DRAFT

Grades 9–10 English Language Arts

Item Specifications

Florida
Standards Assessments

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 Stimulus Guidelines

<u>Overall Description</u>
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.

<u>Stimulus Attributes</u>
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. Because the Language Arts Florida Standards operate in a 9-10 grade band, increased text complexity at grade 10 will be implemented to denote a difference between these assessments.

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

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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	Hot Text • 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]. Multiple Choice • Requires the student to select a correct answer using explicit or implicit information from the text as support. Multi-Select • Requires the student to select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text.

Task Demand	Response Mechanism
Determine strong, but implied, support for a given analysis or inference drawn from the text.	1. Hot Text 2. Multiple Choice 3. Multi-Select
Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.	1. Multi-Select 2. Two-Part Hot Text

Sample Item Stems	Notes
Select two words or phrases in the passage that support the idea that the character was _____. [Hot Text]	The student must choose two words or phrases from among several that explicitly support the information provided in the stem.
Which quotation supports the idea that Character A is sympathetic to Character B? [Multiple Choice]	The student must select a quotation directly from the text that supports the information provided in the stem.

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Character A's view of Character B changes during the course of the text. Select a detail from the text that supports this conclusion. [Hot Text]	The student must draw a conclusion based on the reference in the stem and select a detail from the text to support this conclusion.
Part A: How does the main character change from the beginning of the text to the end? Part B: Provide a detail from the text that supports this conclusion. [Two-Part Hot Text]	The student must draw a conclusion based on a dynamic character's change throughout the text and support the conclusion by selecting a detail from given options.
Part A: How does Character A feel about asking Character B to _____? Part B: Which detail from the text supports the answer in Part A? [Two-Part Hot Text]	The student must make an inference based on characterization and support the inference by selecting a detail from given options.

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Content Standard(s) Assessed	LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Assessment Limits	Items ask the student to determine a theme or central idea and its 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 use of specific details that aid in the development of the theme or central idea. Items may, however, ask the student to select the details. 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	**Hot Text** • Requires the student to select details from the text that support development of the theme or central idea. • Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the passage. • Requires the student to select words or phrases from the text that provide explicit support for the theme or central idea. • Requires the student to select the theme or central idea from the choices, and then to select words or phrases from the text that support or develop the theme or central idea selected [Two-Part Hot Text]. • Requires the student to select the theme or central idea from the choices, and then to select an explanation of how the theme or central idea is revealed and developed [Two-Part Hot Text]. • Requires the student to select sentences from the text that represent key events that should be addressed in a summary. **Multiple Choice** • Requires the student to select the theme or central idea of the passage. • Requires the student to select explicit or implicit details that support or develop the theme or central idea of the passage. • Requires the student to select the correct summary of the text. **Multi-Select** • Requires the student to select multiple pieces of textual evidence to support an explicit or implicit statement about theme. **Open Response** • Requires the student to explain how the theme develops throughout the text. • Requires the student to state the theme or central idea of the passage. • Requires the student to state the details from the text that can be used to support the theme or central idea of the passage. • Requires the student to state the theme or central idea of the passage and a detail from the text that can be used to support the theme or central idea of the passage.

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Task Demand	Response Mechanism
Determine a theme or central idea in a text.	1. Multiple Choice 2. Open Response
Determine a theme or central idea in a text and explain how it is developed throughout the text.	1. Hot Text 2. Multiple Choice 3. Open Response 4. Two-Part Hot Text
Determine a theme or central idea in a text and determine the specific details that aid in its development.	1. Hot Text 2. Multiple Choice 3. Open Response 4. Two-Part Hot Text
Analyze a given theme or central idea from a text.	1. Multiple Choice 2. Multi-Select 3. Open Response
Identify the summary of the text.	1. Hot Text 2. Multiple Choice

Sample Item Stems	Notes
What is a theme of the passage? [Multiple Choice]	The student must select a theme from a list of options. The item does not ask for analysis of the theme or its development.
What is a theme of the passage? [Open Response]	The student must determine a theme from the entire text, which requires the student to come up with the theme independently.
Read this sentence from the text: (Excerpted text) Part A: How does this sentence affect the theme of the passage? Part B: What is a theme from the passage? [Two-Part Hot Text]	The student must analyze the quotation in the context of the passage and determine its effect on the theme. Then, the student must determine the theme.
Part A: Which is a theme of the passage? Part B: Which detail supports the development of the theme in Part A? [Two-Part Hot Text]	The student must recognize one of the themes or central ideas in the passage. The student must be able to recognize a detail that helps with the theme's development.

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Part A: How does the author develop the theme of sympathy for others throughout the text? Part B: Which detail from the text supports this conclusion? [Two-Part Hot Text]	The student must determine how a theme is developed, trace its development, and provide a detail to support the way the author conveys the theme throughout the text.
Identify a theme of the passage. Then, explain how the author uses details to develop this theme. [Open Response]	The student must generalize from the events of the passage in order to come up with a plausible theme. Then, the student must return to the specific details of the text to isolate which ones best illustrate the development of this theme from beginning to end. The student must demonstrate full understanding of the theme, how it is developed, and how to recognize strong and thorough evidence.

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Content Standard(s) Assessed	LAFS.910.RL.1.3: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Assessment Limits	Items may address any aspect of character development over the course of a text. Items should focus on major characters who exhibit evidence of change over the course of the passage. Items that address character interactions should focus only on significant character interactions. Focus should be on character development that is consistent with the major theme(s) of the passage or significantly contributes to the advancement of the plot.
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	Hot Text • Requires the student to select multiple sentences or phrases that show the development of a complex character over the course of the text. • Requires the student to select sentences or phrases from the text that provide details to support an inference about a character. • Requires the student to select the correct description of a dynamic character's development from the choices, and to select an explanation of this change's impact on the plot or theme [Two-Part Hot Text]. • Requires the student to select the correct description of a dynamic character's development from the choices, and to select words or phrases from the text that provide details to support that description [Two-Part Hot Text]. Multiple Choice • Requires the student to select a correct analysis of how a character develops, advances the plot, or develops the theme. Open Response • Requires the student to explain a complex character's development and explain how it advances the plot or develops the theme.

Task Demand	Response Mechanism
Determine a significant change or changes in a complex character.	1. Hot Text 2. Multiple Choice 3. Open Response
Determine how a complex character's traits develop over the course of a text.	1. Hot Text 2. Multiple Choice 3. Open Response
Analyze how complex characters change and how these changes develop the theme of the passage or advance the plot.	1. Open Response 2. Two-Part Hot Text

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Sample Item Stems	Notes
Which detail shows how the main character changes by the end of the passage? [Hot Text]	The student must select a detail from the passage that conveys the main character's change by the end of the passage.
How does the main character change from the beginning of the passage to the end? [Multiple Choice]	The student must determine the change a main character undergoes throughout the course of the passage.
Explain how the main character changes at the end of the passage. Then, provide a detail from the passage to support your choice. [Open Response]	The student must determine and explain how a given character changes throughout the course of the passage and provide a text-based detail to support the analysis.
Part A: How does the main character change? Part B: How does the change affect the plot? [Two-Part Hot Text]	The student must determine a change in a dynamic character and how the change affects the events in the passage.
How does the change in the main character help develop the theme? [Multiple Choice]	The student must determine how the main character's change throughout the passage aids in development of the theme.
Explain how the contrast the author creates between Character A and Character B helps develop the theme of the passage. [Multiple Choice]	The student must determine how the author's portrayal of contrasting characters helps develop the theme of the passage.

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Content Standard(s) Assessed	LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). LAFS.910.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Assessment Limits	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. The item may ask students to employ various strategies to explore meaning, including the application of context clues, roots, or affixes. The item may require students to make connections between words and to delve into figurative or connotative meanings.
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	Hot Text • 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 the meaning of a word or phrase from the choices and then to select context clues from the text to support the meaning [Two-Part Hot Text]. • 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]. • Requires the student to select word parts that act as context clues when determining meaning. • Requires the student to select words or phrases from the text that provide support for the meaning of figures of speech. • Requires the student to interpret the meaning of figures of speech and then to select words or phrases from the text that support that meaning [Two-Part Hot Text].

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	• Requires the student to select words or phrases from the text that provide support for the connotative meaning of a word. **Multiple Choice** • 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. • Requires the student to select the strategy that would best be used to determine the meaning of an unknown word in a particular context. • Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning by identifying words that play similar roles or have similar connotative meanings. • Requires the student to select the correct analysis of how patterns of word changes indicate different meanings. **Open Response** • 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.	1. Multiple Choice 2. Open Response
Analyze the impact of given figurative words or phrases on meaning or tone.	1. Multiple Choice 2. Open Response
Analyze word choice to select words or phrases that develop a given meaning or tone.	1. Hot Text
Select an example of figurative words or phrases from the text and analyze the impact of the word choice on meaning or tone.	1. Open Response 2. Two-Part Hot Text
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.	1. Hot Text 2. Multiple Choice 3. Multi-Select
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	1. Hot Text 2. Multiple Choice 3. Multi-Select

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Sample Item Stems	Notes
Read the following sentence from the passage: (Excerpted text) What does the phrase (excerpted text) mean? [Multiple Choice]	The student must choose the connotative meaning of a phrase based on the immediate context.
The author describes a character as looking _____ and speaking _____. How does this word choice impact the meaning of the passage? [Multiple Choice]	The student must determine how the connotative meanings of the phrases affect the meaning of the passage.
What is the effect of the repetition of the word _____ throughout the passage? [Open Response]	The student must examine the word each time it is used and analyze its immediate context, its fit within the surrounding dialogue, and ultimately determine its effect on the passage as a whole.
Provide the student with paragraphs 1–4 as selectable text. Part A: How do paragraphs 1–4 help to establish the tone of the passage? Part B: Select the two words in paragraphs 1–4 that establish the tone of the passage. [Two-Part Hot Text]	The student must determine how the author establishes the tone in the specified paragraphs and select words from the excerpt that support the determination.
Explain how the author describes Character A. Then, explain how this affects the tone. [Open Response]	The student must explain how a given character is described and how the word choice within the description influences the tone of the passage.
Part A: How does the author's word choice aid in character development? Part B: What does this word choice convey about the meaning of the text? [Two-Part Hot Text]	The student must determine how subtle, purposeful word choice interacts with character development and affects the overall meaning of a text.

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Content Standard(s) Assessed	LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Assessment Limits	Items can be overarching questions about the structure of the entire text or about specific structural devices. 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.
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	Grid Item • Requires the student to drag descriptions, analyses, or elements of structure into a graphic organizer. Hot Text • Requires the student to select sentences or phrases in the text that create a given effect. • Requires the student to select an author's technique from the choices, and then to select an analysis of its impact on the text [Two-Part Hot Text]. Multiple Choice • Requires the student to select the correct analysis of an author's choice. • Requires the student to select the effect given author's choices create in the text. Open Response • Requires the student to explain the choice an author made in creating the text, and then analyze the effect this choice creates.

Task Demand	Response Mechanism
Analyze the way in which an author creates a given effect through structural decisions.	1. Hot Text 2. Multiple Choice 3. Open Response
Determine what effect an author's structural choice has on the text.	1. Multiple Choice 2. Open Response
Determine the choices an author makes in structuring a text and the effect(s) those choices have on the meaning of the text.	1. Open Response 2. Two-Part Hot Text

Sample Item Stems	Notes
Select the sentence that creates tension in the plot. [Hot Text]	The student must determine which sentence creates tension in the plot.

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How does the author use structure to convey a sense of tension in the passage? [Multiple Choice]	The student must determine how the plot structure serves to create tension in the passage.
How does the author's decision to use a slow pace in telling the story affect the meaning of the text? [Multiple Choice]	The student must determine how the pace and plot subtly interact and affect the implied meaning of the story.
Part A: How does the author set the tone of the passage? Part B: How does the tone support the meaning? [Two-Part Hot Text]	The student must determine how the author creates the tone and how the tone reinforces the meaning of the passage.
Explain how the author creates the pacing of the passage. Then, explain the effect the pace has on the meaning of the passage. [Open Response]	The student must explain the author's technique in creating the pace of the passage and what affect the pacing has on meaning.
(Excerpted text) How does the order of events in the passage affect the meaning of this quotation? [Multiple Choice]	The student must analyze the cumulative impact of the events in the passage and how the order of presentation could affect interpretation of the events.

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Content Standard(s) Assessed	LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Assessment Limits	Items should ask the student to analyze, rather than simply identify, the perspective in the text. Items should focus on the perspective and cultural experience presented in the story, not on use of first, second, or third person point of view.
Text Types	The sample item stems below may be used with one or more grade-appropriate world literature texts. Texts may vary in complexity.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences, phrases, or words that reflect a given point of view or cultural experience. Multiple Choice • Requires the student to select the correct analysis of a perspective or cultural experience reflected in the work. • Requires the student to select the correct explanation of the way in which a perspective or cultural experience is revealed in a text. Open Response • Requires the student to identify and then explain the perspective or cultural experience presented in a text.

Task Demand	Response Mechanism
Explain the point of view or cultural experience that is present in the text.	1. Multiple Choice 2. Open Response
Select words, phrases, or sentences that reflect a culture or cultural experience in a text.	1. Hot Text 2. Multiple Choice
Analyze the way in which an author conveys and/or develops a particular perspective or cultural experience as presented and/or developed in a text.	1. Multiple Choice 2. Open Response
Analyze the effect a particular perspective or cultural experience presented in the text has on the meaning of the passage.	1. Multiple Choice 2. Open Response
Analyze the significance of a particular perspective or cultural experience, as it is presented in the text.	1. Multiple Choice 2. Open Response

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Sample Item Stems	Notes
Select two pieces of dialogue from the text that convey the main character's perspective. [Hot Text]	The student must analyze the dialogue in the story for clues as to how the main character feels and choose details from the text to support the inference.
Select two sentences from the text that show the main character's point of view regarding the town. [Hot Text]	The student must select details from the text that support the main character's point of view.
Explain how the main character feels about the town. Then, give details from the text to support your answer. [Open Response]	The student must identify and explain the point of view in the passage and support the answer with appropriate evidence from the text.
Explain how the main character feels about the leaders of the town. Then, explain why the main character feels this way. [Open Response]	The student must analyze the main character's point of view by inferring the main character's perspective from characterization. Then, the student must analyze the cultural and political circumstances in the passage to explain the main character's perspective.
Read this excerpt from the text: (Excerpted text) Part A: What does this reveal about the main character? Part B: How does it emphasize the main character's perspective? [Two-Part Hot Text]	The student must determine the perspective present in the text, determine the relevance of the characterization in the quotation, then align that character trait to the perspective presented in the text.
Read this excerpt from the text: (Excerpted text) Part A: How does this excerpt reflect the culture from which the main character comes? Part B: How does it affect the meaning of the passage's ending? [Two-Part Hot Text]	The student must make an inference to analyze characterization, to analyze setting and plot, to synthesize the analyses with knowledge from other world literature, and to determine how the passage is affected.

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Content Standard(s) Assessed	LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). Also assesses LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Assessment Limits	Items should focus on the similarities and differences between the two stimuli. An item may focus primarily on either stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. Items may ask students to evaluate the credibility of each work.
Text Types	The sample item stems below may be used with one or more grade-appropriate texts from a variety of media sources. Texts may vary in complexity.
Acceptable Response Mechanisms	Hot Text • Requires the student to choose words, phrases, or sentences from the text that show how the text and visual representation are similar or different. • Requires the student to select what is emphasized or absent in one of the works from the choices, and then to select an analysis of how this representation affects the work's meaning [Two-Part Hot Text]. • Requires the student to select the element emphasized in or absent from the text from the choices, and then select the element emphasized in or absent from the artwork from the choices [Two-Part Hot Text]. Multiple Choice • Requires the student to select a correct similarity or difference in the works. • Requires the student to select a correct analysis of what the works emphasize or omit. • Requires the student to select a correct analysis of the credibility and accuracy of one or both works. Open Response • Requires the student to explain similarities between the two representations.

Task Demand	Response Mechanism
Select the phrases or sentences in the text that show the emphasis or absence of significant elements in the visual representation.	1. Hot Text 2. Multiple Choice
Choose a way in which the representations are similar or different.	1. Multiple Choice

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Given a similarity or difference, the student must analyze the impact of the choice on the meaning or overall effect of the works.	1. Hot Text 2. Multiple Choice 3. Open Response
Analyze the similarities or differences in the way in which the subject or scene is represented in each medium.	1. Multiple Choice 2. Open Response
Analyze the credibility and accuracy of each work.	1. Multiple Choice

Sample Item Stems	Notes
Part A: Which element from the works is emphasized in the poem? Part B: Which element from the works is emphasized in the painting? [Two-Part Hot Text]	The student must analyze and compare all elements of both works and determine which element is emphasized in each work.
What is a difference between the two works? [Multiple Choice]	The student must recognize that the emphasis is on different elements in each of the works. The student must compare the works and recognize that the common elements are treated differently.
Each work features the same character. How is the character treated in the poem? [Open Response]	The student must analyze both works and explain the difference in how the character is represented and emphasized.
Part A: What is emphasized in the poem that is not emphasized in the painting? Part B: Select a detail from the text that supports your answer. [Two-Part Hot Text]	The student must determine the difference in emphasis between the works. Then, the student must find the details in the poem that support this difference. The student must look for emphasis but must still compare and analyze the works, and then find textual evidence as support.

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Part A: What is emphasized in the poem that is not emphasized in the painting? Part B: How does this affect the poem's meaning? [Two-Part Hot Text]	The student must determine the different elements that are emphasized in each work, analyze the meanings of each work, and then determine how the differences affect the meaning.
Part A: What is a difference between the works? Part B: How does this affect the poem's meaning? [Two-Part Hot Text]	The student must compare the works, analyze their meanings, and determine a difference that creates these separate meanings.

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Content Standard(s) Assessed	LAFS.910.RL.3.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Assessment Limits	Items should focus on the similarities and differences between the source material and the newer text. An item may focus primarily on either text, but the item should indicate or test for understanding of a clear link between the two works.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts and corresponding source materials. Texts may vary in complexity.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences or phrases from each work that show similarities or differences between the works. • Requires the student to select a difference or similarity between the works, and then to select how this affects the meaning of the work [Two-Part Hot Text]. Multiple Choice • Requires the student to select examples from the text that show the works' different treatments of the source material. • Requires the student to select the correct analysis of how the author of the newer work uses or transforms the source material. Open Response • Requires the student to explain the similarities or differences between the source material and the newer work.

Task Demand	Response Mechanism
Analyze the similarities and/or differences between the source material and the newer work.	1. Hot Text 2. Multiple Choice 3. Open Response
Analyze how an author uses source material for an original work.	1. Hot Text 2. Multiple Choice 3. Open Response

Sample Item Stems	Notes
How does the author's reference to the source material help advance the plot? [Multiple Choice]	The student must analyze each work for plot and determine how the source work is utilized by the author of the newer work.
Part A: How does the author change the source material? Part B: What impact does this decision have on the meaning of the play? [Two-Part Hot Text]	The student must compare the source material with the newer work and analyze how the author's adaptation of the source material affects the meaning of the text.

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Part A: What is a theme that the source work and the play share? Part B: How is the playwright's approach to the theme different from that of the previous author? [Two-Part Hot Text]	The student must determine the themes of each work, find a common theme, and compare the approach of the source work to the approach of the play. The student must analyze both works for theme and technique.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
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.
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	Hot Text • 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]. Multiple Choice • Requires the student to select answers using explicit or implicit information from the text as support. Open Response • Requires the student to explain an inference or analysis, then provide textual evidence that supports the inference or analysis. For this standard, open response should only be used when the student is providing the inference/analysis and the textual evidence.

Task Demand	Response Mechanism
Determine strong, but implied, support for a given analysis of an inference drawn from the text.	1. Hot Text 2. Multiple Choice 3. Open Response
Draw an inference from the text and support the inference or analysis with strong, thorough evidence from the text.	1. Open Response 2. Two-Part Hot Text

Sample Item Stems	Notes
Select two words or phrases in the article that support the idea that _____ is difficult to find. [Hot Text]	The student must choose two words or phrases from among several that explicitly support the idea provided in the stem.
Which quotation supports the idea that _____ is difficult to find? [Multiple Choice]	The student must select a quotation from the text that supports the idea provided in the stem.

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Read this excerpt from the text: (Excerpted text) Select two details from the text that support the author's conclusion. [Hot Text]	The student must analyze the author's conclusion referenced in the stem and select supporting details from the entire text.
Part A: How do state officials feel about preserving the animal's habitat? Part B: Which detail from the text supports the answer in Part A? [Two-Part Hot Text]	The student must make an inference based on a statement from the text and support the inference by selecting a detail from given options.
Part A: Based on the article, how does the author feel about preserving the animal's habitat? Part B: Which detail from the text supports the answer in Part A? [Two-Part Hot Text]	The student must make an inference based on the author's rhetoric and support the inference by selecting a detail from given options.

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Content Standard(s) Assessed	LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how the idea emerges and is shaped and refined by specific details; provide an objective summary of the text.
Assessment Limits	Items ask the student to determine a central idea and its 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 use of specific details that aid in the development of the central idea. Items may, however, ask the student to select the details. 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	Hot Text • Requires the student to select details from the text that support development of the central idea. • Requires the student to select words or phrases from the text that explicitly state the central idea of the article. • Requires the student to select words or phrases from the text that provide explicit support for the central idea. • Requires the student to select the central idea from the choices and then to select words or phrases from the text that support or develop the central idea selected [Two-Part Hot Text]. • Requires the student to select the central idea from the choices and then to select an explanation of how the central idea is revealed and developed [Two-Part Hot Text]. Multiple Choice • Requires the student to select the central idea of the article. • Requires the student to select explicit or implicit details that support or develop the central idea of the article. Open Response • Requires the student to explain how the central idea develops throughout the text. • Requires the student to state the central idea of the article. • Requires the student to state details from the text that can be used to support the central idea of the article. • Requires the student to state the central idea of the article and a detail from the text that can be used to support the central idea of the article.

Task Demand	Response Mechanism
Determine a central idea in a text.	1. Multiple Choice 2. Open Response
Determine a central idea in the text and explain how it is developed throughout the text.	1. Hot Text 2. Multiple Choice 3. Open Response

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Determine a central idea in the text and determine the specific details that aid in its development.	1. Hot Text 2. Multiple Choice 3. Open Response
Analyze a given central idea from the text.	1. Multiple Choice 2. Open Response

Sample Item Stems	Notes
What is a central idea of the text? [Multiple Choice]	The student must select a central idea from a list of options. The item does not ask for analysis of the central idea or its development.
What is a central idea of the text? [Open Response]	The student must determine and explain an implied central idea in the text.
Read this phrase from the text: (Excerpted text) Part A: How does this phrase affect the central idea of the text? Part B: What is a central idea of the text? [Two-Part Hot Text]	The student must determine how a given phrase affects the central idea of the entire text and select the implied central idea.
Part A: Which is a central idea of the text? Part B: Which detail supports the development of the central idea in Part A? [Two-Part Hot Text]	The student must select an implied central idea from the text and select a detail that helps to convey the central idea.
Part A: A central idea of the text is _____. How does the author develop this central idea throughout the text? Part B: Which detail from the text supports this conclusion? [Two-Part Hot Text]	The student must determine how a central idea is developed, trace its development, and select a detail that shows this development.
Identify a central idea of the text. Then, explain how the author uses details to develop this central idea. [Open Response]	The student must generalize from the information in the text in order to come up with a plausible central idea. Then, the student must return to the specific details of the text to isolate which ones best illustrate the development of this central idea from beginning to end.

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Content Standard(s) Assessed	LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them.
Assessment Limits	Items may address the text as a whole or may address individual techniques or structural devices used by the author.
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	Hot Text • Requires the student to select multiple sentences or phrases that show the methods used in developing an analysis or series of ideas or events. • Requires the student to select the correct description of the text's structure from the choices and to identify an author's methods in developing an analysis or series of ideas or events [Two-Part Hot Text]. • Requires the student to select the correct analysis of how an author unfolds an analysis or series of ideas or events from the choices and to select words or phrases from the text that provide details to support the answer [Two-Part Hot Text]. Multiple Choice • Requires the student to select the correct analysis of how an author unfolds an analysis or series of ideas or events. • Requires the student to select a detail that supports a given structural decision. Open Response • Requires the student to explain how the author develops the analysis or series of ideas or events. • Requires the student to explain how the author develops the analysis or series of ideas or events and provide a detail from the text that supports the answer.

Task Demand	Response Mechanism
Determine how the author unfolds an analysis or series of events or ideas.	1. Hot Text 2. Multiple Choice 3. Open Response
Explain how an idea or series of events is introduced and/or developed.	1. Hot Text 2. Multiple Choice 3. Open Response
Explain how an author makes connections among ideas throughout a text.	1. Hot Text 2. Multiple Choice 3. Open Response
Determine details from the text that support a given structural decision used to develop the text.	1. Hot Text 2. Multiple Choice

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Explain how the author unfolds an analysis or series of ideas or events and provide supporting details.	1. Open Response 2. Two-Part Hot Text
Explain how the author unfolds an analysis or series of ideas or events and analyze its impact on the meaning of the text.	1. Open Response 2. Two-Part Hot Text
Sample Item Stems	**Notes**
How does the author order the ideas in the text? [Multiple Choice]	The student must determine the structural decision the author made in introducing and developing the ideas in the text.
Select three sentences from the text that show how the author uses _____ as a way to develop the ideas in the text. [Hot Text]	The student must determine evidence that supports a given structural decision in developing ideas in the text. The student is given the author's method of developing ideas and needs to find support. The student then must choose three details.
The author attempts to show that _____ has an impact on _____. Select three details that show this connection. [Hot Text]	The student must select evidence that supports a given method of developing the subtle connections between ideas.
Part A: How does the author develop ideas throughout the text? Part B: Select three details from the text that show the development of the author's ideas. [Two-Part Hot Text]	The student must analyze how the author develops the ideas in the text and support this analysis with a careful selection of evidence.
Part A: How does the author develop ideas throughout the text? Part B: What effect does this have on the meaning of the text? [Two-Part Hot Text]	The student must analyze how the author develops ideas in the text and determine how this has a subtle but substantial impact on meaning.
How does the author use sources to support the viewpoint? How does this selection affect the meaning of the text? [Open Response]	The student must analyze the way the author develops ideas in order to answer the first part and must synthesize that information to analyze the impact it has on the text's meaning.

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Content Standard(s) Assessed	LAFS.910.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Also assesses LAF.910.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Assessment Limits	Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. Items should focus on words and phrases that have figurative, evocative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask students to employ various strategies to explore meaning, including the application of context clues, roots, or affixes. The item may require students to make connections between words and to delve into figurative or connotative meanings.
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	Hot Text • 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 an example of figurative or technical language from within the text and select the correct interpretation of the figurative or technical language [Two-Part Hot Text]. • Requires the student to select word parts that act as context clues when determining meaning. • Requires the student to select words or phrases from the text that provide support for the meaning of figures of speech or technical language. • Requires the student to interpret the meaning of figures of speech or technical language and then to select words or phrases from the text that support that meaning [Two-Part Hot Text]. • Requires the student to select words or phrases from the text that provide support for the connotative meaning of a word.

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	Multiple Choice • 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. Open Response • 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, connotative, or technical meaning of a word or phrase as it is used in a text.	1. Multiple Choice 2. Open Response
Analyze the impact of given figurative or technical words or phrases on meaning or tone.	1. Multiple Choice 2. Open Response
Analyze word choice to select words or phrases that develop a given meaning or tone.	1. Hot Text
Select an example of figurative or technical words or phrases from the text and analyze the impact of the word choice on meaning or tone.	1. Open Response 2. Two-Part Hot Text
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.	1. Hot Text 2. Multiple Choice 3. Multi-Select
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	1. Hot Text 2. Multiple Choice 3. Multi-Select

Sample Item Stems	Notes
Read this phrase from the article: (Excerpted text) What does the phrase (excerpted text) mean as it is used in the article? [Multiple Choice]	The student must choose the connotative meaning of a phrase based on the immediate context.

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The author describes the animal as (excerpted text). How does this word choice affect the meaning of the article? [Multiple Choice]	The student must determine the connotative meanings of the given phrases and analyze how word choice affects the meaning of the text.
What is the impact of the author's word choice when describing the animal throughout the article? [Open Response]	The student must locate and analyze the various instances of descriptive words, determine the connotative and contextual meanings, and explain the effect of the word choice.
Part A: How do paragraphs 1 through 3 help to establish the tone of the article? Part B: Select two words in paragraphs 1 through 3 that establish the tone of the article. [Two-Part Hot Text]	The student must determine how selected paragraphs establish the tone of the article and select words from the excerpt that reinforce the tone.
Explain how the author describes the animal. Then, explain how this affects the tone of the article. [Open Response]	The student must explain how a given topic or idea is described, determine the tone of the article, and explain how word choice and tone interact.
Part A: How does the author's word choice develop the tone? Part B: How does this word choice affect the meaning of the text? [Two-Part Hot Text]	The student must determine how subtle, purposeful word choice interacts with tone and affects the overall meaning of a text.

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Content Standard(s) Assessed	LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Assessment Limits	Items can be overarching questions about the structure/development of the entire text or about specific structural elements. Items should ask the student to analyze the author's ideas or claims. However, a two-part item may ask the student to determine then analyze.
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	Hot Text • Requires the student to select portions of the text that develop or refine a given idea or claim. • Requires the student to select a portion of the text that develops or refines the author's ideas or claims from the choices and then to select an analysis of its impact on the text [Two-Part Hot Text]. Multiple Choice • Requires the student to select the correct analysis of how an author develops or refines ideas or claims. • Requires the student to select a portion of the text that develops or refines a given idea or claim from the text. Open Response • Requires the student to explain how an author develops or refines the ideas or claims in a text and then analyze the impact this technique has on the text.

Task Demand	Response Mechanism
Analyze the way in which an author develops or refines a given claim or idea through structural decisions.	1. Hot Text 2. Multiple Choice 3. Open Response
Determine what effect an author's structural choice has on the development or refinement of claims or ideas in the text.	1. Multiple Choice 2. Open Response
Determine the choices an author makes in developing or refining ideas or claims in a text and the effect(s) those choices have on the meaning of the text.	1. Open Response 2. Two-Part Hot Text
Determine which portion of the text refines the author's ideas or claims, then explain how it develops or refines the ideas.	1. Open Response 2. Two-Part Hot Text

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Sample Item Stems	Notes
Which sentence helps develop the idea that preserving the animal's habitat will have negative consequences? [Multiple Choice]	The student must determine how a given idea is developed and select the sentence that creates the effect.
Select two sentences in the text that help develop the idea that preserving the animal's habitat will have negative consequences. [Hot Text]	The student must determine how a given idea is developed and select details that support the analysis.
Read this phrase from the text: (Excerpted text) What impact does this phrase have on the development of the author's ideas? [Multiple Choice]	The student must determine the impact a given sentence has on the development of ideas in the text.
Part A: Select the paragraph that refines the idea that there is too little information to make an informed decision. Part B: How does this paragraph support the author's purpose? [Two-Part Hot Text]	The student must determine how a given idea is refined by a specific portion of the text and analyze how the chosen paragraph supports the purpose of the article.
Part A: How does the author order the ideas in the text? Part B: What effect does the order of ideas have on the meaning of the text? [Two-Part Hot Text]	The student must analyze the ideas in the text and how they are ordered and determine the effect the order has on meaning.
Explain how the structure of the article refines the ideas in the article. Then, explain how this affects the meaning of the text as a whole. [Open Response]	The student must determine and analyze the structure of the article and explain the impact the structure has on the text as a whole.

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Content Standard(s) Assessed	LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Assessment Limits	Items may ask the student to determine the point of view in the text. Items may ask the student to analyze how an author advances or conveys the point of view or purpose. Items should focus on meaningful rhetorical devices that specifically advance the author's purpose or point of view.
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	Hot Text - Requires the student to select sentences, phrases, or words that serve as examples of rhetorical devices that advance a given point of view or purpose. - Requires the student to select from the choices the author's point of view or purpose and select the correct analysis of how an author uses rhetoric to convey the point of view or purpose [Two-Part Hot Text]. Multiple Choice - Requires the student to select the author's point of view or purpose. - Requires the student to select the correct analysis of how a point of view or purpose is advanced in a text. - Requires the student to select the rhetorical device(s) used to convey a given point of view or purpose in a text. Open Response - Requires the student to identify the point of view or purpose in a text and then explain how it is advanced through the use of rhetoric and/or structure.

Task Demand	Response Mechanism
Explain the point of view or purpose of the text.	1. Multiple Choice 2. Open Response
Select words, phrases, or sentences that show how a point of view or purpose is advanced in a text.	1. Hot Text 2. Multiple Choice
Analyze the way in which an author conveys and/or develops a particular point of view or purpose in a text.	1. Multiple Choice 2. Open Response
Analyze the significance of particular rhetorical devices used in the text to convey a point of view or purpose.	1. Multiple Choice 2. Open Response

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Sample Item Stems	Notes
Select two phrases from paragraphs 1 through 3 that convey the author's purpose. [Hot Text]	The student must determine the author's purpose and choose details from the text that support the purpose.
Select two sentences from the text that show the author's point of view regarding _____. [Hot Text]	The student must determine the author's point of view and select details from the entire text that support the answer.
Explain the author's viewpoint about _____. [Open Response]	The student must determine and explain an author's point of view using details from the text to support the explanation.
Part A: Select two phrases from paragraphs 1 through 3 that show the author's purpose. Part B: What is the author's purpose in the article? [Two-Part Hot Text]	The student must analyze the author's purpose based on a given, limited section of the text and support the analysis by selecting evidence from the text.
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 author's point of view and word choice, determine how word choice helps convey point of view, and select details that support the answer.
Part A: What is the author's purpose in the article? Part B: How does the author use rhetoric to advance the purpose of the article? [Two-Part Hot Text]	The student must determine the author's purpose and the author's use of rhetorical techniques to convey the purpose.

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Content Standard(s) Assessed	LAFS.910.RI.3.7: Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. Also assesses LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Assessment Limits	Items should focus on the similarities and differences between the two stimuli. An item may focus primarily on either stimulus but must require use of the text stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. Items may ask students to evaluate the credibility of each work. Items may ask students to evaluate the use of evidence and rhetoric.
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts and media. Texts may vary in complexity.
Acceptable Response Mechanisms	Hot Text • Requires the student to choose words, phrases, or sentences from the text that show how the text and visual representation are similar or different. • Requires the student to select what is emphasized or absent in one of the works from the choices and then select an analysis of this representation's impact on the work's meaning [Two-Part Hot Text]. • Requires the student to select the element emphasized in or absent from the text from the choices and then select the element emphasized in or absent from the artwork [Two-Part Hot Text]. Multiple Choice • Requires the student to select a correct similarity or difference in the works. • Requires the student to select a correct analysis of what the works emphasize or omit. • Requires the student to select a correct analysis of the credibility and accuracy of one or both works. • Requires the student to select a correct analysis of the speaker's reasoning and use of evidence. Open Response • Requires the student to explain similarities or differences between the two representations.

Task Demand	Response Mechanism
Select the phrases or sentences in the text that show emphasis/absence of significant elements in the second representation.	1. Hot Text 2. Multiple Choice

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Choose a way in which the accounts are similar or different.	1. Multiple Choice
Given a similarity or difference, the student analyzes the impact of the choice on the meaning or overall effect of the works.	1. Hot Text 2. Multiple Choice 3. Open Response
Analyze the similarities or differences in the way in which the subject is represented or conveyed in each medium.	1. Multiple Choice 2. Open Response
Analyze the credibility and accuracy of each work.	1. Multiple Choice
Evaluate the speaker's reasoning and use of evidence.	1. Multiple Choice
Sample Item Stems	**Notes**
Part A: Which element from both works is emphasized in the text? Part B: Which element from both works is emphasized in the video? [Two-Part Hot Text]	The student must analyze and compare all elements of both works and determine which elements from both works are emphasized in each work.
What is a difference between the two works? [Multiple Choice]	The student must compare the elements of each work and determine a difference between them when considered together.
Each work features information about _____. How is this information treated differently in the video than it is in the text? [Open Response]	The student must explain the way information in the video is treated differently than it is in the written work.
Part A: What is emphasized in the text that is not emphasized in the video? Part B: Select a detail from the text that supports your answer. [Two-Part Hot Text]	The student must compare information in each work, determine a difference in emphasis, and select a detail from the written work that supports the difference in emphasis.

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Part A: What is emphasized in the video that is not emphasized in the text? Part B: How does this affect the video's meaning? [Two-Part Hot Text]	The student must compare information in each work to determine a difference in emphasis and analyze how the shift in emphasis affects the meaning of the video.
Part A: What is a difference between the works? Part B: How does this affect the text's meaning? [Two-Part Hot Text]	The student must compare the information in each work to determine a difference and analyze how this difference affects the meaning of the written work.

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Content Standard(s) Assessed	LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Assessment Limits	The item should not ask the student to simply identify the arguments 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 is, or how credible the sources are, for an argument or claim. The item may focus on irrelevant, inappropriate, or intentionally false or misleading statements, or on distinguishing fact from opinion.
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	Hot Text • Requires the student to select a false statement or fallacious reasoning from the text. • 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]. Multiple Choice • 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 argument or claim in the text. • Requires the student to select a false statement or fallacious reasoning from the text. Multi-Select • 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. • Requires the student to select multiple false statements or examples of fallacious reasoning from 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.	1. Hot Text 2. Multiple Choice

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Determine whether reasoning is sound and/or evidence is relevant, sufficient, and true in order to support the text's claims.	1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Select an argument or claim made in 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 too little is known about _____? [Multiple Choice]	The student must analyze the given argument and determine supporting evidence.
Select two details that advance the argument that _____. [Multi-Select]	The student must analyze an argument and select multiple details that strengthen the argument.
Select two details in the text that advance the argument that _____. [Hot Text]	The student must select multiple details from the text that strengthen the argument.
Which detail is irrelevant to the author's primary claim? [Multiple Choice]	The student must determine which detail is irrelevant to the author's main claim.
Part A: What is the author's claim in the text? Part B: Select two details that support the author's claim in the text. [Two-Part Hot Text]	The student must determine the author's primary claim and select the details in the text that support it.
Part A: What is the author's primary claim? Part B: How effectively does the author support the claim with evidence? [Two-Part Hot Text]	The student must determine the author's primary claim and evaluate the argument for effectiveness.

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Content Standard(s) Assessed	LAFS.910.RI.3.9: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Assessment Limits	Items should be used with paired texts, as at least two documents are necessary to meet the standard. Items should focus on the similarities and differences between the texts. An item may focus primarily on either text, but the item should indicate or test for understanding of a clear link between the two works.
Text Types	The sample item stems below may be used with two or more grade-appropriate seminal U.S. documents. Texts may vary in complexity.
Acceptable Response Mechanisms	Hot Text • Requires the student to select sentences or phrases from each work that show similarities or differences between how the works address related themes and concepts. • Requires the student to select a similarity or difference between the works' treatment of themes and concepts and then select how this affects the meaning of the works [Two-Part Hot Text]. • Requires the student to select a common theme between the works and then select how the texts develop this theme. Multiple Choice • Requires the student to select examples from the text that show the works' similarities or differences in their treatments of similar themes and/or concepts. • Requires the student to select an explanation of how the works treat similar themes/concepts in a similar or different manner. Open Response • Requires the student to analyze how the two texts treat similar themes or concepts.

Task Demand	Response Mechanism
Analyze the similarities and/or differences between how the two works address similar themes or concepts.	1. Hot Text 2. Multiple Choice 3. Open Response 4. Two-Part Hot Text

Sample Item Stems	Notes
Select a detail from each text that shows how the two texts treat the theme of _____ similarly. [Hot Text]	The student must contrast the development of theme in each text and select a detail that shows similarities in treatment of theme between the texts.

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Part A: Which theme do the texts have in common? Part B: How do the texts treat this theme similarly? [Two-Part Hot Text]	The student must analyze both texts to determine a theme they have in common and analyze how both texts treat the theme in a similar way.
Explain how the texts develop and treat the theme of _____ in the same way. [Open Response]	The student must analyze the development of a theme in two texts and explain how the two texts treat the theme similarly.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Overall Task Description
The editing task will include a three- or four-paragraph passage with five to six grammar, spelling, and punctuation errors. The first and the last sentences in the passage will <u>not</u> 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

<u>**Overall Task Description**</u>

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.

<u>**Stimulus Attributes**</u>

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.

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
9	1100	1900
10	1100	2000

Text-based Writing Stimulus and Prompt Guidelines

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 passages 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

Text-based Writing Stimulus and Prompt Guidelines

<u>Directions Template</u>

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-

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
Primary Sources/Nonfiction • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries Secondary Sources/Nonfiction • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles Functional Materials • 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	Literary Nonfiction • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques Literary Fiction • 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