DRAFT

Grade 8
English Language Arts
Item Specifications

Florida
Standards Assessments

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.

Percent of Computer-Based Test that is Composed of Technology-Enhanced Items	
Grades 5–10 ELA*	**25%–50%**

***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.

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

English Language Arts Florida Standards Grade: K12*

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.

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.

LAFS.K12.W.1.3
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

LAFS.K12.W.2.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6
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

LAFS.K12.W.3.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

LAFS.K12.W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

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

LAFS.K12.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2
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 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	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 emphasize the importance of citing evidence that provides the strongest support possible.
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
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 from multiple choice options and then to select a textual detail or 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 identify and then explain in one or two sentences a piece of the text that supports 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 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Assessment Limits	Items may ask the student to determine a theme or central idea from a section of the text or from the entire text. Items may refer to themes and central ideas that are explicit or implicit in the text. Items may focus on the use of characters, setting, and plot in the development of the theme or central idea but should not simply ask students to analyze characters, setting, and plot development. Items may ask students to summarize the text.
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
Determine a theme or central idea and analyze its development, including its relationship to the characters, setting, and plot.	Selectable Hot Text • Requires the student to identify a theme or central idea and then select how that theme or central idea was developed through its characters, setting, or plot. Drag-and-Drop Hot Text • 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. EBSR • Requires the student to select the theme or central idea and then select words or phrases from the text that contribute to its development. GRID • Requires the student to move words or phrases into a graphic organizer to show the development of a theme.

Grade 8 Standards for Literature

Task Demand	Sample Response Mechanisms
Summarize 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 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.3: Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.
Assessment Limits	Items should focus on specific dialogue or actions that contribute significantly to plot or character development rather than general and overarching questions about a character or plot point. Items may ask the student to identify specific dialogue or actions in the text.
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
Analyze how specific line(s) of dialogue or incidents from the text propel the action, reveal aspects of a character, or provoke a decision.	Multiple Choice • Requires the student to select a correct analysis of how particular lines of dialogue or incidents in a story propel an action, reveal an aspect of a character, or provoke a decision. • Requires the student to select an action, aspect of a character, or decision that has been affected by a line of dialogue or incident in the story. Multiselect • Requires the student to select actions, aspects of a character, or decisions that have been affected by a line of dialogue or incident in the story. Open Response • Requires the student to explain in one or two sentences the impact a particular detail has on character or plot development. Selectable Hot Text • Requires the student to select particular lines of dialogue or descriptions of an incident from the text that provide support for an inference about the text. • Requires the student to select an analysis about the text and then to select particular lines of dialogue or descriptions of an incident from the text as support. EBSR • Requires the student to select an analysis about the text and then to select particular lines of dialogue or descriptions of an incident from the text as support.

Grade 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. LAFS.8.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede). LAFS.8.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Assessment Limits	Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or 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 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. Items should not include obscure analogies or allusions.
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 8 Standards for Literature

Task Demand	Sample Response Mechanisms
Determine the meaning of words or phrases, using context as a clue.	Multiple Choice • Requires the student to select the meaning of a word or phrase from the passage. Multiselect • Requires the student to select multiple correct meanings of a word or phrase from the passage. EBSR • 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 • 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 word choice on the text's meaning or tone.	Selectable 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 in one or two sentences how the impact of word choice affects the text's meaning or tone.
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, using grade-appropriate Greek or Latin affixes and roots.	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.

Grade 8 Standards for Literature

Task Demand	Sample Response Mechanisms
Interpret figures of speech 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. Selectable Hot Text • Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. Multiselect • Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
Use the relationship between particular words 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.
Distinguish among the connotations of words with similar denotations.	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. • Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. Multiselect • Requires the student to select multiple ways a different word choice might change the tone or meaning of 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 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.2.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Assessment Limits	Items should not simply ask the student to describe the structures of the texts, but should focus on the way structure influences meaning and style. Items must be inter-textual, but can focus on one text more than another. Items can 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 identify where a shift in structure occurs. Items may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.
Text Types	Items assessing this standard may be used with two 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
Compare and contrast the structure of two or more texts and analyze how the different structure of each text contributes to its meaning and style.	Multiple Choice • Requires the student to select how an element of form or structure contributes meaning to the texts. Multiselect • Requires the student to select how multiple elements of form or structure contribute meaning to the texts. Drag-and-Drop Hot Text • Requires the student to drag structural elements of a text into the appropriate boxes on a chart, and then to match descriptions of these effects to the corresponding elements. Selectable Hot Text • Requires the student to select an analysis of a text's structure and then to select an analysis of/comparison to another text's structure. GRID • Requires the student to complete a graphic organizer, matching the structural element of each text to the effect those elements have on the text's meaning and style.

Grade 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.2.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Assessment Limits	Items should not simply ask the student to identify points of view, but should focus on how they affect the tone of the text. Items should ask about the interactions of multiple points of view. Items may focus on what the audience knows that the character doesn't know, or what the character knows that the audience doesn't know.
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
Analyze how different points of view of the characters and the audience or reader create different effects.	Multiple Choice • Requires the student to select an analysis about how a difference in points of view affects the text. • Requires the student to select explicit or implicit details that support an inference about how a difference in points of view affects the text. Multiselect • Requires the student to select multiple explicit or implicit details that support an inference about how a difference in points of view affects the text. Selectable Hot Text • Requires the student to determine a difference between two points of view and then select an analysis about how the difference in points of view affects the text.

Grade 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.3.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. Also assesses: LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Assessment Limits	Items must ask about the text version and its multimedia counterpart. The item's difficulty may be dependent on the significance and extent of the adaptation's departure from the original text. Items may focus on the effectiveness of the adaptation. Items may ask students to analyze the purpose of a decision to present the information in diverse media. Items may ask students to evaluate the motives behind the presentation of the content in a particular media format. 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 two 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 8 Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Selectable Hot Text • Requires the student to select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected. • Requires the student to select words or phrases that are similar in both sources and then to select a comparison or analysis of this similarity. EBSR • Requires the student to select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected. Multiple Choice • Requires the student to select an analysis or comparison of the sources. • Requires the student to select an analysis of the director's/actor's choice. • Requires the student to select explicit or implicit details that support an analysis of the sources. Multiselect • Requires the student to select explicit or implicit details that support an analysis of the sources.

Grade 8 Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the purpose of presenting the information in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Selectable Hot Text • Requires the student to select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected. • Requires the student to select an analysis of the purpose of presenting the information in a particular media format and then to select reasons behind its presentation. • Requires the student to select an evaluation of the motives behind the decision to present information in a particular format and then to select details that support the evaluation. EBSR • Requires the student to select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis selected. • Requires the student to select an analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis. • Requires the student to select an evaluation of the motives behind the decision to present information in a particular format and then to select details that support the evaluation. Multiple Choice • Requires the student to select an analysis or comparison of the sources. • Requires the student to select an analysis of the purpose for presenting information in a particular media or format. • Requires the student to select an evaluation of the motives behind the presentation decision. Multiselect • Requires the student to select multiple analyses of the purpose for presenting information in a particular media or format. • Requires the student to select multiple evaluations of the motives behind the presentation decision.

Grade 8 Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.3.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Assessment Limits	Items should focus primarily on the modern passage, not on the older text. When focusing on the older text, items should hone in on the connection between the two texts (rather than the older text itself) and pertain to matters of theme, pattern, events, or archetypes, rather than the overall meaning or non-essential information found in the older text.
Text Types	Items assessing this standard may be used with two 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
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works including describing how the material is rendered new.	Multiple Choice • Requires the student to select an analysis of how the modern work draws from older sources. • Requires the student to select explicit or implicit details that support an analysis of how the modern work draws from older sources. Multiselect • Requires the student to select multiple explicit or implicit details that support an analysis of how the modern work draws from older sources. Selectable Hot Text • Requires the student to select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected. EBSR • Requires the student to select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected. Drag-and-Drop Hot Text • Requires the student to compare and contrast the use of a particular element in two or more texts by dragging descriptions or analyses into a graphic organizer.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	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 emphasize the importance of citing evidence that provides the strongest support possible.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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
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 from multiple choice options provided and then to select a textual detail or 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 identify in one or two sentences a piece of the text that supports explicit or implicit information. Multiple Choice • Requires the student to select a direct quotation or description of textual evidence to support an explicit statement from the text.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Assessment Limits	Items may refer to central ideas that are explicit or implicit in the text. Items may ask the student to determine the central idea from a section of the text or from the entire text. Items may focus on how the central idea of the text relates to supporting ideas. Items may ask the student to distinguish fact from opinion. Items may ask students to summarize the text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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
Determine a central idea and analyze its development, including its relationship to supporting ideas.	Selectable Hot Text • Requires the student to identify a central idea and then select how that central idea was developed through its supporting ideas. Drag-and-Drop Hot Text • Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of a central idea throughout a text. EBSR • Requires the student to select the central idea and then select words or phrases from the text that contribute to its development. GRID • Requires the student to move words or phrases into a graphic organizer to show the development of a central idea.
Summarize 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 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Assessment Limits	Items should not ask general or overarching questions about individuals, ideas, or events in the text, but rather about the connections and distinctions between them. Items may ask the student to compare, contrast, or categorize individuals, ideas, or events in the text. Items may focus on causes and effects or ask the student to make a prediction. Items may ask about individuals' motivations.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Multiple Choice • Requires the student to select an analysis about the connection or distinction between individuals, ideas, or events in the text. • Requires the student to select an individual, idea, or event in the text that connects to another individual, idea, or event. Multiselect • Requires the student to select individuals, ideas, or events in the text that connect to or are distinct from each other. • Requires the student to select analyses about the connections or distinctions between individuals, ideas, or events in the text. Selectable Hot Text • Requires the student to select words or phrases from the text that provide explicit support for a connection or distinction between individuals, ideas, or events. EBSR • Requires the student to select an analysis about a connection or distinction between individuals, ideas, or events in the text and then to select words or phrases from the text as support. Drag-and-Drop Hot Text • Requires the student to drag options that correctly explain the development of individuals, events, and/or ideas into a graphic organizer of a text or texts.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. LAFS.8.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 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., precede, recede, secede). LAFS.8.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Assessment Limits	Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. Items should focus on words and phrases that have figurative 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 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. Items should not include obscure analogies or allusions, but should only reference grade-appropriate texts.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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 8 Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Determine the meaning of words or phrases, using context as a clue.	Multiple Choice • Requires the student to select the meaning of a word or phrase from the passage. Multiselect • Requires the student to select multiple correct meanings of a word or phrase from the passage. EBSR • 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 • 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 word choice on the text's meaning or tone.	Selectable 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 in one or two sentences how the impact of word choice affects the text's meaning or tone.
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, using grade-appropriate Greek or Latin affixes and roots.	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.

Grade 8 Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Interpret figures of speech 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. Selectable Hot Text • Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. Multiselect • Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
Use the relationship between particular words 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 of words with similar denotations.	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. • Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. Multiselect • Requires the student to select multiple ways a different word choice might change the tone or meaning of the text. GRID • Requires the student to match words with similar denotations with the change in connotation each word has to the original word.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.2.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Assessment Limits	Items may focus on a single sentence or the paragraph as a whole. Items should not simply ask the student to describe the structure of the paragraph, but should focus on the impact and importance of the structure. Items may focus on organizational structures like cause/effect, compare/contrast, problem/solution, or chronology.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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
Analyze the structure of a specific paragraph in the text.	Multiple Choice • Requires the student to select an analysis about the paragraph's structure and/or the structure's impact on the meaning of the text. • Requires the student to select an analysis about the role of a particular sentence in the paragraph. Multiselect • Requires the student to select multiple analyses about the paragraph's structure and/or the structure's impact on the meaning of the text. Selectable Hot Text • Requires the student to select words or phrases from the paragraph that explicitly show or highlight its structure. • Requires the student to select words or phrases from the paragraph that explicitly show or highlight its structure and then to select the impact of these words or phrases on the paragraph's meaning. • Requires the student to select an analysis about the paragraph's structure and then to select the structure's impact on the meaning of the text. Drag-and-Drop Hot Text • Requires the student to analyze the structure of a paragraph in the text by dragging descriptions, analyses, or elements of structure into a graphic organizer.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.2.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Assessment Limits	Items may ask about how the author develops a point of view or purpose in the text. Items may ask about one or more viewpoints. Items may ask about the author's word choice or use of figurative language. Items may ask about the tone or mood of the author or text. Items may ask about a lack of textual evidence or about inappropriate or unsound evidence.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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
Determine an author's point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Selectable Hot Text • Requires the student to select the author's point of view and then select how the author responds to conflicting information in the text. Drag-and-Drop Hot Text • Requires the student to place the author's point of view or purpose and ways the author responds to conflicting evidence in a graphic organizer.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. Also assesses: LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation. LAFS8.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Assessment Limits	Items must ask about two or more media, but may focus on one more than another. Items should not ask general or overarching questions about the different media, but should focus on their advantages or disadvantages. Items may rely on multiple stimuli that use alternative media, or it can simply refer to other media and/or hypothetical sources. Items may ask students to analyze the purpose of a decision to present the information in diverse media. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options. Items may ask students to evaluate the motives behind the presentation of the content in a particular media format. Items may ask students to delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Text Types	Items assessing this standard may be used with two or more grade-appropriate informational 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
Evaluate one or more advantage and/or disadvantage of using different media to present a topic or idea.	Selectable Hot Text • Requires the student to select an evaluation of the advantages or disadvantages of using the different media and then to select words or phrases from the text to support the evaluation selected. • Requires the student to select an evaluation of the advantages of using the different media and then to select an evaluation of the disadvantages.

Grade 8 Standards for Informational Texts

Task Demand	Sample Response Mechanisms
	EBSR • Requires the student to select an evaluation of the advantages or disadvantages of using the different media and then to select words or phrases from the text to support the evaluation selected. Drag-and-Drop Hot Text • Requires the student to distinguish between advantages and disadvantages of using different media in table or chart. GRID • Requires the student to distinguish between advantages and disadvantages of using different media in a Venn diagram.
Analyze the purpose of presenting the information in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Selectable Hot Text • Requires the student to select a correct analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis. • Requires the student to select a correct evaluation of the motives behind the decision to present the information in a particular format and then to select details that support the evaluation. • Requires the student to select a correct analysis of the purpose of presenting information in a particular format and then to select the motivation for its presentation. EBSR • Requires the student to select a correct analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis. • Requires the student to select a correct evaluation of the motives behind the decision to present the information in a particular format and then to select details that support the evaluation. Multiple Choice • Requires the student to select an analysis of the purpose of presenting the information in a particular medium or format. • Requires the student to select an evaluation of the motives behind the presentation decision.

Grade 8 Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	Selectable Hot Text • Requires the student to identify where irrelevant evidence is introduced. • Requires the student to identify a speaker's argument and then select specific claims that support the argument. EBSR • Requires the student to identify a speaker's argument and then select specific claims that support the argument. Multiple Choice • Requires the student to identify a speaker's argument. • Requires the student to select a claim that supports the speaker's argument. • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence. • Requires the student to identify when irrelevant evidence is introduced.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Assessment Limits	Items should not ask the student to simply identify the argument or claims in the text. Items may ask the student to trace or evaluate the argument or 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 may focus on irrelevant or inappropriate evidence, or distinguishing fact from opinion. Items may require the student to recognize stereotyping, generalization, emotional appeal, false dilemma, or false analogy.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational 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
Delineate an argument or specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	Selectable Hot Text • Requires the student to identify a speaker's argument and then select specific claims that support the argument. EBSR • Requires the student to identify a speaker's argument and then select specific claims that support the argument. Multiple Choice • Requires the student to identify a speaker's argument. • Requires the student to select a claim that supports the speaker's argument. • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence. 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. Drag-and-Drop Hot Text • Requires the student to evaluate the arguments and claims of the text by dragging descriptions, analyses, details, or elements of structure into a graphic organizer.

Grade 8 Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Recognize when irrelevant evidence is introduced.	Selectable Hot Text • Requires the student to select where irrelevant evidence is introduced. Multiple Choice • Requires the student to identify a piece of irrelevant evidence. Multiselect • Requires the student to select multiple pieces of irrelevant evidence.

Grade 8 Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Assessment Limits	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.
Text Types	Items assessing this standard may be used with two or more grade-appropriate informational 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
Contrast the ways in which the authors provide information, use facts, or interpret details.	Selectable Hot Text • Requires the student to select words or phrases from the text to support an analysis of how the texts conflict or disagree. • Requires the student to select words or phrases from the text that provide conflicting information. • Requires the student to select an analysis of how the texts conflict or disagree and then to select words or phrases from the text to support the analysis selected. • Requires the student to select an analysis of how the texts conflict or disagree and then to select another analysis of how the texts conflict or disagree. EBSR • Requires the student to select an analysis of how the texts conflict or disagree and then to select words or phrases from the text to support the analysis selected. Multiple Choice • Requires the student to select an analysis of how the texts conflict or disagree. • Requires the student to select explicit or implicit details that support an analysis of how the texts conflict or disagree. Multiselect • Requires the student to select explicit or implicit details that support an analysis of how the texts conflict or disagree.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.8.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. LAFS.8.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. 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

Task Demand	Sample Response Mechanisms
Apply standard English capitalization, punctuation, and spelling.	Editing Task Choice • Requires the student to select the appropriate usage of grade-appropriate conventions. • Requires the student to select the correct spelling of a word. Editing Task • Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box.

Text-Based Writing Stimulus and Prompt Guidelines

Writing Prompt Specifications

Overall Task Description

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and 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 can take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

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

Text-Based Writing Stimulus and Prompt Guidelines

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

Grade Level	Minimum Word Count	Maximum Word Count
8	1000	1800

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

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

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4–5) or to argue and support a claim (grades 6–10).

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

Text-Based Writing Stimulus and Prompt Guidelines

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 passages in your essay.

Manage your time carefully so that you can

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

(If argumentative)
Be sure to

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

Type your response in the space provided.

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

ELA Reading and Writing Stimulus Guidelines

Acceptable Text Types

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

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

Health and Physical Education

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

Business Management and Administration

- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies

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

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

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

Appendix A
Grade 8
Sample Passage and Item Sets

Appendix A: Sample Passages and Items – Literature

Passage 1: from *King Arthur's Knights*
by Henry Gilbert

In this excerpt from King Arthur's Knights*, the mythical King Arthur of Britain and his Knights of the Round Table receive a mysterious visitor at court. The visitor brings news about the quest for the Holy Grail, a powerful and mysterious artifact.*

1 Then the door opened and an old and reverend man entered, white of beard and head, and clothed also in white . . . .

2 "Peace be with you, fair lords," said the old man. Then turning to the king he said:

3 "Sir, I bring here a young knight, the which is of king's lineage, whereby the marvels of this court shall be accomplished, and the trial of this thy kingdom shall be brought to a happy end, if that may be. And the name of him is Galahad."

4 "Sir," said the king, "ye be right welcome and the young knight with you."

5 Then was the young man led by the reverend man to the Siege Perilous,[1] and sat him thereon, and men marvelled to see that the death-stroke did not flash like lightning and slay him.

6 "Sir," said the old man to him, "wit ye well that that is your seat. For you are he that shall surely achieve the Holy Graal,[2] and such of these your fellows as are pure in heart and humble shall achieve it with you."

7 "Sir," said the king, "if it may be that ye know, will ye tell us what my knights must do to achieve the Holy Vessel, and thus bring peace into my kingdom in place of war? For many of those that are kings and barons under me are warring with each other, and threaten to rend this island of Britain . . . . And it goeth to my heart to know this, and I have much dread."

8 "Sir king," said the old white man, "none may tell you what shall be the end of this quest of the Holy Graal, . . . ye war with each other, and are evil livers and full of pride and mastery, and if ye do not repent and stay your dishonour, then shall the Holy Vessel pass from Britain, and ruin and death and civil war shall stalk through the land and leave it desolate."

Appendix A: Sample Passages and Items – Literature

9 Then uprose Sir Gawaine, who was a faithful knight and true man to his king, though a proud one and a hasty. He was filled with sorrow for the ruin that threatened his fair land.

10 "Now I do here avow," he said, "that to-morrow, without fail, I shall set forth, and I shall labour with all the strength of my body and my soul to go in quest of the Holy Graal, so that if I be fit to see it and to bring it hither, this dear land may be saved from woe."

11 So hot were his words that many of the better knights rose also, and raising their right hands did make a like avowal . . . .

[1]Siege Perilous: mystical chair that would slay any but the greatest knight who tried to sit in it
[2]Graal: Alternate spelling of Grail, as in Holy Grail

Excerpt from *King Arthur's Knights* by Henry Gilbert. In the public domain.

Passage 2: from *Over Sea, Under Stone*
by Susan Cooper

In this excerpt from Over Sea, Under Stone*, a young boy and his siblings are searching for the Holy Grail in a cave in modern-day England.*

The passage can be found by using the following citation: *Over Sea, Under Stone* by Susan Cooper, copyright © 1965 by Susan Cooper, published by Aladdin Paperbacks, an imprint of Simon & Schuster. The excerpt begins on page 214 and ends on page 215.

Appendix A: Sample Passages and Items – Literature

Sample Item 1
LAFS.8.RL.1.1

Select **two** details from Passage 1 that show why Gawaine chooses to pursue the Graal.

9 Then uprose Sir Gawaine, who was a faithful knight and true man to his king, though a proud one and a hasty. He was filled with sorrow for the ruin that threatened his fair land.

10 "Now I do here avow," he said, "that to-morrow, without fail, I shall set forth, and I shall labour with all the strength of my body and my soul to go in quest of the Holy Graal, so that if I be fit to see it and to bring it hither, this dear land may be saved from woe."

11 So hot were his words that many of the better knights rose also, and raising their right hands did make a like avowal . . . .

Sample Item 2
LAFS.8.RL.1.2

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

Part A

In Passage 2, what theme is suggested by the way Barney handles his situation?

Ⓐ Luck can be just as helpful as careful planning.

Ⓑ Family is more important than personal success.

Ⓒ History is too powerful for one person to defeat.

Ⓓ Memory can provide inspiration in difficult times.

Part B

Which detail helps develop the theme from Part A?

Ⓐ the knight Bedwin

Ⓑ Great-Uncle Merry

Ⓒ the burning candle

Ⓓ the voices in the cave

Appendix A: Sample Passages and Items – Literature

Sample Item 3
LAFS.8.RL.1.3

Read this excerpt from Passage 2.

16 So Barney did not turn back. He went on, sheltering his small dying light, into the dark that gave back in whispering echoes the sound of his own steps . . . .

What does this excerpt tell the reader about Barney? Type your answer in the space provided.

Sample Item 4
LAFS.8.RL.2.4

Read the quotation from Passage 1.

3 "Sir, I bring here a young knight, the which is of king's lineage, whereby the marvels of this court shall be accomplished, and the trial of this thy kingdom shall be brought to a happy end, if that may be. And the name of him is Galahad."

What does the use of the word trial suggest in this excerpt?

(A) The kingdom is under pressure from enemy countries.

(B) The kingdom has endured many hardships in the past.

(C) The old man will judge those who fail to obtain the Graal.

(D) The knights have a legal responsibility to pursue the Graal.

Appendix A: Sample Passages and Items – Literature

Sample Item 5
LAFS.8.RL.2.5

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

Part A

How is the structure of Passage 2 different from the structure of Passage 1?

Ⓐ Passage 2 uses flashbacks to provide information.

Ⓑ Passage 2 begins the action in the middle of a story.

Ⓒ Passage 2 builds on a conflict as the story progresses.

Ⓓ Passage 2 presents different viewpoints on a single event.

Part B

What aspect of the passages is affected by the difference in structure?

Ⓐ the way that the characters are introduced

Ⓑ the way that the characters' goals are revealed

Ⓒ the amount of detail that the stories can provide

Ⓓ the number of ways that the quest can be understood

Appendix A: Sample Passages and Items – Literature

Sample Item 6
LAFS.8.RL.2.6

Read this excerpt from Passage 1.

7 "Sir," said the king, "if it may be that ye know, will ye tell us what my knights must do to achieve the Holy Vessel, and thus bring peace into my kingdom in place of war? For many of those that are kings and barons under me are warring with each other, and threaten to rend this island of Britain . . . . And it goeth to my heart to know this, and I have much dread."

8 "Sir king," said the old white man, "none may tell you what shall be the end of this quest of the Holy Graal, . . . ye war with each other, and are evil livers and full of pride and mastery, and if ye do not repent and stay your dishonour, then shall the Holy Vessel pass from Britain, and ruin and death and civil war shall stalk through the land and leave it desolate."

How does the speaker's point of view in this excerpt increase the tension of Passage 1?

Ⓐ by showing that the power of the Graal has the potential to do harm

Ⓑ by showing that the Graal has likely been lost to the kingdom forever

Ⓒ by showing that Britain is less powerful than the knights believe it to be

Ⓓ by showing that the knights share responsibility for the condition of Britain

Sample Item 7
LAFS.8.RL.3.9

How does Passage 2 transform the legend presented in Passage 1? Select **two** options.

☐ by showing the qualities a character needs to obtain the Grail

☐ by giving a single character the responsibility of finding the Grail

☐ by reducing the number of obstacles in the way of finding the Grail

☐ by including the fears a character has about the search for the Grail

☐ by creating an atmosphere of evil surrounding the quest for the Grail

Appendix A: Sample Passages and Items – Literature

Answer Key

Sample Item 1: The student selects "He was filled with sorrow for the ruin that threatened his fair land." AND "this dear land may be saved from woe."

Sample Item 2: Part A: D; Part B: B

Sample Item 3: The student types a sentence similar to "Barney is brave/dedicated." OR "Barney deserves to find the grail." in the answer box.

Sample Item 4: B

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

Sample Item 6: D

Sample Item 7: B, D

Appendix A: Sample Passages and Items – Informational

Passage 1: Environment Matters Podcast

Listen to the following podcast about compact fluorescent light bulbs.

"Environment Matters Podcast" from the U.S. Environmental Protection Agency. In the public domain.

Passage 2: Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ

by the U.S. Food and Drug Administration

What are compact fluorescent lamps (CFLs)?

1 CFLs are a type of fluorescent lamp. Many models of CFLs are available that are designed to replace traditional incandescent bulbs. The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

Do CFLs emit UV?[1]

2 All fluorescent lamps emit some UV. Typical fluorescent lamps, including CFLs, which consumers would encounter, emit very low levels of UV. In order to measure any UV radiation from these lamps, very sensitive measuring equipment must be used.

How do I know that the level of UV is acceptably low from a CFL?

3 The Illuminating Engineering Society of North America (IESNA) has published a series of standards relating to radiation emissions from general purpose lighting. If a CFL were to exceed allowable levels of UV (according to IESNA RP 27.3), its packaging would be required to be labeled with a caution label. This standard, which was developed with the assistance of the FDA, requires lamp manufacturers to provide a suitable caution if one is needed. At typical use distances, UV levels from CFLs fall below the level of general concern for normal, healthy individuals and therefore carry no such warning.

How close can we safely get to an operating CFL?

4 Unless you are one of the few individuals who have a medical condition (such as some forms of lupus) that makes you particularly sensitive to either UV or even visible light, you should be able to use these lamps at the same distance as you would use traditional incandescent lamps. However, a recent study from the United Kingdom Health Protection Agency has found that there are measurable levels of UV from single envelope CFLs when used at distances closer than 1 foot. As a precaution, it is recommended that these types of CFLs not be used at distances closer than 1 foot, for more than one hour per day.

Are there precautions I can take to reduce the small levels of UV from CFLs still further if I should wish to do so?

5 The glass used in CFLs already provides a UV filtering effect. In addition, any additional glass, or plastic, or fabric used in lighting fixtures that is between you and the CFL will further reduce the already low levels to still lower levels since these materials act as additional UV filters. Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level.

6 However, if you still wish to take additional steps then you might wish to purchase the type of CFL that has an additional glass or plastic cover that encloses the CFL to make it appear more like a traditional incandescent lamp. These covers provide an additional reduction of the low level of UV to a lower level.

Any other safety concerns? I have heard CFLs contain mercury.[2] Should I be concerned?

7 Like traditional tube-style fluorescent lamps, CFLs contain a small amount of mercury. It is the use of this small amount of mercury that allows any fluorescent lamp to produce visible illumination at much higher efficiency levels than incandescent lighting. Typical household CFLs contain less than 5 mg of mercury, which is a sphere about the size of the tip of a pen. CFLs do not emit mercury as they operate. The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break.

8 Care should be taken not to break a CFL. If you break one, you should carefully clean up the entire residue according to EPA instructions that you can find at http://www.epa.gov/mercury/spills/index.htm

What about other potential adverse health effects from CFLs? I have seen some claims that CFLs cause headaches in some people. Is this true?

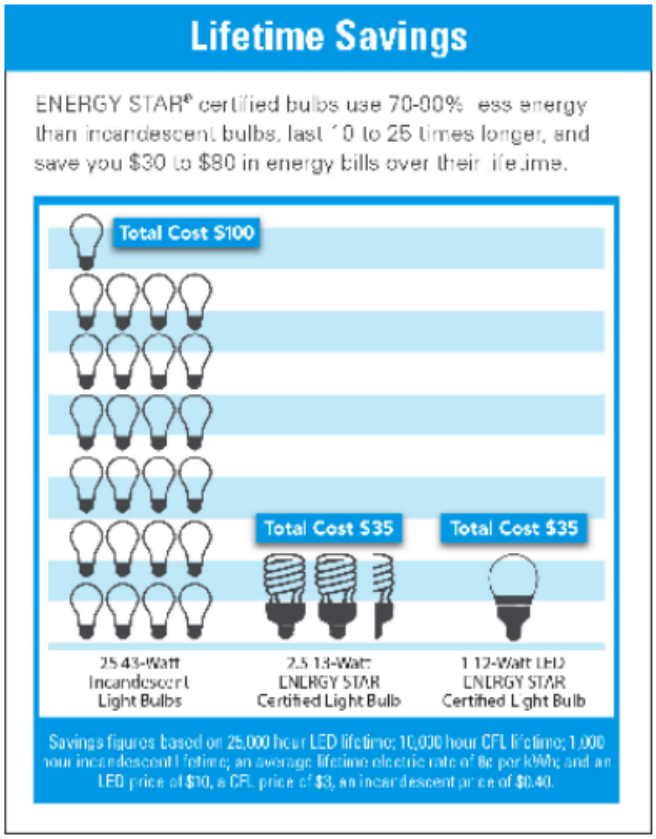
9 The vast majority of CFL users, both in households and in commercial buildings, report no issues regarding CFL usage, including headaches. There are some anecdotal reports, however, and, although there is yet no research to directly explain any plausible causative mechanism, it may be possible that some people are susceptible to such headache effects just as some people claim to be annoyed by normal fluorescent lighting. However, the overwhelming numbers of people that use CFLs report no such negative effects. FDA expects that research in this area will continue, and, as any new information develops, it will be included in an updated FAQ.

[1]UV: ultraviolet radiation, a form of energy found in sunlight and some types of lamps. UV can affect the health of humans in either positive or negative ways, depending on the type and the amount of exposure to it.
[2]mercury: a metallic element that exists as a liquid at normal temperatures. Often used in thermometers, mercury can be poisonous to humans under certain conditions.

Excerpt from "Compact Fluorescent Lamps (CFLs)—Fact Sheet/FAQ" by the U.S. Food and Drug Administration. In the public domain.

Appendix A: Sample Passages and Items – Informational

Passage 3: Lifetime Savings



"Lifetime Savings" from the U.S. Environmental Protection Agency, Energy Star program. In the public domain.

Appendix A: Sample Passages and Items – Informational

Sample Item 1
LAFS.8.RI.1.1

Select **two** sentences from paragraph 1 of Passage 2 that suggest it would be easy for consumers to start using CFLs.

1 CFLs are a type of fluorescent lamp. Many models of CFLs are available that are designed to replace traditional incandescent bulbs. The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households. CFLs are very energy efficient, using approximately one quarter of the energy compared to traditional incandescent bulbs. CFLs also have a very long lifespan, typically 6000–15,000 hours compared to the 750–1,000 hours for a normal incandescent bulb.

Sample Item 2
LAFS.8.RI.1.2

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

Part A

What is the central idea of Passage 2?

Ⓐ CFLs offer an inexpensive, more practical choice for consumers.

Ⓑ CFLs have many advantages over traditional light bulbs.

Ⓒ CFLs are a new, more efficient type of light bulb.

Ⓓ CFLs are very safe for people to use.

Part B

How is the central idea developed throughout Passage 2?

Ⓐ by comparing and contrasting CFLs with traditional bulbs

Ⓑ by detailing the way in which CFLs generate light

Ⓒ by responding to reported concerns about CFLs

Ⓓ by listing the various benefits of using CFLs

Appendix A: Sample Passages and Items – Informational

Sample Item 3
LAFS.8.RI.1.3

How does the diagram in Passage 3 distinguish between the different types of light bulbs?

Ⓐ by showing the replacement costs associated with each type of light bulb

Ⓑ by showing the overall energy costs associated with each type of light bulb

Ⓒ by showing the amount of energy generated by each type of light bulb per hour of use

Ⓓ by showing the amount of waste generated by each type of light bulb when each is recycled

Sample Item 4
LAFS.8.RI.2.4

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

Part A

What is the tone of paragraph 7 in Passage 2?

A) dismissive

B) reassuring

C) uplifting

D) fearful

Part B

Select the sentence from paragraph 7 that **most** clearly contributes to this tone.

7 Like traditional tube-style fluorescent lamps, CFLs contain a small amount of mercury. It is the use of this small amount of mercury that allows any fluorescent lamp to produce visible illumination at much higher efficiency levels than incandescent lighting. Typical household CFLs contain less than 5 mg of mercury, which is a sphere about the size of the tip of a pen. CFLs do not emit mercury as they operate. The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break.

Appendix A: Sample Passages and Items – Informational

Sample Item 5
LAFS.8.RI.2.5

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

Part A
Select the sentence from paragraph 5 of Passage 2 that offers general safety advice about exposure to UV.

5 The glass used in CFLs already provides a UV filtering effect. In addition, any additional glass, or plastic, or fabric used in lighting fixtures that is between you and the CFL will further reduce the already low levels to still lower levels since these materials act as additional UV filters. Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level.

Part B
What key idea from Passage 2 does the sentence chosen in Part A support?

A) CFLs fail to adequately filter exposure to UV.

B) There are additional ways to lessen exposure to UV.

C) CFLs expose people to less UV than other types of bulbs.

D) There are many lighting fixtures that block exposure to UV.

Appendix A: Sample Passages and Items – Informational

Sample Item 6
LAFS.8.RI.2.6

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

Part A

What is the interviewer's purpose in Passage 1?

Ⓐ to find solutions to the dangers posed by CFLs

Ⓑ to explore the costs and benefits of using CFLs

Ⓒ to question consumers about their opinion of CFLs

Ⓓ to promote the use of CFLs over incandescent bulbs

Part B

How does the interviewer achieve her purpose in Passage 1?

Ⓐ by asking questions of people who support and people who oppose CFL use

Ⓑ by asking questions that emphasize advantages of and minimize concerns about CFLs

Ⓒ by limiting the questions to those addressing health and safety concerns related to CFLs

Ⓓ by limiting the questions to those addressing consumer misunderstandings about switching to CFLs

Appendix A: Sample Passages and Items – Informational

Sample Item 7
LAFS.8.RI.3.7

Select **two** advantages of using audio in Passage 1 to present information about CFLs.

- ☐ It allows listeners to connect with other people as they share real-world experiences with CFLs.
- ☐ It allows listeners to rely on tone of voice in order to better understand each speaker's point of view about CFLs.
- ☐ It allows listeners to interpret the conversational nature of the podcast in a way that makes CFLs seem less threatening.
- ☐ It allows listeners to easily distinguish between viewpoints about CFLs by associating each viewpoint with a different speaker.
- ☐ It allows listeners to be swayed by the emotional and personal appeals each speaker makes about CFLs throughout the podcast.

Sample Item 8
LAFS.8.RI.3.8

The podcast guest in Passage 1 makes several claims about CFLs. Which claim is offered without sufficient supporting evidence?

- Ⓐ CFLs provide significant energy savings compared to incandescent bulbs.
- Ⓑ Using CFLs is better for the environment than using incandescent bulbs.
- Ⓒ The small amount of mercury in CFLs presents little risk to consumers.
- Ⓓ CFLs are easy to dispose of when they eventually burn out.

Appendix A: Sample Passages and Items – Informational

Answer Key

Sample Item 1: The student selects "Many models of CFLs are available that are designed to replace traditional incandescent bulbs." AND "The compact size of these CFLs allows them to fit into many existing incandescent light fixtures, including table and floor lamps commonly found in households."

Sample Item 2: Part A: D; Part B: C

Sample Item 3: B

Sample Item 4: The student selects "B) reassuring" AND "The only way mercury could be emitted from a CFL would be if the outer glass tubing that contains the mercury were to break."

Sample Item 5: The student selects "Increasing the distance between you and any radiation source, including CFLs, will also reduce the small level to a lower level." AND "B) There are additional ways to lessen exposure to UV."

Sample Item 6: Part A: D; Part B: B

Sample Item 7: B, C

Sample Item 8: C

Appendix A: Sample Passages and Items – Editing Task

There are five highlights in the essay to show which word or phrase may be incorrect. For each highlight, type in the correction.

Julia gazed out on the blue—nothing but blue for days. "Blue is better than storms," the ship's captain warned her. She remembered looking at the big, blue space on the map indecating the Pacific Ocean. That preview had not prepared her. This trip was showing her the true size of the Pacific.

Julia and her parents were headed for Palmerston Island, due west of Tahiti. Palmerston is part of the Cook Islands, has 62 residents, and is one of the most isolated inhabited places on the planet. The only way to get there is by boat even in the twenty-first century.

Her parents were anthropologists. Study various cultures throughout the world was their mission. Every few years, the family moved for one of their "great adventures." The only regularly scheduled ship visited Palmerston twice a year to pick up fish and drop off supplies. Her family will be stuck there for at least six months, and her parents planned to make it a year.

For nine days they had seen only ocean: no ships, no planes, not even wildlife. Then—Land! She grabbed the binoculars and saw small, modern houses. Her parents had told her there would be electricity and Internet, if only for a few hours a day, but she would not believed them until now. She never thought she would be happy to stay in one place for six months, but if it meant being off this boat, happy she was!

Appendix A: Sample Passages and Items – Editing Task

In this sample set, all items are Editing Task items. The student clicks on the highlighted word or phrase in the text and a text box appears. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase.

Sample Item 1
LAFS.8.L.1.2c

Julia gazed out on the blue—nothing but blue for days. "Blue is better than storms," the ship's captain warned her. She remembered looking at the big, blue space on the map indecating the Pacific Ocean. That preview had not prepared her. This trip was showing her the true size of the Pacific.

Sample Item 2
LAFS.8.L.1.2a

Julia and her parents were headed for Palmerston Island, due west of Tahiti. Palmerston is part of the Cook Islands, has 62 residents, and is one of the most isolated inhabited places on the planet. The only way to get there is by boat even in the twenty-first century.

Sample Item 3
LAFS.8.L.1.1b and LAFS.8.L.1.1.c

Her parents were anthropologists. Study various cultures throughout the world was their mission. Every few years, the family moved for one of their "great adventures." The only regularly scheduled ship visited Palmerston twice a year to pick up fish and drop off supplies. Her family will be stuck there for at least six months, and her parents planned to make it a year.

Appendix A: Sample Passages and Items – Editing Task

Sample Item 4
LAFS.8.L.1.1c

For nine days they had seen only ocean: no ships, no planes, not even wildlife. Then—Land! She grabbed the binoculars and saw small, modern houses. Her parents had told her there would be electricity and Internet, if only for a few hours a day, but she would not believed them until now. She never thought she would be happy to stay in one place for six months, but if it meant being off this boat, happy she was!

Appendix A: Sample Passages and Items – Editing Task

Answer Key

Sample Item 1: The student types "indicating" in the text box.

Sample Item 2: The student types "boat, even" OR "boat—even" OR "boat…even" in the text box.

Sample Item 3: The student types "Studying" OR "To study" in the first text box AND "would" OR "could" in the second text box.

Sample Item 4: The student types "had not" OR "hadn't" in the text box.