

DRAFT

Grade 11 English Language Arts Item Specifications



The draft Florida Standards Assessments (FSA) *Test Item Specifications*

(*Specifications*) are based upon the Florida Standards and the Florida Course Descriptions as provided in [CPALMs](#). The *Specifications* are a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards. It also serves to provide all stakeholders with information about the scope and function of the FSA.

Item Specifications Definitions

Also assesses refers to standard(s) closely related to the primary standard statement.

Assessment limits define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard.

Acceptable response mechanisms describe the characteristics of various methods for responding to test items.

Task demand describes various types of items that could be written for the standard assessed.

Text types define the genre of texts to be used with the standard(s) assessed.

Sample item stems provide various types of item stems that could be written for the standard assessed.

Reading stimulus guidelines and attributes describe the parameters for developing and selecting the texts students will read and to which items will be written.

Editing task guidelines for language standards and stimulus attributes describe the parameters for developing texts students will read and to which students will respond.

Text-based writing stimulus attributes and prompt guidelines describe the parameters for developing and selecting texts students will read and prompts to which students will respond.

Reading Stimuli Guidelines

Overall Description

A stimulus may consist of one or more texts. The texts may be informational or literary and can cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

Stimulus Attributes

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams, can be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set.

Grade	Range of Number of Words
3	100 - 700
4	100 - 900
5	200 - 1000
6	200 - 1100
7	300 - 1100
8	350 - 1200
9	350 - 1300
10	350 - 1350
11	350 - 1400

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Content Standard(s) Assessed	LAFS.1112.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Assessment Limits	Cite significant textual evidence to support a given analysis of the text. Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence that provides the strongest support possible. Items may focus on determining where matters are left uncertain.	
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases from the text that support an analysis or inference. Requires the student to select an inference from the choices and then select words or phrases from the text to support the inference [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct answer using explicit or implicit information from the text as support. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain an inference or analysis and then provide textual evidence that supports the inference or analysis. For this standard, the open response should only be used when the student is providing the inference/analysis and the textual evidence. 	
Task Demand	Response Mechanism	
Determine strong support for an analysis of/inference drawn from the text.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response 	
Determine where the text leaves matters uncertain and cite strong, but implied, evidence to support a given analysis or inference.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response 	
Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.	<ol style="list-style-type: none"> Open Response Two-Part Hot Text 	

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Determine where the text leaves matters uncertain and provide an analysis of this portion of the text, and cite strong, thorough evidence from the text that supports the analysis.	<ol style="list-style-type: none"> 1. Open Response 2. Two-Part Hot Text
Sample Item Stems	Notes
Which sentence supports the idea that ____? [Hot Text]	The student must find evidence to support a given analysis of the text.
Select the two details that show the class difference between the two characters. [Hot Text]	The student must first determine what the difference in class is (but not that there is one), then find supporting evidence.
Which details in the text show that the main character exhibits (a particular character trait)? [Hot Text]	The student must draw evidence from across the passage to support an analysis of the text. The support itself may be both subtle and scattered throughout the text.
Part A: How does the main character feel about ____? Part B: Select the detail that supports this analysis. [Two-Part Hot Text]	The student must focus on one specific part of the text and look for the evidence to support an analysis of it.
Part A: How does the main character feel about her experience? Part B: Select the detail that supports this analysis. [Two-Part Hot Text]	The student must determine how the main character feels about her experiences overall, as relayed through the passage. Therefore, the student must analyze all aspects of the main character before selecting evidence to support the analysis.
What happened to cause the main character's ____? [Open Response]	The student must determine what happened where the text leaves matters uncertain. The student must then provide an analysis and support it with thorough evidence.

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Content Standard(s) Assessed	LAFS.1112.RL.1.2: Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Assessment Limits	Items ask the student to determine more than one theme or central idea and their development. Themes and central ideas may be explicitly or implicitly stated, but the items should not provide the inference for the student. Items should focus on the ways the themes or central ideas interact with and are related to each other and how they develop throughout the text. Items should not ask the student to analyze or determine only one theme or central idea. Items may ask the student to summarize the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select the sentence that accurately summarizes the major events of a paragraph or paragraphs. • Requires the student to select details from the text that support development of the themes or central ideas. • Requires the student to select words or phrases from the text that explicitly state the themes or central ideas of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the themes or central ideas. • Requires the student to select the themes or central ideas from the choices and then select words or phrases from the text that support or develop the themes or central ideas selected [Two-Part Hot Text]. • Requires the student to select the themes or central ideas from the choices and then select an explanation of how the themes or central ideas interact and are developed [Two-Part Hot Text]. • Requires the student to select themes or central ideas from the choices and then select the evidence that shows the interaction/relation of the themes or central ideas [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the themes or central ideas of the passage. • Requires the student to select explicit or implicit details that support or develop the themes or central ideas of the passage. • Requires the student to select the statement that correctly summarizes the text. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select two or more themes or central ideas of the passage.

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	<p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to state the themes or central ideas of the passage. • Requires the student to state details from the text that can be used to support the themes or central ideas of the passage. • Requires the student to state the themes or central ideas of the passage and a detail from the text that can be used to support the themes or central ideas of the passage.
Task Demand	Response Mechanism
Determine two or more themes or central ideas in a text.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Multi-Select 3. Open Response
Determine themes or central ideas in the text and explain how they are related and how they are developed together throughout the text.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response
Determine themes or central ideas in the text and determine how they combine to create a complex account.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response
Analyze two or more given themes or central ideas from the text.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Identify the summary of the text.	<ol style="list-style-type: none"> 1. Multiple Choice
Sample Item Stems	Notes
<p>What are two themes in the passage?</p> <p>[Multiple Choice]</p>	<p>The student must select a pair of themes from a list of pairs. The item does not ask for analysis of the themes or their development.</p>
<p>What are two themes of the passage?</p> <p>[Open Response]</p>	<p>The student must determine two themes from the entire text. Though the question is the same as the previous version, the change in response mechanism changes the nature of the task.</p>

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Which two themes from the text interact with each other to convey the full meaning of the text? [Multi-Select]	The student must determine multiple themes from the text and decide (a) which ones interact and (b) which ones affect the story's meaning. However, the item does not require explicit analysis of <i>how</i> the themes develop.
How does the physical description of the woman help convey the themes of _____ and _____? [Multiple Choice]	The student must analyze themes through a specific lens and using a certain set of literary elements. The item provides the student with the themes to analyze.
How are the themes of _____ and _____ conveyed and developed together throughout the text? [Multiple Choice]	The student must analyze given themes, how they are developed (through what methods and literary elements, at what pace, during which scene, etc.), and how they interact.
Part A: What are two themes from the text? Part B: How are the two themes developed together during the course of the text? [Two-Part Hot Text]	The student must first determine two themes, then support them with thorough evidence. The student must determine the themes and determine how they are developed together throughout the text.

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Content Standard(s) Assessed	LAFS.1112.RL.1.3: Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Assessment Limits	Items should focus on major choices the author makes that have a significant impact on the passage, including, but not limited to, choices regarding setting, plot structure, and characterization. Focus should be on the details that affect the development and meaning of story elements. The student may be given the author’s choice or detail(s) or, for higher level items, the student may determine the choice or detail(s).
Text Types	The sample item stems below may be used with one or more grade-appropriate stories or dramas. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select multiple sentences or phrases that show the development of a given story element over the course of the text. • Requires the student to select sentences or phrases from the text that provide details to support an analysis about the development of a story element. • Requires the student to select the correct description of how a story element is developed from the choices and to select an explanation of the impact this has on the meaning of the text [Two-Part Hot Text]. • Requires the student to select the correct description of how a story element is developed from the choices and to select words or phrases from the text that provide support for the answer [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the correct analysis of how a specific story element develops over the course of the text and how it affects the meaning of the story. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain how the development of a given story element affects the meaning of the text.
Task Demand	Response Mechanism
Determine the impact a given detail has on the development of story elements.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Determine what element of the story creates a given effect when developing the story.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response

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Analyze the impact of story elements or structural decisions on the text’s meaning in developing the story.	<ol style="list-style-type: none"> 1. Open Response 2. Two-Part Hot Text
Sample Item Stems	Notes
<p>Read this sentence from the passage: (Excerpted text).</p> <p>What impact does using this detail to introduce the main character have on the story?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the impact of a given detail. The student is given the detail but is asked to analyze the way in which the detail affects the story’s meaning.</p>
<p>Read this sentence from the passage: (Excerpted text).</p> <p>What impact does using this detail to introduce the main character have on the story?</p> <p>[Open Response]</p>	<p>The student must analyze the impact of a given choice that the author made. The student is given the author’s decision but must determine and explain its effect on the story as a whole.</p>
<p>What impact does the main character’s development have on the meaning of the story?</p> <p>[Multiple Choice]</p>	<p>The student must first determine how the character is developed. Then, the student must demonstrate understanding of how the characterization affects the overall meaning of the text.</p>
<p>Part A: How is the main character introduced?</p> <p>Part B: How does this way of introducing her affect the meaning of the story?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine where and how the author introduces the character. The subsequent analysis should relate to the effect the direct characterization has on the meaning of the text.</p>

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<p>Explain how the author introduces the main character in the story. Then, explain how this choice affects the overall meaning of the story.</p> <p>[Open Response]</p>	<p>The student must identify where and how the character is introduced, then analyze and explain how this introduction affects the meaning of the text.</p>
<p>How does the order of the action in the story affect the overall meaning of the text?</p> <p>[Open Response]</p>	<p>The student must first determine how the action in the story is ordered. Then, the student must analyze and explain how the order of action has an impact on the overall meaning of the text.</p>

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<p>Content Standard(s) Assessed</p>	<p>LAFS.1112.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p> <p>LAFS.1112.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>LAFS.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>Assessment Limits</p>	<p>Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or evocative meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may focus on words and phrases that have significant aesthetic value or multiple meanings.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases that convey a given tone or meaning. • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select words or phrases within a sentence or paragraph that provide clues to the meaning of a specified word or phrase. • Requires the student to select an example of figurative language from within the text and select the correct interpretation of the figurative language [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of words or phrases used in the text. • Requires the student to select the correct analysis of how a word or phrase affects the meaning and tone of a text.

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	<p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to identify a word from a sentence or paragraph that has multiple meanings, and to explain the alternate meaning. • Requires the student to explain the meaning of words or phrases the author uses in a text. • Requires the student to explain the way an author uses word choice to create a specific effect.
Task Demand	Response Mechanism
Determine the figurative or connotative meaning of a word or phrase as it is used in a text.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Analyze the impact of given figurative words or phrases on meaning or tone.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Select an engaging or significant example of figurative language (words or phrases) from the text and analyze the impact of the word choice on meaning or tone.	<ol style="list-style-type: none"> 1. Open Response 2. Two-Part Hot Text
Sample Item Stems	Notes
<p>Read the following sentence from the text: (Excerpted text).</p> <p>What is the meaning of the simile in the sentence?</p> <p>[Multiple Choice]</p>	<p>The student must identify the specific type of figurative language mentioned in the stem and then determine its meaning.</p>
<p>Read the following sentence from the text: (Excerpted text).</p> <p>What impact does this metaphor have on the meaning of the text?</p> <p>[Multiple Choice]</p>	<p>The student must first locate the example in the text in order to understand its context. Then, the student must analyze the figurative language in terms of how it shapes the reader's understanding.</p>
<p>Read the following excerpt from the text: (Excerpted text).</p> <p>How does the figurative language in the excerpt affect the overall meaning of the passage?</p> <p>[Open Response]</p>	<p>The student must analyze how figurative language affects the overall meaning of the story. The overarching nature of the question requires an analysis of the text as a whole and how the language fits in.</p>

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<p>Part A: Select the figurative language used to characterize the main character.</p> <p>Part B: How does this figurative language affect the meaning of the first four paragraphs?</p> <p>[Two-Part Hot Text]</p>	<p>The student must focus on one part of the text and one literary element in order to determine the effect figurative language has on the meaning. The student then must analyze how the use of the literary element affects the meaning of a portion of the text.</p>
<p>Part A: How does the use of figurative language affect the tone of the passage?</p> <p>Part B: Select an example of figurative language that supports your answer in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the figurative language and justify the response. The student must then select an example of figurative language that affects the tone.</p>
<p>Part A: Which example of figurative language helps develop the setting?</p> <p>Part B: How is figurative language used to develop the setting?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the text as a whole to determine where figurative language is used and when it is applied to the setting. Furthermore, the student must analyze how the figurative language interacts with the setting to convey a fuller understanding of the text.</p>

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Content Standard(s) Assessed	LAFS.1112.RL.2.5: Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	
Assessment Limits	Items can be overarching questions about the structure of an entire text or about specific structural choices. Items should ask the student to analyze, not just determine, the author’s choices. However, a two-part item may ask the student to determine and then analyze the choices.	
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> Requires the student to drag descriptions, analyses, or elements of structure into a graphic organizer. <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases in the text that show how an author chose to structure specific elements of a text. Requires the student to select how the author chose to structure the story from the options and then choose the correct analysis of this choice’s effect on the story from the options [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of an author’s choice. Requires the student to select the effect that the author’s choices create in the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how the author’s choices regarding structure contribute to the meaning of a text. Requires the student to explain what structural choices an author makes to create a given effect or meaning. Requires the student to explain an author’s choices regarding how to structure specific elements of a text and then explain how they contribute to the text’s meaning or aesthetic impact. 	
Task Demand	Response Mechanism	
Analyze the way in which an author conveys a given meaning through structural decisions.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response 	
Determine what effect an author’s choice concerning text structure has on the text’s meaning or aesthetic impact.	<ol style="list-style-type: none"> Multiple Choice Open Response 	

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Determine the choices an author makes in structuring a text and the effect(s) those choices have on the meaning or aesthetic impact of the text.	<ol style="list-style-type: none"> 1. Open Response 2. Two-Part Hot Text
Sample Item Stems	Notes
<p>How does the use of a linear first-person account affect the meaning of the passage?</p> <p>[Multiple Choice]</p>	The student must analyze the author’s choice of structure and determine how it affects the passage.
<p>How does the author use structure to convey a sense of suspense in the passage?</p> <p>[Multiple Choice]</p>	The student must analyze how the structure helps to create the suspense. The student must determine the structure and where the suspense is created.
<p>How does the main character’s explanation in the final paragraph affect the aesthetic impact of the passage?</p> <p>[Multiple Choice]</p>	The student must analyze the aesthetic impact of this text and determine how the final paragraph fits with the rest of the text. The student is given the portion to focus on but still must analyze the structure and the aesthetics.
<p>Part A: How does the author choose to begin the passage?</p> <p>Part B: How does this choice contribute to the overall structure that follows?</p> <p>[Two-Part Hot Text]</p>	The student must determine how the author chose to begin the story. The student must determine and explain the impact of the structural choice the author made.

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<p>Part A: How do the author’s structural choices affect the passage’s conclusion?</p> <p>Part B: How do these choices affect the meaning of the text as a whole?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the passage’s structure and analyze the conclusion through that lens. The student must also explain how the structure affects the meaning.</p>
<p>Part A: How does the author structure the end of the passage?</p> <p>Part B: How does this decision affect the overall aesthetic impact of the text?</p> <p>[Two-Part Hot Text]</p>	<p>The student must evaluate the aesthetic impact of the text as a whole, analyze the author’s structural choices, and determine how the story would otherwise have been aesthetically different. Furthermore, the student must determine the structure of the passage and why the author would have chosen to present the story in a particular way.</p>

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Content Standard(s) Assessed	LAFS.1112.RL.2.6: Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
Assessment Limits	Items should focus on the differences between what is literally stated and what is meant through a text’s point of view. Items may ask the student to determine the clues and signals that indicate hidden meaning. Items may ask the student to analyze or evaluate how the point of view develops throughout the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences, phrases, or words that are evidence of the point of view’s given inferential meaning. Requires the student to determine the narrative technique that creates the implied meaning and then explain, or provide details about, how this technique is developed [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct explanation of the point of view reflected in the work. Requires the student to select an explanation of what the text really means, as conveyed through the point of view. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain the point of view (sarcastic, ironic, satirical, etc.) and then give details from the text of where the real meaning differs from what is directly stated.
Task Demand	Response Mechanism
Analyze the way in which a point of view with a hidden (e.g., satirical, sarcastic, ironic, understated, etc.) meaning is conveyed or developed and how it affects the story.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response Two-Part Hot Text
Sample Item Stems	Notes
<p>Read this sentence from the text: (Excerpted text).</p> <p>How does this statement convey a sense of irony?</p> <p>[Multiple Choice]</p>	The student must analyze the perspective throughout the entire text and in so doing determine the unstated meaning of the point of view in this statement and how it applies to the text.

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<p>How do the interactions between Character A and Character B underscore the irony of Character A's point of view?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the irony in the passage to fully understand Character A's point of view.</p>
<p>Part A: How do Character A's interactions with Character B convey irony in the text?</p> <p>Part B: How does this affect the meaning of the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the interactions of the characters to determine the ironic statements. A correct answer to this item requires a full understanding of both the point of view and the irony in the passage.</p>

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Content Standard(s) Assessed	LAFS.1112.RL.3.7: Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) Also assesses LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	
Assessment Limits	Items should focus on the similarities and differences between each of the interpretations, with a minimum of two versions being compared in an item. While an item may focus primarily on a single text, the item should indicate or test for understanding of a clear link between the multiple works. Items should not treat a single version as a stand-alone, unpaired stimulus.	
Text Types	The sample item stems below may be used with multiple interpretations of grade-appropriate stories, plays, or poems. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Select an explanation of similarities or differences in the way in which the works are presented from the choices and then select the correct evaluation of how the works interpret the source material [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of how each work treats the source material. Requires the student to select a similarity or difference in how the works treat the source material. 	
Task Demand	Response Mechanism	
Analyze the similarities or differences in the way in which various versions of a story are presented and/or how they incorporate the source material.	<ol style="list-style-type: none"> Multiple Choice Two-Part Hot Text 	
Sample Item Stems	Notes	
<p>The main character delivers the soliloquy in both versions of the play, but in much different settings.</p> <p>How does the soliloquy’s setting in the recorded production alter its meaning from the original play?</p> <p>[Multiple Choice]</p>	The student must compare a specific scene from each version of the play and analyze the setting’s impact on each version.	

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<p>Part A: [An excerpt from the same scene in each source will be presented and tagged.]</p> <p>Select a stage direction that is different in each text.</p> <p>Part B: What is the impact of this change on the meaning of the recorded version?</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare the provided scene of each work and analyze the differences in stage directions. Then, the student must determine the impact the differences have on meaning.</p>
<p>How does the screenwriter's choice of setting affect the film and alter the meaning of the original text?</p> <p>[Multiple Choice]</p>	<p>The student must identify and analyze an example of a setting difference and demonstrate an understanding of how this difference affects the themes.</p>

Grade 11 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.1112.RL.3.9: Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
Assessment Limits	Items should focus on the similarities and differences in how the texts approach the same theme. Items should not simply ask the student to identify common themes or literary elements, though this may be one part of a multistep item. Items may give the student the literary element to analyze, or the student may be asked to determine which elements to analyze. Items should indicate or test for understanding of a clear link between the two works, rather than focusing on only one text. Items may ask about any aspect of the literature (such as author’s craft, structure, how themes are developed, details that support themes, etc.), as long as there is a distinct correlation or difference between two or more of the texts.
Text Types	The sample item stems below may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select sentences or phrases from each work that show similarities or differences in how the works present, treat, or develop themes. • Requires the student to select a common theme between the two works from the choices and then choose the similarities or differences in how the texts present, treat, or develop the themes [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a theme or topic that each text treats similarly. • Requires the student to select a correct explanation of how two or more texts treat a theme/topic or literary element. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to identify a common theme between the two works, then explain similarities or differences (not both) between how the texts present, treat, or develop the themes.

Grade 11 Reading Standards for Literature

Task Demand	Response Mechanism
Given a common theme between or an inference about two or more works, the student finds or explains evidence that shows how they are presented, treated, or developed differently.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice
Determine a common theme in two or more works and find or explain evidence that shows how they are presented, treated, or developed differently.	<ol style="list-style-type: none"> 1. Hot Text 2. Open Response 3. Two-Part Multiple Choice
Analyze the similarities and/or differences in how the works treat similar themes or topics.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response
Sample Item Stems	Notes
<p>Select two lines in each poem that show the contrast in how each poem addresses the theme of war.</p> <p>[Hot Text]</p>	<p>The student must analyze both poems for the theme and analyze how each poet addresses it.</p>
<p>Part A: What is the theme of the poems?</p> <p>Part B: How do the poems address the same theme in different ways?</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare the poems and determine the theme in each work. Then, the student must explain how the works address the same theme in different ways. The student must determine the theme and analyze its development over two texts.</p>
<p>Part A: What is a common theme between the poems?</p> <p>Part B: How do both poems address this theme in a similar way?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the themes and explain how they are similar.</p>

Grade 11 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.1112.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	
Assessment Limits	Cite significant textual evidence to support a given analysis of the text. Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence that provides the strongest support possible. Items may focus on determining where matters are left uncertain.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases from the text that support an analysis or inference. Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to answer questions using explicit or implicit information from the text as support. 	
Task Demand	Response Mechanism	
Determine strong support for an analysis of/inference drawn from the text.	<ol style="list-style-type: none"> Hot Text Multiple Choice 	
Determine where the text leaves matters uncertain and cite strong, but implied, evidence to support a given analysis or inference.	<ol style="list-style-type: none"> Hot Text Multiple Choice 	
Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.	<ol style="list-style-type: none"> Two-Part Hot Text 	
Determine where the text leaves matters uncertain and provide an analysis of this portion of the text, and cite strong, thorough evidence from the text that supports the analysis.	<ol style="list-style-type: none"> Two-Part Hot Text 	

Grade 11 Reading Standards for Informational Texts

Sample Item Stems	Notes
<p>Which sentence supports the idea that the use of _____ has a positive effect?</p> <p>[Multiple Choice]</p>	<p>The student must find support for a given idea.</p>
<p>Select the two details that support the idea that the use of _____ and _____ has had positive effects.</p> <p>[Hot Text]</p>	<p>The student must peruse the whole text in order to determine supporting evidence for a given idea. The student is choosing from the entire text, not a limited number of choices.</p>
<p>Select two details in the text that support the idea that (excerpted text) have been important in the text.</p> <p>[Hot Text]</p>	<p>The student must analyze the entire text to determine the importance a particular detail has on the overall text. The student may have to make an inference in order to make this determination.</p>
<p>Part A: How does the author feel about _____?</p> <p>Part B: Select the detail that supports this analysis.</p> <p>[Two-Part Hot Text]</p>	<p>The student must make an inference from the text and support the inference with a detail from the text.</p>
<p>Part A: How does the author use appeal to emotion to support a claim?</p> <p>Part B: Select the detail from the text that supports this analysis.</p> <p>[Two-Part Hot Text]</p>	<p>The student must make an inference regarding what the text implies, then support the analysis with evidence. The student must analyze the entire text for a particular rhetorical device and then support the answer.</p>

Grade 11 Reading Standards for Informational Texts

<p>Part A: How does the author leave matters uncertain in the text?</p> <p>Part B: Select a detail from the text that supports this analysis.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the entire text for completeness of idea/argument and recognize where the author does not complete the idea.</p>
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Grade 11 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.1112.RI.1.2: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Assessment Limits	Items ask the student to determine more than one central idea and their development. Central ideas may be explicitly or implicitly stated, but the items should not provide the inference for the student. Items should focus on the ways the central ideas interact with and are related to each other and how they develop throughout the text. Items should not ask the student to analyze or determine only one central idea. Items may ask the student to summarize the text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select details from the text that support development of the central ideas. • Requires the student to select words or phrases from the text that explicitly state the central ideas of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the central ideas. • Requires the student to select the central ideas from the choices and then to select words or phrases from the text that support or develop the central ideas selected [Two-Part Hot Text]. • Requires the student to select the central ideas from the choices and then to select an explanation of how the central ideas interact and are developed [Two-Part Hot Text]. • Requires the student to select the central ideas from the choices and then to select the evidence that shows the interaction/relation of the central ideas [Two-Part Hot Text]. • Requires the student to select a correct summary from the choices and then to select key information that should be considered for a summary [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the sentence that accurately summarizes the central ideas of a paragraph or paragraphs. • Requires the student to select the central idea of the passage. • Requires the student to select explicit or implicit details that support or develop the central idea of the passage. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain how the central ideas develop throughout the text. • Requires the student to state the central ideas of the passage. • Requires the student to state details from the text that can be used to support the central ideas of the passage.

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	<ul style="list-style-type: none"> Requires the student to state the central ideas of the passage and a detail from the text that can be used to support the central ideas of the passage.
Task Demand	Response Mechanism
Determine two or more central ideas in a text.	<ol style="list-style-type: none"> Multiple Choice Open Response
Determine central ideas in the text and explain how they are related and how they are developed together throughout the text.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response
Determine central ideas in the text and determine how they combine to create a complex account.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response
Analyze two or more given central ideas from the text.	<ol style="list-style-type: none"> Multiple Choice Open Response
Develop a correct summary of the text.	<ol style="list-style-type: none"> Multiple Choice Hot Text
Sample Item Stems	Notes
<p>What are two central ideas in the passage?</p> <p>[Multiple Choice]</p>	<p>The student must select a pair of central ideas from a list of pairs. The item does not ask for analysis of the central ideas or their development.</p>
<p>What are two central ideas of the passage?</p> <p>[Open Response]</p>	<p>The student must determine two central ideas from the entire text.</p>
<p>Which two central ideas from the text interact with each other to convey the full meaning of the text?</p> <p>[Open Response]</p>	<p>The student must determine multiple central ideas from the text and decide (a) which ones interact and (b) which ones affect the passage’s meaning. However, the item does not require explicit analysis of <i>how</i> the central ideas develop.</p>

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<p>Part A: Select the two central ideas of the text.</p> <p>Part B: How does the author's use of statistics convey the central ideas of the text?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine two central ideas in the text and how they are developed and interact throughout the course of the text.</p>
<p>Part A: Select two central ideas from the text.</p> <p>Part B: How are the central ideas related?</p> <p>[Two-Part Hot Text]</p>	<p>The student must select two central ideas from the text and analyze the ways in which they are related.</p>
<p>Explain two central ideas from the text. Then, explain how they are developed together during the course of the text.</p> <p>[Open Response]</p>	<p>The student must first determine two central ideas and support the determination with thorough evidence. The student must determine the central ideas and justify the choice with available evidence.</p>

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Content Standard(s) Assessed	LAFS.1112.RI.1.3: Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
Assessment Limits	Items should focus only on complex ideas. Items should focus on ideas that rely on the student comprehending relationships between individuals, ideas, and/or events to achieve full understanding. Items should not focus on an individual person, idea, or event; instead, they should focus on how two or more of these work together to create a fully formed idea or sequence of events.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select multiple sentences or phrases that show the development or interaction of individuals, events, and/or ideas. • Requires the student to select sentences or phrases from the text that provide details to support an analysis of a complex set of ideas or sequence of events. • Requires the student to select the correct analysis of a complex set of ideas or sequence of events from the choices and to select details that support the analysis [Two-Part Hot Text]. • Requires the student to select the correct explanation of how two or more individuals, ideas, and/or events interact/develop over the course of the text and to select details from the text that support this explanation [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the details that support an analysis of a complex set of ideas or sequence of events. • Requires the student to select the details that support an explanation of how individuals, events, and/or ideas develop or interact over the course of the text. • Requires the student to select the correct explanation of how specific given individuals, ideas, or events interact or develop over the course of the text. • Requires the student to select the correct analysis of a complex set of ideas or sequence of events. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain how specific individuals, ideas, or events interact or develop over the course of the text and then provide details that support the analysis.
Task Demand	Response Mechanism
Determine how given individuals, events, and/or ideas develop over the course of the text.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response

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Determine how given individuals, events, and/or ideas interact with each other over the course of the text.	<ol style="list-style-type: none"> Multiple Choice Open Response
Determine which details support a given analysis of a complex set of ideas and their development over the course of the text.	<ol style="list-style-type: none"> Multiple Choice Hot Text
Determine which details support a given explanation of how individuals, events, and/or ideas interact over the course of a text.	<ol style="list-style-type: none"> Multiple Choice Hot Text
Analyze a complex set of ideas or sequence of events.	<ol style="list-style-type: none"> Multiple Choice Open Response
Determine individuals, ideas, or events that interact or develop over the course of the text, then explain how they interact or develop.	<ol style="list-style-type: none"> Multiple Choice Open Response
Explain how individuals, ideas, or events interact or develop over the course of the text, then provide details to support the analysis.	<ol style="list-style-type: none"> Open Response Two-Part Hot Text
Sample Item Stems	Notes
How does the idea of _____ develop over the course of the text? [Multiple Choice]	The student must determine how a given idea develops. The item discusses one straightforward idea.
How does the idea of _____ interact with _____ over the course of the text? [Multiple Choice]	The student must determine how two given ideas interact over the course of the text.
Select a detail from the text that shows how _____ and _____ are linked in the text. [Hot Text]	The student must analyze a given set of ideas, one of which may be simple and one of which may be quite complex, that interact throughout the text and support the answer with evidence.

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<p>Part A: How does _____ affect _____?</p> <p>Part B: Select a detail that supports the answer in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze how two given ideas interact over the course of the text and support the answer with evidence.</p>
<p>Part A: Which two ideas interact throughout the course of the text?</p> <p>Part B: Select a detail from the text that supports the answer in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine which ideas interact and support the answer with evidence. The two ideas that interact in this item may be closely linked and evidence may be readily available, but inference may be necessary.</p>
<p>Part A: How does _____ interact with the idea of _____ throughout the text?</p> <p>Part B: Select a detail from the text that supports the answer in Part A.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the given ideas for how they interact with each other over the course of the text. Then, the student must support the answer with a detail from the text. The ideas given are complex and run throughout the entire text, implicitly tying it together.</p>

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<p>Content Standard(s) Assessed</p>	<p>LAFS.1112.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p>LAFS.1112.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</p> <p>LAFS.1112.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>Assessment Limits</p>	<p>Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the selection. Items should focus on words and phrases that have figurative or evocative meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may focus on words and phrases that have significant aesthetic value or multiple meanings.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases that convey a given tone or meaning. • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select words or phrases from the text that show how a key term is refined over the course of the text. • Requires the student to select words or phrases within a sentence or paragraph that provide clues to the meaning of a specified word or phrase. • Requires the student to select a key term that the author refines over the course of the text and select the correct analysis of how the author refines the meaning of the term [Two-Part Hot Text]. • Requires the student to select an example of figurative or technical language from within the text and select the correct interpretation of the language [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of words or phrases used in the text. • Requires the student to select the correct analysis of how a key word or

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	<p>phrase is refined over the course of a text.</p> <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain the meaning of words or phrases the author uses in a text. • Requires the student to identify a word from a sentence or paragraph that has multiple meanings and to explain the alternate meaning. • Requires the student to explain the way an author refines the meaning of a key term over the course of the text.
Task Demand	Response Mechanism
Determine the figurative, connotative, or technical meaning of a word or phrase as it is used in a text.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Analyze the impact of given figurative or technical words or phrases on meaning or tone.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Determine how a given key term is refined over the course of the text.	<ol style="list-style-type: none"> 1. Multiple Choice 2. Open Response
Select a significant example of figurative or technical language (words or phrases) from the text and analyze its meaning.	<ol style="list-style-type: none"> 1. Open Response 2. Two-Part Hot Text
Sample Item	Notes
<p>What is the connotative meaning of the phrase (excerpted text) as it is used in the text?</p> <p>[Multiple Choice]</p>	The student must recognize the connotative implications of the phrase.
<p>What does the term (excerpted text) mean as it is used in the text?</p> <p>[Multiple Choice]</p>	The student must determine the meaning of a technical term as it is used in the text.
<p>Read the following sentence from the text: (Excerpted text).</p> <p>What is the meaning of _____?</p> <p>[Multiple Choice]</p>	The student must read the given quotation to determine the meaning of a technical term.

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<p>Part A: What is the connotative meaning of the phrase (excerpted text)?</p> <p>Part B: How does the author develop the meaning of the phrase over the course of the text?</p> <p>[Two-Part Hot Text]</p>	<p>The student must first determine the meaning of the phrase in the text, then explain how the meaning develops throughout the text.</p>
<p>Part A: Select two sentences that help develop the meaning of the phrase (excerpted text).</p> <p>Part B: What does this phrase mean as it is used in the text?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the meaning of a technical term as it is used in the text and find evidence to show how the meaning is developed and conveyed.</p>
<p>Read the following sentence from the text: (Excerpted text).</p> <p>Part A: How does the author develop the meaning of the phrase (excerpted text) over the course of the text?</p> <p>Part B: What is the meaning of the phrase as it is used in the text?</p> <p>[Two-Part Hot Text]</p>	<p>The student must read the given quotation to determine the meaning of a technical term and must analyze how its meaning is developed throughout the text.</p>

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Content Standard(s) Assessed	LAFS.1112.RI.2.5: Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Assessment Limits	Items can be overarching questions about structure of entire text or about specific structural choices. Items should ask the student to analyze or evaluate the effectiveness of the structure, not just determine or explain it. However, a two-part item may ask the student to determine and then analyze or evaluate the structure.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> Requires the student to analyze the structure of a text by dragging descriptions, analyses, or elements of structure into a graphic organizer. <p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases in the text that show how an author chose to structure the exposition or argument. Requires the student to select how the author chose to structure the text from the options and then choose the correct analysis of this choice’s effectiveness in conveying the exposition or argument [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of a given structure’s effectiveness. Requires the student to select the impact a given structure has on the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain an author’s use of structure in a text to convey exposition or an argument and then evaluate how effective the structure is at making points clear, convincing, and/or engaging. Requires the student to explain how the author’s structural decisions contribute to the effectiveness of a text’s exposition or argument. Requires the student to explain what impact structural decisions have on the effectiveness of a text.
Task Demand	Response Mechanism
Analyze how effectively an author uses structure to perform exposition or present an argument.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response
Determine what effect a given author’s choice regarding text structure has on the text’s effectiveness.	<ol style="list-style-type: none"> Multiple Choice Open Response

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<p>Determine the choices an author makes in structuring a text and the effect(s) those choices have on the effectiveness of the text in presenting exposition or an argument.</p>	<ol style="list-style-type: none"> 1. Open Response 2. Two-Part Hot Text
<p>Sample Item Stems</p>	<p>Notes</p>
<p>How does the author use structure to ensure that an argument is presented effectively?</p> <p>[Multiple Choice]</p>	<p>The student must determine that the author uses a particular type of structure in order to structure the text effectively. The student is given options from which to choose an implied structure.</p>
<p>How does the author use structure to ensure that an argument is presented effectively?</p> <p>[Open Response]</p>	<p>The student must determine that the author uses a particular type of structure in order to structure the text effectively.</p>
<p>Explain what structure the author uses to organize the text. Then, describe the impact this structure has on the effectiveness of the argument.</p> <p>[Open Response]</p>	<p>The student must determine the structure of the text, then evaluate the structure for effectiveness in presenting an argument. The response requires both analysis and evaluation.</p>

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Content Standard(s) Assessed	LAFS.1112.RI.2.6: Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	
Assessment Limits	Items should focus on determining a point of view or purpose, or on analyzing the impact of style and content. Items should not focus on analysis of the point of view itself or on the author’s purpose. Instead, items may focus on how the style and content make the point of view or purpose effective. Items may ask the student to determine portions of the text that are particularly powerful or persuasive. Items should not ask about beauty, due to its inherently subjective nature.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences, phrases, or words that show an author’s point of view or purpose. Requires the student to select sentences, phrases, or words that are particularly powerful or persuasive in advancing the author’s point of view or purpose. Requires the student to determine the author’s point of view or purpose and then explain, or provide details about, how style and content contribute to its power or persuasiveness [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct explanation of the author’s point of view or purpose. Requires the student to select the correct explanation of how style and/or content contribute to the power or persuasiveness of the text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain the author’s point of view or purpose and then give details from the text of where the style or content contribute to the power/persuasiveness of the point of view or purpose. 	
Task Demand	Response Mechanism	
Determine the author’s point of view in the text.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response 	
Determine the author’s purpose in the text.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response 	

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Analyze the way in which the style or content in the text contributes to the power/persuasiveness of the author’s point of view or purpose.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response 4. Two-Part Hot Text
Sample Item Stems	Notes
Select two phrases from the text that convey the author’s purpose. [Hot Text]	The student must analyze all of the information presented in the text, as well as the rhetoric, for clues as to the author’s purpose.
Select two phrases from the text that convey the author’s point of view. [Hot Text]	The student must determine the author’s point of view by selecting evidence from the text provided. The student must not only distinguish the point of view but must also have a general awareness of the purpose and tone.
Explain the author’s viewpoint about _____. [Open Response]	The student must identify and explain the point of view in the passage. The point of view may be implied but balanced with a counterargument.
Part A: What is the author’s purpose in the passage? Part B: Select two phrases that show the author’s purpose. [Two-Part Hot Text]	The student must determine the author’s purpose, then support the answer with evidence.
Part A: How does the author’s word choice convey the point of view? Part B: Select two details from the text that support your answer. [Two-Part Hot Text]	The student must analyze the entire text for the author’s use of word choice as a rhetorical device. In doing so, the student is directed to word choice specifically but must recognize how it is used as a rhetorical technique and must recognize examples that support the answer. The student must then determine how word choice interacts with and influences the tone of the passage in order to convey point of view.

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<p>Part A: What is the author's purpose in the passage?</p> <p>Part B: How does the author use rhetoric to advance the purpose?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the entire text for the author's use of rhetoric. In doing so, the student must recognize the rhetorical techniques and how they are shown. The student must then synthesize that analysis with the passage's tone and demonstrate understanding of how these rhetorical techniques show the author's purpose.</p>
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Grade 11 Reading Standards for Informational Texts

Content Standard(s) Assessed	<p>LAFS.1112.RI.3.7: Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>Also assesses LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p>LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</p>	
Assessment Limits	<p>Items should focus on how each of the sources of information is or could be used to solve a problem. While an item may focus primarily on a single source, the item should indicate or test for understanding of a clear link between the multiple sources. Items should not treat a single source as a stand-alone, unpaired stimulus. Items should focus on how sources address a question or solve a problem, or on how effectively the sources do so.</p>	
Text Types	<p>The sample item stems below may be used with one or more grade-appropriate informational texts from a variety of media sources. Texts may vary in complexity.</p>	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Select sentences or phrases from each work that show how the sources may be used to solve a given problem or address a given question. • Explain how one source addresses a given question or problem, then explain how another source addresses the same question or problem [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a correct analysis of how the source(s) could be used to solve a problem or address a question. • Requires the student to select a correct analysis of how the sources do address a question or solve a problem. <p>Open Response</p> <ul style="list-style-type: none"> • Requires the student to explain how two or more sources could be used to address a question or solve a problem. 	
Task Demand	Response Mechanism	
Analyze the ways in which various sources of information could be used to address a question or solve a problem.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response 	
Analyze the similarities or differences in the way in which sources address a question or solve a problem.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Open Response 	

Grade 11 Reading Standards for Informational Texts

Sample Item Stems	Notes
<p>Select two sentences from the text that show how the information in the text could be used to address the issues raised in the film.</p> <p>[Hot Text]</p>	<p>The student must analyze the problems that the film source addresses, then determine how the information in the text could be used to address that problem by finding specific details that would suffice.</p>
<p>Part A: How does the information in the text address the problem of _____?</p> <p>Part B: How does the information in the film address the same problem?</p> <p>[Two-Part Hot Text]</p>	<p>The student must evaluate and analyze how each work addresses the same given problem.</p>
<p>Explain how the information presented in the film could be used to address the problems presented in the text.</p> <p>[Open Response]</p>	<p>The student must analyze the problems addressed in the text and how they overlap with the information in the film. The student will then provide an analysis of how the information in the film could help solve the problems in the text.</p>

Grade 11 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.1112.RI.3.8: Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Assessment Limits	The item should not ask the student to simply identify the argument or claims in the text. The item may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence or reasoning is for an argument or claim. The item may assume knowledge of basic constitutional principles and major historical legal cases or decisions.
Text Types	The sample item stems below may be used with one or more grade-appropriate seminal U.S. documents. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to delineate an argument or claim. Requires the student to select words or phrases from the text that are used to support an argument or claim. Requires the student to select an evaluation of the text from the choices and then to select words or phrases from the text to support the evaluation selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an evaluation of an argument or claim in the text. Requires the student to select explicit or implicit details that support an analysis or inference about the texts. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple explicit or implicit details that support the evaluation of an argument or claim in the text. Requires the student to select multiple evaluations of an argument or claim in the text.
Task Demand	Response Mechanism
Select textual evidence to delineate an explicit argument or claim in the text. The argument or claim may be identified.	<ol style="list-style-type: none"> Hot Text Multiple Choice
Determine whether reasoning is sound and/or evidence is relevant, sufficient, and true in order to support the text’s claims.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice Multi-Select

Grade 11 Reading Standards for Informational Texts

Select an argument or claim made in the text; then select the reasoning or evidence used to delineate it.	1. Two-Part Hot Text
Select a premise, purpose, or argument of the text; then select the reasoning or evidence used to delineate it.	1. Two-Part Hot Text
Sample Item Stems	Notes
Which detail advances the argument that ____? [Multiple Choice]	The student must evaluate the given argument for its supporting details/evidence. The argument is given, the responses are limited by use of multiple choice, and the argument is clearly delineated.
Select two details that advance the argument. [Multi-Select]	The student must select multiple details from given choices to support the given argument.
Select two details in the text that advance the argument that ____. [Hot Text]	The student must select from the entire text multiple details that support a given argument.
Part A: What is the court’s claim in the text? Part B: Select two details that support the court’s argument in the text. [Two-Part Hot Text]	The student must determine and evaluate the court’s claim and the use of evidence to delineate the court’s argument and then evaluate it for evidence.
Part A: What is the court’s claim in the text? Part B: Select a detail from the text that shows how the court applied constitutional principles to its decision. [Two-Part Hot Text]	The student must determine the claim in the text and determine where the court applies constitutional principles. The student will have to carefully read the text to determine the answer.

Grade 11 Reading Standards for Informational Texts

<p>Part A: What is the court's primary claim?</p> <p>Part B: How effectively does the court support the claim with evidence?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the court's claim and evaluate how well the court supports it.</p>
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Grade 11 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.1112.RI.3.9: Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.
Assessment Limits	Items may focus on themes, purposes, or rhetorical features—or any combination thereof—of a document. Items may ask student to determine or to analyze the themes, purposes, or rhetorical features present in a text.
Text Types	The sample item stems below may be used with one or more grade-appropriate foundational U.S. documents. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences or phrases from the document that show theme(s), purpose(s), or rhetorical devices in the text. Requires the student to select a theme, purpose, or rhetorical device in the document from the choices and then choose details from the text that support the answer [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct explanation of how the author conveys theme or purpose, or uses rhetorical devices. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to identify theme(s), purpose(s), or rhetorical device(s) from the text, then support the answer with details from the text.
Task Demand	Response Mechanism
Given a theme, purpose, or rhetorical device, the student finds or explains evidence that shows how they are presented, developed, or used to convey the text’s message.	<ol style="list-style-type: none"> Hot Text Multiple Choice
Determine a theme, purpose, or rhetorical device and find or explain evidence that shows how they are presented, developed, or used to convey the text’s message.	<ol style="list-style-type: none"> Hot Text Open Response Two-Part Multiple Choice
Analyze how the works develop themes, present purposes, or use rhetorical devices to convey their message.	<ol style="list-style-type: none"> Hot Text Multiple Choice Open Response

Grade 11 Reading Standards for Informational Texts

Sample Item Stems	Notes
<p>Part A: Select two details that convey the theme of the speech.</p> <p>Part B: What is the theme of the speech?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the theme of the speech and support the answer with details from the text.</p>
<p>Part A: Select a rhetorical device used in the speech.</p> <p>Part B: What theme does the speaker use this device to help develop?</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the speech for its use of rhetoric and for theme, synthesizing this information to determine how they interact to help develop the theme.</p>
<p>Explain the main theme in the speech. Then, describe a rhetorical device the speaker uses to develop this theme.</p> <p>[Open Response]</p>	<p>The student must analyze the speech for its use of rhetoric and for theme, synthesizing this information to explain how they interact to help develop the theme.</p>

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.1112.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.1112.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Overall Task Description

The editing task will include a three- or four-paragraph passage with five or six grammar, spelling, and punctuation errors. The first and the last sentences in the passage will not include errors. Students will edit the three- or four-paragraph passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage.

Stimulus Attributes

For each grade level, the editing task will be similar to a student’s essay in quality and difficulty. The complexity of the texts used as stimuli should be accessible for the applicable grade and assess the student’s knowledge of grammar, usage, and language conventions.

Acceptable Word Count Ranges by Grade:

Grade Band	Word Count Range
9–11	250–300

The topics should be varied both within and across grades. Topics should be literary and informational.

Editing Task Errors

Each error will be aligned to one of two Language Standards—standard L.1.1, which focuses on grammar and usage, and standard L.1.2, which focuses on capitalization, punctuation, and spelling. The goal is to test on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

Editing Tasks with Choices (ETCs)

Students will select the correct edit from a drop-down menu of four options. One of the options will be the word or phrase as it appears in the paragraphs. The other three options should contain common usage errors—errors authentic to student work.

Directions Template—ETCs

Five highlights in the text show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Editing Tasks without Choices (ETs)

Students will type in the correct edit.

Directions Template—ETs

Five highlights in the text show which word or phrase may be incorrect. For each highlight, type in the correction.

Text-based Writing Stimulus and Prompt Guidelines
Writing Prompt Specifications

Overall Task Description

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and can cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Stimulus Attributes

The complexity of the texts used as stimuli should be accessible for the applicable grade. While this is primarily a writing test, a grade-appropriate level of literacy is required. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams can be included with the stimuli. The graphics used, however, must be purposeful to the task and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student can take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education may require at least two additional sources to verify the information in the text.

Text-based Writing Stimulus and Prompt Guidelines

The stimulus will consist of two to four texts. The approximate combined word count of the text sets is listed in the table below.

Grade Level	Minimum Word Count	Maximum Word Count
11	1100	2000

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the text sets and must cite specific evidence from the texts to support their ideas.

For the **informative/explanatory** writing prompts, students will be required to synthesize and analyze ideas from the stimuli to develop and support a controlling idea.

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4–5) or to argue and support a claim (grades 6–11).

Assessed Standards

The Florida Standards Writing Assessment will assess the following standards from the appropriate grades:

LAFS.W.1.1 or LAFS.W.1.2	LAFS.L.1.1
LAFS.W.2.4	LAFS.L.1.2
LAFS.W.2.5	LAFS.L.2.3
LAFS.W.2.6	LAFS.L.3.4
LAFS.W.3.8	LAFS.L.3.5
LAFS.W.3.9	LAFS.L.3.6

Directions Template

Grades 6–11

Write an explanatory essay about Your essay must be based on ideas and information that can be found in the “. . .” passage set.

-OR-

Text-based Writing Stimulus and Prompt Guidelines

Write an argumentative essay in which you . . . Use the information from the passages in your essay.

Manage your time carefully so that you can

- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

(If argumentative) Be sure to

- include a claim;
- address counterclaims;
- use evidence from multiple sources; and
- avoid overly relying on one source.

Type your response in the space provided.

You have ___ minutes to read, plan, write, revise, and edit your response.

Text-based Writing Stimulus and Prompt Guidelines

Acceptable Text Types

Informational Text	Literary Text
<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries <p>Secondary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles <p>Functional Materials</p> <ul style="list-style-type: none"> • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages 	<p>Literary Nonfiction</p> <ul style="list-style-type: none"> • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques <p>Literary Fiction</p> <ul style="list-style-type: none"> • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Drama • Fantasy • Excerpts from longer works

Text-based Writing Stimulus and Prompt Guidelines

Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and

Mathematics

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

Health and Physical Education

- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

Business Management and Administration

- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing

- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies

- U.S. History
- Civics and Government
- Geography
- Economics

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journey