The release of the updated FSA Test Item Specifications is intended to provide greater specificity for item writers in developing items to be field tested in 2016. The revisions in the specifications will NOT affect the Spring 2015 Florida Standards Assessments. The enhanced explanations, clarifications, and sample items should assist item writers and other stakeholders in understanding the Florida Standards and the various types of test items that can be developed to measure student proficiency in the applicable content areas for 2016 and beyond.
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 the 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(s).

Sample 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(s) assessed.

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

Technology-Enhanced Item Descriptions

The Florida Standards Assessments (FSA) are composed of test items that include traditional multiple-choice items, items that require students to type or write a response, and technology-enhanced items (TEI). Technology-enhanced items are computer-delivered items that require students to interact with test content to select, construct, and/or support their answers.

Currently, there are eight types of TEIs that may appear on FSA ELA assessments. For Grades 3 and 4 assessments, which will be paper-based tests in 2014-2015, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items that can be scanned and scored electronically.

The various TEI item types are described below, including the percentage of each computer-based test that will be composed of TEIs.

For samples of each of the item types described below, see the FSA Training Tests.

<table>
<thead>
<tr>
<th>Percent of Computer-Based Test that is Composed of Technology-Enhanced Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 5–10 ELA*</td>
</tr>
</tbody>
</table>

*Grades 3 and 4 ELA tests, once computer based, will also be composed of 25%– 50% TEIs.

Technology-Enhanced Item Types for English Language Arts

1. **Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.

2. **Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

3. **Hot Text** -
   a. **Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A. In other cases, the two parts might function independently. For paper-based
assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

b. **Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

4. **Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

5. **Multiselect** - The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.

6. **Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.

7. **Graphic Response Item Display (GRID)** - In a GRID item, the student might select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.

8. **Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. For paper-based assessments, multimedia content will be replaced by paper-based items or stimuli that assess the same reporting category.
Reading Stimuli Guidelines

**Overall Description**
A stimulus may consist of one or more texts. The texts may be informational or literary and may 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 may 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.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range of Number of Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>100–700</td>
</tr>
<tr>
<td>4</td>
<td>100–900</td>
</tr>
<tr>
<td>5</td>
<td>200–1000</td>
</tr>
<tr>
<td>6</td>
<td>200–1100</td>
</tr>
<tr>
<td>7</td>
<td>300–1100</td>
</tr>
<tr>
<td>8</td>
<td>350–1200</td>
</tr>
<tr>
<td>9</td>
<td>350–1300</td>
</tr>
<tr>
<td>10</td>
<td>350–1350</td>
</tr>
</tbody>
</table>
Strand LAFS.K12: Reading

Cluster 1 LAFS.K12.R.1: Key Ideas and Details

LAFS.K12.R.1.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Cluster 2 LAFS.K12.R.2: Craft and Structure

LAFS.K12.R.2.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6
Assess how point of view or purpose shapes the content and style of a text.

Cluster 3 LAFS.K12.R.3: Integration of Knowledge and Ideas

LAFS.K12.R.3.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
Grade 7 English Language Arts Item Specifications
Florida Standards Assessments

Cluster 4 LAFS.K12.R.4: Range of Reading and Level of Text Complexity

LAFS.K12.R.4.10
Read and comprehend complex literary and informational texts independently and proficiently.

Strand LAFS.K12.SL: Standards for Speaking and Listening

Cluster 1 LAFS.K12.SL.1: Comprehension and Collaboration

LAFS.K12.SL.1.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3
Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Cluster 2 LAFS.K12.SL.2: Presentation of Knowledge and Ideas

LAFS.K12.SL.2.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand LAFS.K12.W: Writing

Cluster 1 LAFS.K12.W.1: Text Types and Purposes

LAFS.K12.W.1.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Cluster 2 LAFS.K12.W.2: Production and Distribution of Writing

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Cluster 3 LAFS.K12.W.3: Research to Build and Present Knowledge

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cluster 4 LAFS.K12.W.4.10: Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

Cluster 1 LAFS.K12.L.1: Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cluster 2 LAFS.K12.L.2: Knowledge of Language

LAFS.K12.L.2.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cluster 3 LAFS.K12.L.3: Vocabulary Acquisition and Use

LAFS.K12.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*NOTE: For specific grade-level standards assessed within the English Language Arts Florida Standards Assessments (FSA), refer to the ELA Test Design Summary and Blueprint and the Test Item Specifications.*
### Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RL.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should ask for several pieces of evidence.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

**Task Demand:** Select textual evidence to support explicit information or an inference drawn from the text.

**Multiple Choice**
- Requires the student to select direct quotes from the text to support explicit or implicit information.

**Multiselect**
- Requires the student to select multiple direct quotations to support explicit or implicit information from the text.

**EBSR**
- Requires the student to select a correct inference and then to select textual details that support the inference.

**Selectable Hot Text**
- Requires the student to select words or phrases from the text to answer questions about explicit or implicit information in the text.
- Requires the student to select an inference and then to select words or phrases from the text to support the inference.

**Open Response**
- Requires the student to select pieces of the text that support explicit or implicit information.

**Drag-and-Drop Hot Text**
- Requires the student to match pieces of textual support with explicit or implicit information from the text.
### Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Content Standards Assessed</th>
<th>LAFS.7.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items may ask the student to determine a theme or central idea from a section of the passage or from the entire passage and how it is developed over the course of the text. Items may refer to themes and central ideas that are explicit or implicit in the text. Items may ask the student to summarize all or part of the text.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</td>
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</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
<tr>
<td></td>
<td><strong>Determine a theme or central idea and analyze its development over the course of the text.</strong></td>
</tr>
<tr>
<td></td>
<td>Selectable Hot Text</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to determine a theme or central idea and then select how that theme or central idea was developed.</td>
</tr>
<tr>
<td></td>
<td>Drag-and-Drop Hot Text</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text.</td>
</tr>
<tr>
<td></td>
<td>EBSR</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to select the theme or central idea and then select words or phrases from the text that contribute to its development.</td>
</tr>
<tr>
<td></td>
<td>GRID</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to move words or phrases into a graphic organizer.</td>
</tr>
<tr>
<td></td>
<td><strong>Provide an objective summary of the text.</strong></td>
</tr>
<tr>
<td></td>
<td>Multiple Choice</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to select the best summary of the text.</td>
</tr>
<tr>
<td></td>
<td>Multiselect</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to select multiple sentences that could be used to create an accurate summary of the text.</td>
</tr>
<tr>
<td></td>
<td>Drag-and-Drop Hot Text</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to place pieces of a summary in the correct order.</td>
</tr>
<tr>
<td></td>
<td>GRID</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to move pieces of a summary into a graphic organizer.</td>
</tr>
</tbody>
</table>
## Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RL.1.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items should not use general or overarching questions about the elements of the story. Items may focus on the interaction of two or more story/drama elements. Items may address characterization, including character traits, emotions, and motivations.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

**Analyze how particular elements of a story or drama interact.**

- **Selectable Hot Text**
  - Requires the student to select an element of the text and then to select an analysis of how it interacts with another element.
- **EBSR**
  - Requires the student to select an inference about the interaction of text elements and select appropriate text support for the inference.
- **Multiple Choice**
  - Requires the student to select the correct analysis of how text elements interact.
- **Open Response**
  - Requires the student to explain in words how text elements interact.
- **GRID Item**
  - Requires the student to match elements of a story or drama that interact with each other, then find a corresponding explanation of how the elements interact.
**Grade 7 Reading Standards for Literature**

| Content Standard(s) Assessed | LAFS.7.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.  
LAFS.7.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 7 reading and content, choosing flexibly from a range of strategies.  
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  
LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| Assessment Limits | Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items should not focus on describing the rhymes or sounds of a verse or drama, but rather how these elements influence a certain section of the passage. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
## Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
</table>
| **Determine the meaning of words or phrases by using context clues.**       | **Multiple Choice**<br>• Requires the student to select the meaning of a word or phrase from the passage.  
**Multiselect**<br>• Requires the student to select multiple correct meanings of a word or phrase from the passage.  
**EBSR**<br>• Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning.  
**Selectable Hot Text**<br>• Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning. |
| **Analyze the impact of rhymes and other repetitions of sounds on a specific verse or stanza of a poem or section of a story or drama.** | **Selectable Hot Text**<br>• Requires the student to analyze alliteration or other repetitions of sound in a text and then how that impacts the meaning or tone of the text.  
**Multiple Choice**<br>• Requires the student to select the impact of rhymes on a certain section of the text.  
**Multiselect**<br>• Requires the student to select multiple ways in which rhymes or other repetitions of sounds affect a certain section of the text.  
**Open Response**<br>• Requires the student to explain how rhymes or other repetitions of sounds affect the text’s meaning or tone. |
| **Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.** | **Multiple Choice**<br>• Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word. |
| **Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.** | **Multiple Choice**<br>• Requires the student to select the meaning of figurative language from the passage.  
**EBSR**<br>• Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning.  
**Selectable Hot Text**<br>• Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. |
### Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiselect</strong></td>
<td>• Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.</td>
</tr>
<tr>
<td><strong>Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</strong></td>
<td><strong>Multiple Choice</strong> • Requires the student to select how a relationship between two words serves as a context clue for the meaning of one of the words. <strong>Drag-and-Drop Hot Text</strong> • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. <strong>GRID</strong> • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another.</td>
</tr>
<tr>
<td><strong>Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</strong></td>
<td><strong>Multiple Choice</strong> • Requires the student to select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation. • Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. <strong>Multiselect</strong> • Requires the student to select multiple ways a different word choice might change the tone or meaning of the text. <strong>Drag-and-Drop Hot Text</strong> • Requires the student to match words with similar denotations with the change in connotation each word has to the original word.</td>
</tr>
</tbody>
</table>
## Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RL.2.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Limits</strong></td>
<td>Items should not simply ask students to describe the structure of the text, but should focus on the way structure influences meaning. Items may refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or to determine where a shift in structure occurs. Items may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.</td>
</tr>
<tr>
<td><strong>Text Types</strong></td>
<td>Items assessing this standard may be used with one or more grade-appropriate dramas or poems. Texts may vary in complexity.</td>
</tr>
<tr>
<td><strong>Response Mechanisms</strong></td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td><strong>Task Demand</strong></td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>
| **Analyze how a drama or poem’s form or structure contributes to its meaning.** | Selectable Hot Text  
  - Requires the student to select words or phrases from the text that exemplify an element and then to select the impact of these words or phrases on the poem’s meaning.  
  Multiple Choice  
  - Requires the student to select how an element of form or structure contributes meaning to the passage.  
  Multiselect  
  - Requires the student to select how multiple elements of form or structure contribute meaning to the passage.  
  Open Response  
  - Requires the student to explain how an element of form or structure contributes meaning to the passage.  
  GRID Item  
  - Requires the student to drag descriptions, analyses, or elements of a poem’s structure into a graphic organizer. |
# Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RL.2.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</th>
</tr>
</thead>
</table>

## Assessment Limits
Items should not simply ask students to identify points of view, but should focus on how the author develops and contrasts characters’ perspectives or viewpoints throughout the text. Items may ask about one or more characters or narrators.

## Text Types
Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.

## Response Mechanisms
The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

## Task Demand
Sample Response Mechanisms

| Anaylze how an author develops and contrasts the points of view of different characters or narrators in a text. | Selectable Hot Text  
• Requires the student to select words or phrases from the text that provide explicit support for a point of view in the passage.  

EBSR  
• Requires the student to select an analysis of a point of view and then to select words or phrases from the text to support the analysis selected.  

Multiple Choice  
• Requires the student to select an analysis about how a point of view is developed or contrasted in the text.  

Multiselect  
• Requires the student to select multiple explicit or implicit details from the text that support a point of view.  

Open Response  
• Requires the student to explain in words how a point of view is developed or contrasted in the text.  

GRID  
• Requires the student to place multiple explicit or implicit details from the text that support a point of view into appropriate spaces on a diagram. |
### Grade 7 Reading Standards for Literature

<p>| Content Standard(s) Assessed | LAFS.7.RL.3.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Also assesses: LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. |
| Assessment Limits | Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of a medium. Items may focus on one or more techniques and their effects. Items may focus on the effectiveness of the adaptation. Items may ask students to explain how the ideas in the alternative media clarify a topic or text. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate literary texts and multimedia versions. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Selectable Hot Text | Requires the student to select a comparison or analysis of the two sources and then to select the effects of the different techniques each medium used. |
| EBSR | Requires the student to select a comparison or analysis of the two sources and then to select evidence to support the analysis selected. |
| Multiple Choice | Requires the student to select an analysis or comparison of the sources. Requires the student to select a technique or technique’s effect in the multimedia version. |
| Multiselect | Requires the student to select several explicit or implicit details that support an analysis of the sources. |
| GRID | Requires the student to move unique traits and effects of each technique into a graphic organizer. |</p>
<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Response</td>
<td><strong>Requires the student to explain the effect of a technique used by the multimedia version.</strong></td>
</tr>
<tr>
<td><strong>Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</strong></td>
<td><strong>Selectable Hot Text</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Requires the student to select the main idea and supporting details in order to show how the author clarifies a topic.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Multiple Choice</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Requires the student to select an explanation for how a source clarifies a topic.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Multiselect</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Requires the student to select multiple supporting details to show how an author clarifies a topic.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Open Response</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Requires the student to explain how the author clarifies a topic.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>GRID</strong></td>
</tr>
</tbody>
</table>
### Grade 7 Reading Standards for Literature

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RL.3.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items should focus on the time, place, or character of both pieces rather than more general or overarching ideas. Items should focus on the similarities or differences between the two pieces. Items may ask about author’s intent with regard to the use or alteration of history.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with two or more grade-appropriate fictional portrayals and historical accounts of the same period. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Selectable Hot Text</th>
<th>Requires the student to select words or phrases from the text to support an analysis of the texts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>EBSR</td>
<td>Requires the student to select an analysis and then to select words or phrases from the text to support the analysis.</td>
</tr>
<tr>
<td>Multiple Choice</td>
<td>Requires the student to select an analysis of the texts.</td>
</tr>
<tr>
<td>Multiselect</td>
<td>Requires the student to select multiple explicit or implicit details that support an analysis of the texts.</td>
</tr>
<tr>
<td>Open Response</td>
<td>Requires the student to explain how an element of the historical account impacts the piece of fiction.</td>
</tr>
</tbody>
</table>


### Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should ask for several pieces of evidence.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

**Select textual evidence to support explicit information or an inference drawn from the text.**

- **Multiple Choice**
  - Requires the student to select direct quotes from the text to support explicit or implicit information.

- **Multiselect**
  - Requires the student to select multiple direct quotations to support explicit or implicit information from the text.

- **EBSR**
  - Requires the student to select a correct inference and then to select textual details that support the inference.

- **Selectable Hot Text**
  - Requires the student to select words or phrases from the text to answer questions about explicit or implicit information in the text.
  - Requires the student to select an inference and then to select words or phrases from the text to support the inference.

- **Open Response**
  - Requires the student to determine pieces of the text that support explicit or implicit information.

- **Drag-and-Drop Hot Text**
  - Requires the student to match pieces of textual support with explicit or implicit information from the text.
## Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items may refer to central ideas that are explicit or implicit in the text. Items may ask the student to determine central ideas from a section of the article or from the entire article. Items may ask the student to summarize all or part of the text.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
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<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>
| Determine two or more central ideas and analyze their development over the course of the text. | Selectable Hot Text  
  - Requires the student to determine multiple central ideas and then select how those central ideas are developed.  
Drag-and-Drop Hot Text  
  - Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of multiple central ideas.  
GRID  
  - Requires the student to move words or phrases into a graphic organizer to show the development of the central ideas.  
| Provide an objective summary of the text. | Multiple Choice  
  - Requires the student to select the best summary of the text.  
Multiselect  
  - Requires the student to select multiple sentences that could be used to create an accurate summary of the text.  
Drag-and-Drop Hot Text  
  - Requires the student to place pieces of a summary in the correct order.  
GRID  
  - Requires the student to move pieces of a summary into a graphic organizer. |
## Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items should not use general or overarching questions about individuals, events, or ideas in a text. Items may ask students to analyze individuals, events, or ideas that interact and are central to the meaning of the text. Items may focus on the interaction of two or more individuals, events, or ideas in a text. Items may ask the students to use details from the text to explain how an idea influences individuals or events, or how individuals influence ideas or events.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
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<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

### Selectable Hot Text
- Requires the student to select words or phrases from the text that show how a given individual, event, or idea interacts with another individual, event, or idea.

### EBSR
- Requires the student to select an analysis of how individuals, events, or ideas interact in the text and then to select supporting evidence for their analysis.

### Multiple Choice
- Requires the student to select an accurate analysis for an interaction between individuals, events, and ideas.
- Requires students to select a detail from the text that shows how individuals, events, or ideas in the text interact.

### Multiselect
- Requires the student to select multiple ways that individuals, events, or ideas interact in the text.

### Open Response
- Requires the student to explain how two or more individuals, events, or ideas interact in the text.

### GRID Item
- Requires the student to place individuals, events, and ideas in appropriate sections of a diagram.
# Grade 7 Reading Standards for Informational Texts

| Content Standard(s) Assessed | LAFS.7.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.  
LAFS.7.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 7 reading and content, choosing flexibly from a range of strategies.  
a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  
b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).  
LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.  
b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.  
c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
<table>
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<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the text. Items should focus on words and phrases that have figurative, connotative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>
| Determine the meaning of words or phrases by using context clues. | Multiple Choice  
• Requires the student to select the meaning of a word or phrase from the passage. |
## Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiselect</td>
<td>Requires the student to select multiple correct meanings of a word or phrase from the passage.</td>
</tr>
<tr>
<td><strong>EBSR</strong></td>
<td>Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning.</td>
</tr>
<tr>
<td>Selectable Hot Text</td>
<td>Requires the student to select a word’s or phrase’s meaning and then to select context clues from the text to support the meaning.</td>
</tr>
</tbody>
</table>

### Analyze the impact of word choice on meaning and tone.

**Selective Hot Text**
- Requires the student to interpret the meaning of words or phrases and then to select the impact they have on the text.
- Requires the student to select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning.

**Multiple Choice**
- Requires the student to select the impact of word choice on a certain section of the text.

**Multiselect**
- Requires the student to select multiple ways in which words or phrases affect a certain section of the text.

**EBSR**
- Requires the student to select the text’s meaning or tone and then to select words from the text that support that meaning or tone.

**Open Response**
- Requires the student to explain how the impact of word choice affects the text’s meaning or tone.

### Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.

**Multiple Choice**
- Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.

### Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

**Multiple Choice**
- Requires the student to select the meaning of figurative language from the passage.

**EBSR**
- Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning.
### Grade 7 Reading Standards for Informational Texts

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<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Selective Hot Text</strong></td>
<td>Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning.</td>
</tr>
<tr>
<td><strong>Multiselect</strong></td>
<td>Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.</td>
</tr>
</tbody>
</table>

**Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.**

| **Multiple Choice** | Requires the student to select how a relationship between two words serves as a context clue for the meaning of one of the words. |
| **Drag-and-Drop Hot Text** | Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. |
| **GRID** | Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. |

**Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).**

| **Multiple Choice** | Requires the student to select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation. |
| **Multiselect** | Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. |
| **Drag-and-Drop Hot Text** | Requires the student to match words with similar denotations with the change in connotation each word has to the original word. |
### Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.2.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items should focus on the way that structure develops ideas or influences meaning. Items may refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or may ask the student to determine where a shift in structure occurs.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
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<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

#### Selectable Hot Text
- Requires the student to select words or phrases from the text that explicitly demonstrate the text’s structure.
- Requires the student to select an analysis about structure and then to select words or phrases from the text to support the analysis selected.

#### Multiple Choice
- Requires the student to select how the text’s structure contributes to the development of ideas in the text.

#### Multiselect
- Requires the student to select multiple elements or descriptions of the text’s structure.
- Requires the student to select multiple explanations of how the text’s structure contributes to the development of ideas in the text.

#### Open Response
- Requires the student to describe how the text’s structure contributes to the development of an idea.

#### GRID Item
- Requires the student to drag descriptions, analyses, or elements of the text’s structure into a graphic organizer.
### Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items may ask about one or more viewpoints. Items may ask about how the author develops a point of view or purpose in the text.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

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

- **Selectable Hot Text**
  - Requires the student to select the author’s point of view or purpose and then to select how the author distinguishes his or her position from that of others.

- **GRID**
  - Requires the student to select the author’s point of view or purpose and place into a graphic organizer sentences, words, or phrases that demonstrate how the author distinguishes his or her position from that of others.
### Grade 7 Reading Standards for Informational Texts

| Content Standard(s) Assessed | LAFS.7.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Also assesses:  
LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.  
LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. |
| Assessment Limits | Items must ask about the text version and its multimedia counterpart. Items should focus on the unique techniques of each medium. The multimedia source does not have to be a “version” of the text but can simply involve similar subject matter. Items may focus on the effectiveness of the adaptation. Items may ask students to explain how the ideas in the alternative media clarify a topic or text. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. |
| Text Types | Items assessing this standard may be used with one or more grade-appropriate informational texts and audio or multimedia versions. Texts may vary in complexity. |
| Response Mechanisms | The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below. |
| Task Demand | Sample Response Mechanisms |
| Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject. | Selectable Hot Text  
- Requires the student to select words or phrases from the text that provide explicit support for a comparison of the two sources.  
- Requires the student to select a comparison of the two sources and then to select an analysis of the comparison.  
- Requires the student to select words or phrases from the text to support a comparison of the two sources and then to select an analysis of the comparison.  
EBSR  
- Requires the student to select an analysis of the main idea presented in diverse media formats and then select details to support the analysis. |
### Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Multiple Choice</strong></td>
<td>• Requires the student to select an analysis or comparison of the two sources.</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to select explicit or implicit details that support an analysis or comparison of the two sources.</td>
</tr>
<tr>
<td><strong>Multiselect</strong></td>
<td>• Requires the student to select multiple explicit or implicit details that support an analysis or comparison of the two sources.</td>
</tr>
<tr>
<td></td>
<td>• Requires the student to select multiple analyses or comparisons of the two sources.</td>
</tr>
<tr>
<td><strong>Open Response</strong></td>
<td>• Requires the student to compare or contrast the portrayal of a subject in a written text with a multimedia version.</td>
</tr>
<tr>
<td><strong>GRID</strong></td>
<td>• Requires the student to analyze a written text and its multimedia equivalent by dragging descriptions of each medium’s portrayal of a subject into a graphic organizer.</td>
</tr>
</tbody>
</table>

**Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.**

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Selectable Hot Text</strong></td>
<td>• Requires the student to select the main idea and supporting details in order to show how the author clarifies a topic.</td>
</tr>
<tr>
<td><strong>Multiple Choice</strong></td>
<td>• Requires the student to select an explanation for how a source clarifies a topic.</td>
</tr>
<tr>
<td><strong>Multiselect</strong></td>
<td>• Requires the student to select multiple supporting details to show how an author clarifies a topic.</td>
</tr>
<tr>
<td><strong>Open Response</strong></td>
<td>• Requires the student to explain how the author clarifies a topic.</td>
</tr>
<tr>
<td><strong>GRID</strong></td>
<td>• Requires the student to move main ideas and supporting details into a graphic organizer to show how the author clarifies a topic.</td>
</tr>
</tbody>
</table>
### Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delineate a speaker's argument and specific claims, evaluating the</td>
<td>Selectable Hot Text&lt;br&gt;• Requires the student to analyze a speaker’s argument and the</td>
</tr>
<tr>
<td>soundness of the reasoning and the relevance and sufficiency of the</td>
<td>reasoning and specific claims and then determine relevant or sufficient evidence to</td>
</tr>
<tr>
<td>evidence.</td>
<td>support the claim(s).</td>
</tr>
<tr>
<td></td>
<td>EBSR&lt;br&gt;• Requires the student to analyze a speaker’s argument and specific claims and</td>
</tr>
<tr>
<td></td>
<td>then select relevant or sufficient evidence to support the claim(s).</td>
</tr>
<tr>
<td></td>
<td>Multiple Choice&lt;br&gt;• Requires the student to evaluate the soundness of the reasoning,</td>
</tr>
<tr>
<td></td>
<td>relevance, or sufficiency of the evidence.</td>
</tr>
<tr>
<td></td>
<td>Multiselect&lt;br&gt;• Requires the student to select several pieces of relevant evidence to</td>
</tr>
<tr>
<td></td>
<td>support a stated or implied claim from the text.</td>
</tr>
</tbody>
</table>
## Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.3.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Limits</strong></td>
<td>Items should not ask the student to simply identify the argument or claims in the text. Items may ask students to trace the argument or specific claims in a section of the text or throughout the whole text. Items may focus on evaluating how effective, persuasive, or biased an argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. Items should not focus on irrelevant or inappropriate evidence.</td>
</tr>
<tr>
<td><strong>Text Types</strong></td>
<td>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td><strong>Response Mechanisms</strong></td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td><strong>Task Demand</strong></td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>
| Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | Selectable Hot Text  
  - Requires the student to select words or phrases from the text to support an evaluation of an argument or claim.  
  EBSR  
  - Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected.  
Multiple Choice  
  - Requires the student to select an evaluation of an argument or claim in the text.  
  - Requires the student to select an analysis of an argument or claim in the text.  
Multiselect  
  - 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.  |
### Grade 7 Reading Standards for Informational Texts

<table>
<thead>
<tr>
<th>Content Standard(s) Assessed</th>
<th>LAFS.7.RI.3.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Limits</td>
<td>Items should ask about both texts, but may focus on one more than the other. Items should focus on key information, evidence, and facts. Items should focus on the differences between the two texts rather than the similarities.</td>
</tr>
<tr>
<td>Text Types</td>
<td>Items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.</td>
</tr>
<tr>
<td>Response Mechanisms</td>
<td>The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.</td>
</tr>
<tr>
<td>Task Demand</td>
<td>Sample Response Mechanisms</td>
</tr>
</tbody>
</table>

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

- **Selectable Hot Text**
  - Requires the student to select words or phrases from the text to support an analysis of how the authors present key information, emphasize evidence, or interpret facts.
  - Requires the student to select a comparison of the two texts and then to select how the differing presentations of information impact each text.
  - Requires the student to select words or phrases from the text to show a difference between the two texts and then to select an analysis of the comparison.

- **Multiple Choice**
  - Requires the student to select an analysis of how the authors present key information, emphasize evidence, or interpret facts.
  - Requires the student to select explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts.

- **Multiselect**
  - Requires the student to select multiple explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts.
  - Requires the student to select multiple analyses of how the authors present key information, emphasize evidence, or interpret facts.
## Editing Task Guidelines for Language Standards

| Content Standard(s) Assessed | LAFS.7.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  
| | a. Explain the function of phrases and clauses in general and their function in specific sentences.  
| | b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.  
| | c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.  
| | LAFS.7.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
| | a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie but not He wore an old[,] green shirt*).  
| | b. Spell correctly. |

### Assessment Limits

Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess 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.

### Text Types

Items assessing this standard will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student’s essay in quality and difficulty. The text should be accessible for the grade and should assess the student’s knowledge of grammar, usage, and language conventions. Texts will be between 200 and 250 words.

### Response Mechanisms

These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4.

### Task Demand

**Sample Response Mechanisms**

**Apply standard English grammar and usage.**

**Editing Task Choice**
- Requires the student to select the appropriate replacement for an ungrammatical word or phrase.
- Requires the student to select the correct version of a word or phrase to be used in a sentence.

**Editing Task**
- Requires the student to replace an incorrect word or phrase by typing in a corrected response.
### Editing Task Guidelines for Language Standards

<table>
<thead>
<tr>
<th>Task Demand</th>
<th>Sample Response Mechanisms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply standard English capitalization, punctuation, and spelling.</td>
<td>Editing Task Choice&lt;br&gt;• Requires the student to select the appropriate usage of grade-appropriate conventions.&lt;br&gt;• Requires the student to select the correct spelling of a word.&lt;br&gt;Editing Task&lt;br&gt;• Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box.</td>
</tr>
</tbody>
</table>
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 may 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 may 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 may 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 (FLDOE) 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.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Minimum Word Count</th>
<th>Maximum Word Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>1000</td>
<td>1700</td>
</tr>
</tbody>
</table>
**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 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 argue and support a claim (grades 6–10).

**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.W.2.4
- LAFS.W.2.5
- LAFS.W.2.6
- LAFS.W.3.8
- LAFS.W.3.9
- LAFS.L.1.1
- LAFS.L.1.2
- LAFS.L.2.3
- LAFS.L.3.4
- LAFS.L.3.5
- LAFS.L.3.6
Directions Template

Grades 6–10

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 texts 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.
ELA Reading and Writing Stimulus Guidelines

Acceptable Text Types

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Literary Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary Sources/Nonfiction</strong></td>
<td><strong>Literary Fiction</strong></td>
</tr>
<tr>
<td>• Historical documents (e.g., Bill of Rights)</td>
<td>• Short stories</td>
</tr>
<tr>
<td>• Essays (e.g., informational, persuasive, analytical, historical, scientific)</td>
<td>• Poetry</td>
</tr>
<tr>
<td>• Letters, journals, diaries</td>
<td>• Historical fiction</td>
</tr>
<tr>
<td><strong>Secondary Sources/Nonfiction</strong></td>
<td>• Fables</td>
</tr>
<tr>
<td>• Magazine articles</td>
<td>• Folk tales, tall tales</td>
</tr>
<tr>
<td>• Newspaper articles</td>
<td>• Legends</td>
</tr>
<tr>
<td>• Editorials</td>
<td>• Myths</td>
</tr>
<tr>
<td>• Encyclopedia articles</td>
<td>• Drama</td>
</tr>
<tr>
<td><strong>Functional Materials</strong></td>
<td>• Fantasy</td>
</tr>
<tr>
<td>• Consumer documents (e.g., warranties, manuals, contracts, applications)</td>
<td>• Excerpts from longer works</td>
</tr>
<tr>
<td>• Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes)</td>
<td></td>
</tr>
<tr>
<td>• How-to articles</td>
<td></td>
</tr>
<tr>
<td>• Brochures, fliers</td>
<td></td>
</tr>
<tr>
<td>• Schedules</td>
<td></td>
</tr>
<tr>
<td>• Website pages</td>
<td></td>
</tr>
<tr>
<td><strong>Literary Nonfiction</strong></td>
<td></td>
</tr>
<tr>
<td>• Biographical and autobiographical sketches</td>
<td></td>
</tr>
<tr>
<td>• Diaries, memoirs, journals, letters</td>
<td></td>
</tr>
<tr>
<td>• Essays (e.g., personal and classical narratives)</td>
<td></td>
</tr>
<tr>
<td>• Critiques</td>
<td></td>
</tr>
</tbody>
</table>
ELA Reading and Writing Stimulus 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

### Social Studies
- U.S. History
- Civics and Government
- Geography
- Economics

### World Languages
- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

### Arts
- Dance
- Music
- Theater
- Visual Arts

### 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

### Interests
- Adventure
- Animals
- Careers
- Entertainment
- Family
- Friendship
- Hobbies/Crafts
- Humor
- Mystery
- School
- Sports/Games
- Trips/Journey
Passage 1: The Spirit of Discontent

The following story is from an issue of the Lowell Offering, a monthly magazine of letters, stories, and poetry written by women working in the textile mills in Lowell, Massachusetts, in the mid-1800s.

1 "I will not stay in Lowell any longer; I am determined to give my notice this very day," said Ellen Collins, as the earliest bell was tolling to remind us of the hour for labor.

2 "Why, what is the matter, Ellen? It seems to me you have dreamed out a new idea! Where do you think of going? and what for?"

3 "I am going home, where I shall not be obliged to rise so early in the morning, nor be dragged about by the ringing of the bell, nor confined in a close noisy room from morning till night. I will not stay here; I am determined to go home in a fortnight."

4 Such was our brief morning’s conversation.

5 In the evening, as I sat alone, reading, my companions having gone out to public lectures or social meetings, Ellen entered. I saw that she still wore the same gloomy expression of countenance, which had been manifested in the morning; and I was disposed to remove from her mind the evil influence, by a plain common-sense conversation.

6 "And so, Ellen," said I, "you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day. And I think so, too. All this, and much more, is very annoying, no doubt. But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other. If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed. We are very busily engaged during the day; but then we have the evening to ourselves, with no one to dictate to or control us. I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure. You know that in Lowell we have schools, lectures, and meetings of every description, for moral and intellectual improvement."
Appendix A: Sample Passages and Items – Literary

7 “All that is very true,” replied Ellen, “but if we were to attend every public institution, and every evening school which offers itself for our improvement, we might spend every farthing of our earnings, and even more. Then if sickness should overtake us, what are the probable consequences? Here we are, far from kindred and home; and if we have an empty purse, we shall be destitute of friends also.”

8 “You are fully aware, Ellen, that a country life does not exclude people from labor—. . . . that people have often to go a distance to meetings of any kind—that books cannot be so easily obtained as they can here—that you cannot always have just such society as you wish—that you”—

9 She interrupted me, by saying, “We have no bell, with its everlasting ding-dong.”

10 “What difference does it make,” said I, “whether you shall be awaked [sic] by a bell, or the noisy bustle of a farm-house? For, you know, farmers are generally up as early in the morning as we are obliged to rise.”

11 “But then,” said Ellen, “country people have none of the clattering of machinery constantly dinning in their ears.”

12 “True,” I replied, “but they have what is worse—and that is, a dull, lifeless silence all around them. The hens may cackle sometimes, and the geese gabble, and the pigs squeal”—

13 Ellen’s hearty laugh interrupted my description—and presently we proceeded, very pleasantly, to compare a country life with a factory life in Lowell. Her scowl of discontent had departed, and she was prepared to consider the subject candidly. We agreed, that since we must work for a living, the mill, all things considered, is the most pleasant, and best calculated to promote our welfare; that we will work diligently during the hours of labor; improve our leisure to the best advantage, in the cultivation of the mind,—hoping thereby not only to increase our own pleasure, but also to add to the happiness of those around us.

1fortnight: two weeks

“The Spirit of Discontent” fiction from the 
Lowell Offering. In the public domain.
Passage 2: The Mill Girls

Choices and Changes

14 To find workers for their mills in early Lowell, the textile corporations recruited women from New England farms and villages. These “daughters of Yankee farmers” had few economic opportunities, and many were enticed by the prospect of monthly cash wages and room and board in a comfortable boardinghouse. Beginning in 1823, with the opening of Lowell’s first factory, large numbers of young women moved to the growing city. In the mills, female workers faced long hours of toil and often grueling working conditions. Yet many female textile workers saved money and gained a measure of economic independence. In addition, the city’s shops and religious institutions, along with its educational and recreational activities, offered an exciting social life that most women from small villages had never experienced.

Leaving Home

15 Most of the women who came to Lowell were from farms and small villages. Some had labored in small textile mills. Others had produced cotton or woolen goods or shoes for merchants who employed men and women in their homes and paid them by the pieces they produced.

16 On many farms the father was the property owner and head of household. Family members shared daily and seasonal tasks. In addition to strenuous chores outdoors, mothers and daughters toiled in the home, cooking, cleaning, and making clothes. This hardscrabble life proved increasingly difficult for young women, and by the early 1800s a growing number of Yankee farm families faced severe economic difficulties. For many young, rural women, the decision to leave home for a city like Lowell was often born of necessity. . . .
Life in a Boardinghouse

17 The majority of mill girls in Lowell lived in boardinghouses. These large, corporation-owned buildings were often run by a female keeper, or a husband and wife. A typical boardinghouse consisted of eight units, with 20 to 40 women living in each unit.

18 For most young women, life in the boardinghouse was dramatically different from life on the farm. Usually they shared a room with three other women, sleeping two to a bed. A fireplace in each room provided warmth in the colder seasons. The keeper prepared three meals a day, and the women dined together in a common room. Women formed many new friendships with other female boarders. The bonds created through daily social intercourse helped new workers adjust to the demands of factory life.

1Yankee: a person from the northeast region of the United States

Select **two** sentences from Passage 1 that show that Ellen is willing to consider another person’s point of view.

- “I saw that she still wore the same gloomy expression of countenance, which had been manifested in the morning; and I was disposed to remove from her mind the evil influence, by a plain common-sense conversation.” (paragraph 5)

- “‘I have frequently heard you say that you would not be confined to household duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure.’” (paragraph 6)

- “‘What difference does it make,’ said I, ‘whether you shall be awaked [sic] by a bell, or the noisy bustle of a farm-house?’” (paragraph 10)

- “Ellen’s hearty laugh interrupted my description—and presently we proceeded, very pleasantly, to compare a country life with a factory life in Lowell.” (paragraph 13)

- “Her scowl of discontent had departed, and she was prepared to consider the subject candidly.” (paragraph 13)
Appendix A: Sample Passages and Items – Literary

Sample Item 2
LAFS.7.RL.1.2

This question has two parts. First, answer Part A. Then, answer Part B.

Part A
Which sentence states a theme of Passage 1?

A) Hard work pays off in the end.

B) Country life is better than city life.

C) Employers must treat workers with respect.

D) It is important to consider both sides of an argument.

Part B
Select two sentences that support the answer in Part A.

“And so, Ellen,” said I, “you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day. And I think so, too. All this, and much more, is very annoying, no doubt. But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other. If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed. We are very busily engaged during the day; but then we have the evening to ourselves, with no one to dictate to or control us. I have frequently heard you say that you would not be confined to house-hold duties and that you disliked the millinery business altogether, because you could not have your evenings for leisure. You know that in Lowell we have schools, lectures, and meetings of every description, for moral and intellectual improvement.”
Appendix A: Sample Passages and Items – Literary

Sample Item 3
LAFS.7.RL.1.3

How do the repeated references to the ringing bell affect the dialogue between the narrator and Ellen throughout Passage 1?

A. They show what the narrator has done to improve her life.
B. They add to the tension of the choice Ellen is trying to make.
C. They provide a contrast for the work the women do in the mill.
D. They help readers understand why Ellen wants to stay in the city.

Sample Item 4
LAFS.7.RL.2.4

What does the phrase destitute of friends suggest in paragraph 7?

A. that Ellen considers friends unimportant
B. that the women may lose their friendships
C. that the friendships the women make are strong
D. that Ellen is concerned about her friends’ wellbeing
Sample Item 5
LAFS.6.RL.2.6

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

How is the narrator’s point of view different from Ellen’s?

A. The narrator thinks that the work the women do in the mill is easy.
B. The narrator recognizes the benefits of living and working in Lowell.
C. The narrator enjoys the sounds of mechanical equipment heard in the city.
D. The narrator acknowledges that there is not enough time for leisure in Lowell.

**Part B**

Select the sentence from Passage 1 that supports the answer in Part A.

A. “‘And so, Ellen,’ said I, ‘you think it unpleasant to rise so early in the morning, and be confined in the noisy mill so many hours in the day.’” (paragraph 6)
B. “‘But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other.’” (paragraph 6)
C. “‘All that is very true,’ replied Ellen, ‘but if we were to attend every public institution, and every evening school which offers itself for our improvement, we might spend every farthing of our earnings, and even more.’” (paragraph 7)
D. “‘But then,’ said Ellen, ‘country people have none of the clattering of machinery constantly dinning in their ears.’” (paragraph 11)
Appendix A: Sample Passages and Items – Literary

Sample Item 6
LAFS.6.RL.3.9

Select **two** facts from Passage 2 that play a role in the story presented in Passage 1.

- The boardinghouses were usually run by a female keeper.
- Women working in Lowell mills mostly came from farms and small towns.
- Some women worked in small textile mills in the country before coming to the city.
- Women who lived on family farms cooked and cleaned and performed other daily chores.
- The cities provided mill workers with many social opportunities they did not have in small towns.
Appendix A: Sample Passages and Items – Literary

Answer Key

Sample Item 1: D, E

Sample Item 2: The student selects “It is important to consider both sides of an argument.” in Part A. Then the student selects “But we must not forget that there are advantages, as well as disadvantages, in this employment, as in every other.” AND “If we expect to find all sun-shine and flowers in any station in life, we shall most surely be disappointed.” in Part B.

Sample Item 3: B

Sample Item 4: B

Sample Item 5: Part A: B; Part B: B

Sample Item 6: B, E
Passage 1: What Is Echolocation?
by Elizabeth Hagen

1. Echolocation is the use of sound waves and echoes to determine where objects are in space. Bats use echolocation to navigate and find food in the dark. To echolocate, bats send out sound waves from their mouth or nose. When the sound waves hit an object they produce echoes. The echo bounces off the object and returns to the bat’s ears. Bats listen to the echoes to figure out where the object is, how big it is, and its shape. Using echolocation, bats can detect objects as thin as a human hair in complete darkness. Echolocation allows bats to find insects the size of mosquitoes, which many bats like to eat.

2. Did you know that other animals use echolocation too? Dolphins, whales, shrews and some birds use echolocation to navigate and find food. There are even some blind people that have learned to use echolocation to navigate within their surroundings.

3. Humans cannot hear ultrasonic sounds made by echolocating bats. But there are some insects that can hear these ultrasonic sounds. These insects include some moths, beetles, and crickets. When moths hear an echolocating bat, some will turn and fly away. Others will start flying in a zigzag, spiral, or looping pattern to avoid being eaten by the bat. Some crickets and beetles are known to make clicking sounds that startle the bat and scare it off, thus avoiding being eaten.

4. Did you know that the scientists that developed the sonar and radar navigation systems used by the military got their idea from studying bat echolocation? Just like bat echolocation, sonar uses sound waves to navigate and determine the location of objects like submarines and ships. Only sonar is used underwater, while bats echolocate in the open air. Radar uses electromagnetic waves to determine the location of objects like planes and ships. Like bat echolocation, radar is also used on open air.

Passage 2: Tiger Moths Use Sonic Defense To Trick Bats
by Josh Chamot

5 As a bat zips through the night sky, it sends out high-pitched squeaks, bouncing sound waves off of objects and unsuspecting prey. While most insect victims would have trouble fighting back, many dive and loop to avoid enemies, and some have the added advantage of being poisonous. Yet, in the dark, the bright warning colors of most toxic insects are lost on predators. Now, some researchers suspect one type of moth may have a way of effectively broadcasting its toxicity—the insect produces high-pitched sounds of its own.

![Tiger Moth]

6 Tiger moths have a special clicker called a tymbal built into their thorax. When they fly, the moths click their tymbal to produce a distinct sound that seems to keep bats at bay. Scientists have proposed a few reasons for the tymbal’s success, ranging from its potential to startle a bat to its possible role as a “jammer” that garbles the bats’ hunting squeaks.

7 [National Science Foundation] researchers William Conner and Nickolay Hristov of Wake Forest University in North Carolina have found preliminary evidence that the tymbal may actually warn the bats: “I’m a tiger moth and I’m toxic.” The bat may recognize the clicks from the 11,000 tiger moth species, learning to avoid the critters after an initial bout of food poisoning.
Next summer, Conner’s team will take the research to the Ecology Summer Day Camp at Archbold Biological Station in Lake Placid, Florida. In addition to their summer of field activities, the kids will test out a new “Bats and Bugs” website that includes recorded bat sounds and videos of the in-flight battles.

1 thorax: the moth’s midsection
2 Next summer: The research took place during 2002.

“Tiger Moths Use Sonic Defense To Trick Bats” by Josh Chamot. Courtesy: National Science Foundation.

Passage 3: Bat Sonar and Naval Technology
by The Office of Naval Research

This article describes a research program by the Office of Naval Research (ONR). ONR’s Bio-Sonar program studies the ability of bats and other creatures to echolocate.

ONR’s Bio-Sonar program supports the bat research of Brown University neuroscientist, Jim Simmons. Bats use sonar to find food and avoid obstacles much the way our military sonar systems would like to find and detect submarines and mines. “Bats make sounds, listen to echoes, and then see objects,” notes Simmons. “We want to know what the neurons in the bat’s auditory system are doing to process the echoes that allows their brains to ‘see’ an image. We now know that bats have a method of doing synthetic aperture sonar while flying that not only determines the distance and direction of all the objects in a scene, but also reconstructs one specific object’s shape. What’s really incredible is that they can do both simultaneously.”

In Simmons’ experiments, the bats are trained to differentiate sounds with the time separation of those sounds shortened to test the bats’ response. “The bats humor us,” says Simmons. “They get mealworms if they behave.”
11 A major goal of ONR’s bio-sonar research program is to duplicate the ability to differentiate between two echoes that arrive at almost the same time. Today’s electronic sonar processing can differentiate between echoes about 12 millionths of a second apart. Bats have it down to 2 to 3 millionths of a second. Being able to separate such sounds means that bats can tell the difference between objects and shapes that are separated by only about the width of a human hair.

12 “ONR would like to get naval sonars, both in listening and in processing the return information, a bit more, well, bat-like,” notes ONR’s Harold Hawkins.

1 neuroscientist: a scientist who studies the functions of the brain

“Bat Sonar and Anti-Submarine Warfare” by the Office of Naval Research. In the public domain.
Sample Item 1
LAFS.7.RI.1.1

Select two sentences from Passage 2 that support the inference that researchers are unsure of the effect that clicking moths have on bats.

☐ “As a bat zips through the night sky, it sends out high-pitched squeaks, bouncing sound waves off of objects and unsuspecting prey.” (paragraph 5)

☐ “While most insect victims would have trouble fighting back, many dive and loop to avoid enemies, and some have the added advantage of being poisonous.” (paragraph 5)

☐ “Tiger moths have a special clicker called a tymbal built into their thorax.” (paragraph 6)

☐ “Scientists have proposed a few reasons for the tymbal’s success, ranging from its potential to startle a bat to its possible role as a ‘jammer’ that garbles the bats’ hunting squeaks.” (paragraph 6)

☐ “The bat may recognize the clicks from the 11,000 tiger moth species, learning to avoid the critters after an initial bout of food poisoning.” (paragraph 7)
Appendix A: Sample Passages and Items – Informational

Sample Item 2
LAFS.7.RI.1.2

This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What are two central ideas of Passage 2?

A. Bats cannot see colors.
B. Bats use echolocation to hunt.
C. Many animals use echolocation.
D. Scientists study echolocation in moths.
E. One type of moth makes a clicking sound to avoid bats.

Part B

How does the author of Passage 2 develop the central ideas in Part A?

A. by discussing science experiments on bats
B. by explaining what people can learn from animals
C. by specifying the similarities between tiger moths and bats
D. by describing the relationship between bats and tiger moths

Sample Item 3
LAFS.7.RI.1.3

According to the information in Passages 1 and 2, what is the purpose of the clicking made by various animals?

Type your answer in the space provided.
Sample Item 4
LAFS.7.RI.1.3

Based on Passages 1 and 2, place the two moths with the best chance of avoiding bats in the boxes below.
Appendix A: Sample Passages and Items – Informational

Sample Item 5
LAFS.7.RI.2.4

Read the following sentence from Passage 2.

“Now, some researchers suspect one type of moth may have a way of effectively broadcasting its toxicity—the insect produces high-pitched sounds of its own.” (paragraph 5)

What is the effect of the word toxicity in this sentence?

A. It emphasizes the tiger moths’ bright color.
B. It highlights the tiger moths’ aggressiveness.
C. It shows the danger that tiger moths pose to bats.
D. It shows how bats are affected by different noises.

Sample Item 6
LAFS.7.RI.2.5

How does paragraph 1 of Passage 1 contribute to the development of the author’s ideas?

A. By focusing on echolocation in bats, paragraph 1 explains how humans can benefit from studying echolocation.
B. By explaining specific uses for echolocation, paragraph 1 gives information about how bats developed the ability to echolocate.
C. By giving examples of objects that can be detected through echolocation, paragraph 1 explains how animals can avoid detection.
D. By giving a detailed description of how echolocation works, paragraph 1 helps the reader understand how other animals use echolocation.
Appendix A: Sample Passages and Items – Informational

Sample Item 7
LAFS.7.RI.2.6

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the purpose of Passage 2?

A. to discuss the various animals that use echolocation
B. to explain how a certain type of animal can counteract bat echolocation
C. to explain that humans have developed military equipment by copying echolocation in bats
D. to give examples of the experiments that researchers have conducted to observe bat echolocation

**Part B**

How does the author of Passage 2 develop the purpose?

A. by listing other ways that animals use echolocation
B. by explaining a theory for why tiger moths make certain sounds
C. by discussing several strategies used by tiger moths to avoid bats
D. by giving examples of specific bat behaviors related to echolocation
Sample Item 8
LAFS.6.RI.3.8

This question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

How does Passage 3 support the claim that the U.S. military would like to improve its sonar technology?

A. It illustrates how existing technology was developed through specific examples.

B. It gives statistical evidence that explains how technology has improved in the past.

C. It explains how bats echolocate and gives examples of situations where echolocation might occur.

D. It describes how scientists train bats and observe specific behaviors to learn how echolocation works.

**Part B**

Select two sentences from Passage 3 that provide relevant support the answer in Part A.

☐ “‘Bats make sounds, listen to echoes, and then see objects,’ notes Simmons.” (paragraph 9)

☐ “‘We now know that bats have a method of doing synthetic aperture sonar while flying that not only determines the distance and direction of all the objects in a scene, but also reconstructs one specific object’s shape.’” (paragraph 9)

☐ “In Simmons’ experiments, the bats are trained to differentiate sounds with the time separation of those sounds shortened to test the bats’ response.” (paragraph 10)

☐ “Today’s electronic sonar processing can differentiate between echoes about 12 millionths of a second apart.” (paragraph 11)

☐ “Bats have it down to 2 to 3 millionths of a second.” (paragraph 11)
Sample Item 9
LAFS.7.RI.3.9

Place each statement in the correct box on the graphic organizer according to the ways Passage 2 and Passage 3 each present information about bats.

<table>
<thead>
<tr>
<th>Passage 2</th>
<th>Both Passage 2 and 3</th>
<th>Passage 3</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- explains how bats use echolocation to hunt
- explains that bats can determine an object’s shape
- explains how bats can tell some insects from others
- explains how humans can benefit from studying bats
- explains bats’ ability to distinguish between different sounds
Appendix A: Sample Passages and Items – Informational

Answer Key

Sample Item 1: D, E

Sample Item 2: The student selects “Bats use echolocation to hunt.” AND “One type of moth makes a clicking sound to avoid bats.” in Part A, and “by describing the relationship between bats and tiger moths” in Part B.

Sample Item 3: The student types a phrase similar to “avoid/confuse bats” OR “communicate toxicity/poisonous” in the answer box.

Sample Item 4: The student places “Swirling Moth” AND “Clicking moth” in the squares.

Sample Item 5: C

Sample Item 6: D

Sample Item 7: Part A: B; Part B: B

Sample Item 8: Part A: D; Part B: B, C

Sample Item 9: The student places “explains how bats can tell some insects from others” under Passage 2, “explains how bats use echolocation to hunt” AND “explains bats’ ability to distinguish between different sounds” under Both Passages 2 and 3, and “explains how humans can benefit from studying bats” AND “explains that bats can determine an object’s shape” under Passage 3
There are five highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Clotilde Arias is the woman behind “El Pendón Estrellado.” That’s the official Spanish-language version of “The Star-Spangled Banner,” the United States’ national anthem. Though Arias’s version was not the first translation, because her lyrics most closely fit the sound and meaning of the original song.

Arias was born in Iquitos, Peru, in 1901, but her family moved to New York City in 1923. She arrived at the time of one of the most important art movements in U.S. history: the Harlem Renaissance. Inspired by the creativity of those around her, the city was home to many artistic breakthroughs.

In 1945, the State Department was looking for a new and better translation of “The Star-Spangled Banner.” Existing Spanish-language versions of the anthem couldn’t be sung to the original tune. Arias decided she wanted to try writing her own translation and entered the competition. Arias had an advantage. Since she was both a composer and a translator.

Sitting at the piano, the song slowly came together. Arias thought about the song all the time, even getting up during dinner to write down new ideas. In the end, Clotilde Arias’s “El Pendón Estrellado” was chosen as the winner. It is still the only official translation of the national anthem.
Appendix A: Sample Passages and Items – Editing Task

In this sample set, all items are Editing Task Choice items. The student clicks on the highlighted word or phrase in the text and a drop-down menu containing options for correcting the error is shown. The last option repeats the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed.

Sample Item 1
LAFS.7.L.1.1b

Clotilde Arias is the woman behind "El Pendón Estrellado." That’s the official Spanish-language version of "The Star-Spangled Banner," the United States’ national anthem. Though Arias’s version was not the first translation. Because her lyrics most closely fit the sound and meaning of the original song.

Answer options include:

| translation. Even though her |
| translation, her |
| translation if her |
| translation. Because her |

Sample Item 2
LAFS.7.L.1.1c

Arias was born in Iquitos, Peru, in 1901, but her family moved to New York City in 1923. She arrived at the time of one of the most important art movements in U.S. history: the Harlem Renaissance. Inspired by the creativity of those around her, the city was home to many artistic breakthroughs.

Answer options include:

| it was the environment Arias needed to succeed |
| a career in the arts came naturally |
| Arias flourished as an artist and a writer |
| the city was home to many artistic breakthroughs |
Sample Item 3
LAFS.7.L.1.2b and LAFS.7.L.1.1b

In 1945, the State Department was looking for a new and better translation of "The Star-Spangled Banner." Existing Spanish-language versions of the anthem couldn't be sung to the original tune. Arias decided she wanted to try writing her own translation and entered the competition. Arias had an advantage. Since she was both a composer and a translator.

Answer options for the first error include:

- compitition
- compatition
- computition
- competition

Answer options for the second error include:

- advantage because
- advantage however
- advantage, but
- advantage. Since

Sample Item 4
LAFS.7.L.1.1c

Sitting at the piano, the song slowly came together. Arias thought about the song all the time, even getting up during dinner to write down new ideas. In the end, Clotilde Arias's "El Pendón Estrellado" was chosen as the winner. It is still the only official translation of the national anthem.

Answer options include:

- music filled Arias’ home
- Arias worked on the translation
- there was constant singing
- the song slowly came together
Appendix A: Sample Passages and Items – Editing Task

Answer Key

Sample Item 1: The student selects “translation, her.”

Sample Item 2: The student selects “Arias flourished as an artist and a writer.”

Sample Item 3: The student selects “competition” AND “advantage because.”

Sample Item 4: The student selects “Arias worked on the translation.”