces complete sentences
1	The student <ul style="list-style-type: none">produces complete sentences some of the time
0	<ul style="list-style-type: none">The language, grammar and vocabulary used are generally incorrect.

2-Point Rubric for Language Standards 1, 2, and 3, Grades K–12

Score	Description
2	<ul style="list-style-type: none"> • Response provides a complete and correct explanation of, or answer to, the item. • Response demonstrates a thorough understanding of the relevant writing convention or language skill.
1	<ul style="list-style-type: none"> • Response provides a partially complete and correct explanation of, or answer to, the item. • Response demonstrates a limited understanding of the relevant writing convention or language skill.
0	<ul style="list-style-type: none"> • Response is incorrect, irrelevant, or not provided.

4-Point Rubric for Language Standards 1, 2, and 3, Grades K–12

Score	Description
4	<ul style="list-style-type: none"> • Response provides a complete and correct explanation of, or answer to, the item. • Response demonstrates a thorough understanding of the relevant writing convention or language skill. • Response shows the ability to apply and/or use the writing convention or language skill in an effective manner.
3	<ul style="list-style-type: none"> • Response provides a mostly complete and correct explanation of, or answer to, the item. • Response demonstrates a mostly thorough understanding of the relevant writing convention or language skill. • Response shows the ability to apply and/or use the writing convention or language skill in a mostly effective manner.
2	<ul style="list-style-type: none"> • Response provides a partially complete and correct explanation of, or answer to, the item. • Response demonstrates a limited understanding of the relevant writing convention or language skill. • Response shows the ability to effectively apply and/or use the writing convention or language skill in a partially effective manner.
1	<ul style="list-style-type: none"> • Response provides a minimally complete and correct explanation of, or answer to, the item. • Response demonstrates a minimal understanding of the relevant writing convention or language skill. • Response shows the ability to effectively apply and/or use the writing convention or language skill in a minimally effective manner.
0	<ul style="list-style-type: none"> • Response is irrelevant, inappropriate, or not provided.

2-Point Rubric for Language Standards 4, 5, and 6, Grades K–12

Score	Description
2	<ul style="list-style-type: none">• Response demonstrates an effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects successful selection and implementation of relevant vocabulary strategies or knowledge.
1	<ul style="list-style-type: none">• Response demonstrates a partially effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects an attempt to select and implement relevant vocabulary strategies and or knowledge, but the strategies may have been poorly chosen or used, or the knowledge may have been limited or not fully applicable.
0	<ul style="list-style-type: none">• Response is incorrect, irrelevant, or not provided.

4-Point Rubric for Language Standards 4, 5, and 6, Grades K–12

Score	Description
4	<ul style="list-style-type: none">• Response demonstrates an effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects successful selection and implementation of relevant vocabulary strategies or knowledge.
3	<ul style="list-style-type: none">• Response demonstrates a mostly effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects a mostly successful selection and implementation of relevant vocabulary strategies or knowledge, but there may be some gaps in comprehension or analysis.
2	<ul style="list-style-type: none">• Response demonstrates a partially effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects an attempt to select and implement relevant vocabulary strategies and or knowledge, but the strategies may have been poorly chosen or used, or the knowledge may have been limited or not fully applicable.
1	<ul style="list-style-type: none">• Response demonstrates a minimally effective assessment and/or use of vocabulary words/phrases or figurative language.• Response reflects a minimal attempt to select and implement relevant vocabulary strategies or knowledge. It may be difficult to discern which strategy or knowledge was selection or how it was implemented.
0	<ul style="list-style-type: none">• Response is irrelevant, inappropriate, or not provided.

2-Point Rubric for Reading: Foundational Skills, Standard 4, Grade K

Fluency	
2	• Response demonstrates a consistent focus on meaning and a complete and correct understanding of the text when reading at an independent level.
1	• Response demonstrates an inconsistent focus on meaning and a partially complete and partially correct understanding of the text when reading at an independent level.
0	• Response is irrelevant, inadequate, or not provided.

2-Point Rubric for Reading: Foundational Skills, Standard 4.a, Grades 1–2

Comprehension	
2	• Response demonstrates a consistent focus on meaning and a complete and correct understanding of the text when reading an on-level text.
1	• Response demonstrates an inconsistent focus on meaning and a partially complete and partially correct understanding of the text when reading an on-level text.
0	• Response is irrelevant, inadequate, or not provided.

2-Point Rubric for Reading: Foundational Skills, Standard 4.b, Grades 1–2

Fluency	
2	• The student reads with consistent accuracy, at an appropriate rate, and with appropriate expression.
1	• The student reads with inconsistent accuracy, at an appropriate rate some of the time and with appropriate expression some of the time .
0	• Response is inadequate or not provided.

2-Point Rubric for Reading: Foundational Skills, Standard 4.c, Grades 1–2

Word Recognition	
2	• The student uses context effectively and consistently , self-corrects effectively and consistently , and rereads appropriately to determine words.
1	• The student uses context effectively some of the time , self-corrects effectively some of the time , and rereads appropriately some of the time to determine words.
0	• Response is inadequate or not provided.