DRAFT

Grade 6
English Language Arts
Item Specifications

Florida
Standards Assessments

The contents of 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* define 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 and provides 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 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 English Language Arts assessments. For Grade 3 assessments, which will be paper-based tests in 2015-2017, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items aligned to the same standard/reporting category 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 Practice Tests.

Percent of Computer-Based Test That Is Composed of Technology-Enhanced Items	
Grades 4–10 ELA*	25%–50%

*Grade 3 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 textbox. 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/reporting category 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 the option to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be modified or replaced with another item type that assesses the same standard/reporting category 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 accommodated paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically. (Please note that while the Grade 3 FSA ELA will not be administered online until 2017-18, it is possible to include the Open-Response item type for this paper-based assessment.)

5. **Multiselect** - The student is directed to select a specific number of correct answers from among the options provided. 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)** - The student may 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/reporting category and can be scanned and scored electronically.

8. **Table Match** - This item type presents options in columns and rows. Options may include words, phrases, sentences, quotations, line/paragraph/passage numbers, or images. The student is directed to click a box that matches a correct option from a column with a correct option from a row. Typically, there is only one correct option per row or column, though the number of correct answers may vary. These items appear in the online and paper-based assessments. 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 selection.

9. **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. Any of the item types described above may be used to assess the multimedia content. For paper-based assessments, multimedia content may be modified or replaced by paper-based items or stimuli that assess the same reporting category. Beginning in 2015-16, listening items (audio clips) may be included in the paper-based, accommodated version of the ELA Reading assessments in Grades 4–10. (For Grade 3, listening items will be included when the assessment is administered online.)

Reading Stimuli Guidelines

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

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.

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

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams 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 are not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

The 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 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference.
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 text-based support for a statement about what the text says explicitly or implicitly.	Selectable Hot Text • Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. • Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. EBSR • Requires the student to select an inference and then to select a detail or details from the text to support the inference. Multiple Choice • Requires the student to select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. Multiselect • Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. GRID • Requires the student to drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text. Table Match • Requires the student to complete a table by matching pieces of textual support with explicit statements or inferences from the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.1.2: Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Assessment Limits	Items may ask the student to determine a theme or central idea and how it is conveyed through key details. Themes or central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey theme or central idea and not the manner in which the author handles them. Items may ask the student to summarize all or part of 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 that is explicitly or implicitly stated in the text and determine how specific details from the text contribute to how it is conveyed.	Selectable Hot Text • Requires the student to select a theme or central idea and then to select words or phrases from the text to support the theme or central idea. GRID • Requires the student to arrange phrases or sentences in a graphic organizer in order to show a connection between a central idea and key details. Table Match • Requires the student to complete a table that shows the connections between a theme or central idea and key details.
Provide a summary of the text distinct from personal opinions or judgments.	Drag-and-Drop Hot Text • Requires the student to select sentences from the text in order to create an objective summary of the passage. Multiple Choice • Requires the student to select the best objective summary of the text. • Requires the student to select a statement that should be included in an objective summary of the text. Multiselect • Requires the student to select multiple statements that should be included in an objective summary of the text. Table Match • Requires the student to complete a table that reflects an accurate summary of the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.1.3: Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Assessment Limits	Items may ask the student to use details from the text to explain how a character responds as the plot unfolds. Items may ask how a story's plot develops over time. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about plot and character.
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
Interpret details from the text to make or support an analysis about plot or character development. The inference may be provided.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide details to support an inference about character or plot development. • Requires the student to select details from two portions of the text to show how a character changes or how a plot unfolds over time. EBSR • Requires the student to select an analysis about character and/or plot development and then to select words or phrases from the text that provide support for the analysis. Multiple Choice • Requires the student to select an analysis about character and/or plot development. Multiselect • Requires the student to select multiple details to support an analysis of character and/or plot development. Table Match • Requires the student to complete a table by matching analyses of character or plot development with supporting details from the text.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Determine how a character responds to key events in a story's plot or changes as the story progresses. The key events may be provided.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide details to support an inference about how a character responds to key events in the story. • Requires the student to select details from two portions of the text to show how a character changes or how a plot unfolds over time. EBSR • Requires the student to select an analysis about how a character changes or responds to key events and then to select words or phrases from the text that provide support for the analysis. Multiple Choice • Requires the student to select a correct inference about how a character responds to key events in the story. Open Response • Requires the student to explain a character's response to key events in a story's plot. • Requires the student to place details about character development into appropriate areas on a graphic organizer. Table Match • Requires the student to complete a table by matching analyses of how a character changes or responds to key events with supporting details from the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.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 a specific word choice on meaning and tone. LAFS.6.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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., audience, auditory, audible). c. LAFS.6.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
Assessment Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on how the words or phrases function within a passage and may require the student to analyze the impact of word choice on the text. Items should focus on words and phrases that are central to the meaning of text. Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask the student to employ various strategies to explore word meaning, including the use of Greek or Latin affixes and roots. Items may require the student to use word relationships to determine the meanings of individual words. Items may ask the student to analyze figurative or connotative meanings of words.
Text Types	Items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.

Grade 6 Reading Standards for Literature

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 these standards (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 the meaning of words or phrases by using context clues that are either explicitly or implicitly stated in the text.	Selectable Hot Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using context clues. EBSR • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that show the meaning. Multiple Choice • Requires the student to select the meaning of words used in the text. Multiselect • Requires the student to select multiple words or phrases from the text that act as context clues when determining another word's meaning. Open Response • Requires the student to explain in words the meaning of words and phrases as used in a text.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the impact of the author's word choice on meaning or tone.	Selectable Hot Text • Requires the student to select words or phrases from the text that show the impact of word choice on a text's meaning or tone. • Requires the student to select words or phrases from two sections of text that show the impact of the author's word choice on meaning or tone. EBSR • Requires the student to select an inference about the impact of the author's word choice on meaning or tone and then to select words or phrases from the passage that support that inference. Multiple Choice • Requires the student to select the impact of word choice on a text's meaning or tone. Multiselect • Requires the student to select multiple ways a particular word adds to an analysis of the text and its tone. Open Response • Requires the student to explain in words the impact of specific word choice on meaning or tone.
Determine the meaning of an unknown or multiple-meaning word or phrase by using context, such as a word's position or the overall meaning of a sentence or paragraph.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide context clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a word or phrase. EBSR • Requires the student to select the meaning of a word and then to select words or phrases from the text that act as context clues to support that meaning. Multiple Choice • Requires the student to select the meaning of an unknown or multiple-meaning word. Open Response • Requires the student to explain in words the meaning of an unknown word or phrase using context clues.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.	Selectable Hot Text • Requires the student to select words or phrases from the text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. EBSR • Requires the student to select the meaning of a word and then to select words or phrases with Greek or Latin affixes or roots from the text to support that meaning. Multiple Choice • Requires the student to select the meaning of a word that contains a Greek or Latin affix or root. Open Response • Requires the student to explain in words the meaning of a word that contains a Greek or Latin affix or root.
Interpret figures of speech in the context of the text.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide context clues to the meaning of a figure of speech. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a figure of speech. EBSR • Requires the student to interpret the meaning of a figure of speech and then to select words or phrases from the text that support that meaning. Multiple Choice • Requires the student to select the meaning of a figure of speech in the context of the text. Open Response • Requires the student to explain in words the meaning of a figure of speech in the context of the text.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide support for the interpretation of a word's meaning. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using word relationships. EBSR • Requires the student to select the meaning of a word and then to select words or phrases from the text that support that meaning. Multiple Choice • Requires the student to select the meaning of a word in the context of the text or word relationship. Open Response • Requires the student to explain in words the meaning of a word in the context of the text or word relationship.
Distinguish among the connotations of words with similar definitions.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide support for the connotation of a word. • Requires the student to select words or phrases from two sections of text that help to determine which connotation of a word is being used. EBSR • Requires the student to select the correct connotation of a word and then to select words or phrases from the text that support that meaning. Multiple Choice • Requires the student to select the correct connotation or synonym of a word found in the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.2.5: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
Assessment Limits	Items may ask the student to analyze the purpose of specific sentences, scenes, or stanzas. Items may ask the student to consider the effect of a particular sentence, scene, or stanza on the overall structure and meaning. Items should focus on how specific structural elements create a comprehensive picture of the theme, setting, or plot.
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 and explain how a specific element of a text contributes to overall structure and development of the theme, setting, or plot. The part of the text to be analyzed may be provided.	Selectable Hot Text • Requires the student to select sentences or phrases in the text that contribute to the development of a particular theme, setting, or plot. • Requires the student to select an explanation of how a sentence, chapter, scene, or stanza fits into the overall structure of a text and then select a description of how it contributes to the development of the theme, setting, or plot. EBSR • Requires the student to select a theme, setting, or plot and to select sentences or phrases that contribute to the development of that theme, setting, or plot. Multiple Choice • Requires the student to select an explanation of how a sentence, scene, or stanza contributes to overall structure and meaning. Multiselect • Requires the student to select multiple inferences about how a sentence, scene, or stanza contributes to overall structure and meaning. Open Response • Requires the student to explain in words how a given sentence, scene, or stanza contributes to overall structure and meaning. GRID • Requires the student to place text elements in correct places on an outline or a graphic.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze and explain how a specific element of a text contributes to overall structure and development of the theme, setting, or plot. The part of the text to be analyzed may be provided.	Table Match • Requires the student to complete a table by matching theme, setting, and plot elements with structural elements that help to develop them.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.2.6: Explain how an author develops the point of view of the narrator or speaker in a text.
Assessment Limits	Items may ask the student to explain the strategies the author uses to develop the point of view of the narrator or speaker. Items should not exclusively ask the student to identify the narrator's or speaker's point of view.
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
Explain how the author develops point of view, using details from the text. The point of view may be provided.	Selectable Hot Text • Requires the student to select phrases or sentences from the text that support the development of a point of view. • Requires the student to select the point of view and to select details from the text that show how the author develops this point of view. • Requires the student to select the narrator's point of view and to select a correct explanation of how point of view is developed. EBSR • Requires the student to select a correct explanation of how point of view is developed and to select words or phrases in the text that show that development. Multiple Choice • Requires the student to select the correct explanation of how the author develops point of view. • Requires the student to select explicit or implicit details from the text that develop the narrator's or speaker's point of view. Multiselect • Requires the student to select multiple phrases or sentences from the text that support the development of a point of view. Open Response • Requires the student to explain in words how an author develops the point of view of the narrator or speaker. Table Match • Requires the student to complete a table by matching points of view with supporting details from the text.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.3.7: Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
Assessment Limits	RL.3.7: Items may ask the student to describe similarities and differences between reading a text and experiencing a media version of that text. Items should focus on what the student sees, hears, or perceives. Items should not ask about one literary text in isolation and should be used with a pairing of a text with a media version of that text. SL.1.2: Items assessing this standard may ask the student to analyze the purpose of a decision to present 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.
Text Types	Items assessing these standards may be used with one or more grade-appropriate literary texts and other media. 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 these standards (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 similarities and/or differences between reading a text and listening to or viewing a media version.	Multiple Choice • Requires the student to select a correct comparison/contrast between the experience of reading a text and listening to or viewing the content in media form. Multiselect • Requires the student to select multiple correct comparisons/contrasts between the experience of reading a text and listening to or viewing the content in media form. GRID • Requires the student to place statements about reading and/or listening to or viewing a story, drama, or poem in appropriate places on a graphic organizer. Table Match • Requires the student to complete a table by comparing and contrasting reading a text with listening to or viewing a multimedia version.

Grade 6 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Explain how information presented in diverse media and formats contributes to a particular topic, text, or issue.	Multiple Choice • Requires the student to select an explanation of how information presented in diverse media and formats contributes to a particular topic, text, or issue. Multiselect • Requires the student to select multiple explanations of how information presented in diverse media and formats contributes to a particular topic, text, or issue. Open Response • Requires the student to describe in words how information presented in diverse media and formats contributes to a particular topic, text, or issue. GRID • Requires the student to place statements about how information presented in diverse media or formats contributes to a topic, text, or issue in appropriate places on a graphic organizer. Table Match • Requires the student to complete a table by comparing and contrasting information presented in diverse media formats.

Grade 6 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.6.RL.3.9: Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
Assessment Limits	Items may ask the student to analyze similarities and differences in how texts approach the similar themes or topics. Items may require the student to use key details to explain how texts are similar or different in their approach. Items should not simply ask the student to identify common themes or topics. Items should be developed with text sets from different genres.
Text Types	Items assessing this standard may be used with two or more grade-appropriate literary texts in different forms and genres. 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 similarities and differences in how two texts present, treat, or develop similar themes or topics. The theme or topic may be provided.	Selectable Hot Text - Requires the student to select sentences or phrases from each text that show similarities or differences in how two texts present, treat, and/or develop themes or topics. - Requires the student to select a correct explanation of how two or more texts treat a theme or topic and to select sentences or phrases from each text that show similarities or differences. Multiple Choice - Requires the student to select a correct explanation of how two or more texts treat a theme or topic. - Requires the student to select sentences or phrases that show similarities or differences in how two texts present, treat, and/or develop themes or topics. Multiselect - Requires the student to select multiple sentences or phrases that show similarities or differences in how two texts present, treat, and/or develop themes or topics. GRID - Requires the student to place statements about how two texts present, treat, and/or develop themes or topics in appropriate places on a graphic organizer. Table Match - Requires the student to complete a table by comparing and contrasting how two texts present, treat, or develop a theme or topic.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.1.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask for text-based evidence to support what is directly stated in the text. Items may ask the student to find evidence to support an inference.
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 text-based support for a statement about what the text says explicitly or implicitly.	Selectable Hot Text • Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. • Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. EBSR • Requires the student to select an inference and then to select a detail or details from the text to support the inference. Multiple Choice • Requires the student to select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. Multiselect • Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. GRID • Requires the student to drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text. Table Match • Requires the student to complete a table by matching pieces of textual support with explicit statements or inferences from the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.1.2: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
Assessment Limits	Items may ask the student to determine a central idea and how it is conveyed through key details. Central ideas may be explicitly or implicitly stated in the text. Items should focus on specific details used to convey the central idea and not the manner in which the author handles them. Items may ask the student 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 that is explicitly or implicitly stated in the text and determine how specific details from the text contribute to how it is conveyed.	Selectable Hot Text • Requires the student to select a central idea and then to select words or phrases from the text to support the central idea. GRID • Requires the student to arrange phrases or sentences in a graphic organizer in order to show a connection between a central idea and key details. 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. Table Match • Requires the student to complete a table by showing how a central idea is developed through particular details.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Provide a summary of the text distinct from personal opinions or judgments.	Drag-and-Drop Hot Text • Requires the student to select sentences from a given bank of details or quotes from the text in order to create an objective summary of the passage. Multiple Choice • Requires the student to select the best objective summary of the text. • Requires the student to select a statement that should be included in an objective summary of the text. Multiselect • Requires the student to select multiple statements that should be included in an objective summary of the text. Table Match • Requires the student to complete a table that reflects an accurate summary of the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.1.3: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
Assessment Limits	Items may ask the student to use details from the text to explain how an individual, event, or idea is introduced, illustrated, or elaborated in the text. Items should focus on individuals, events, or ideas that are central to the meaning of the text. Items may ask for support that is directly stated in the text or ask the student to draw inferences. Items should not ask general questions about events, individuals, or ideas.
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
Explain how a key individual, event, or idea is introduced, illustrated, or elaborated using explicit or implicit details from the text.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. • Requires the student to select words or phrases from two sets of texts that provide details to support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. EBSR • Requires the student to select a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text and to select words or phrases from the text that provide support for that analysis. Multiple Choice • Requires the student to select a correct analysis of how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. Multiselect • Requires the student to select details from the text that support an inference about how a key individual, event, or idea is introduced, illustrated, or elaborated in the text. Open Response • Requires the student to explain how a key individual, event, or idea is introduced, illustrated, or elaborated in the text.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Explain how a key individual, event, or idea is introduced, illustrated, or elaborated using explicit or implicit details from the text.	Table Match • Requires the student to complete a table by matching analyses of how an individual, event, idea, or concept is introduced, illustrated, or elaborated with supporting details from the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. LAFS.6.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 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., audience, auditory, audible). LAFS.6.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., personification) in context. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
Assessment Limits	Items may ask the student to use the text to determine the meanings of words and phrases. Items should focus on how the words or phrases function within a passage and may require the student to analyze the impact of word choice on the text. Items should focus on words and phrases that are central to the meaning of text. Items should focus on grade-appropriate words. Items should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. Items should focus on words and phrases that have figurative or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask the student to employ various strategies to explore word meaning, including the use of Greek or Latin affixes and roots. Items may require the student to use word relationships to determine the meanings of individual words. Items may ask the student to analyze figurative, connotative, or technical meanings of words.
Text Types	Items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.

Grade 6 Reading Standards for Informational Texts

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 these standards (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 the meaning of words or phrases by using context clues to understand, for example, figurative, connotative, and technical meanings.	Selectable Hot Text • Requires the student to select words or phrases from the text that show the meaning of words used in the text. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using context clues. EBSR • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that show the meaning. Multiple Choice • Requires the student to select multiple meanings of a word or phrase used in the text. Open Response • Requires the student to select a word from a sentence or paragraph that has multiple meanings, and to explain in words the alternate meaning. • Requires the student to explain in words the meaning of words and phrases as used in a text.
Determine the meaning of an unknown or multiple-meaning word or phrase by using context, such as a word's position or the overall meaning of a sentence or paragraph.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide context clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a word or phrase. EBSR • Requires the student to select the meaning of a word and then to select words or phrases from the text that act as context clues to support that meaning. Multiple Choice • Requires the student to select the meaning of an unknown or multiple-meaning word. Open Response • Requires the student to explain in words the meaning of an unknown word or phrase using context clues.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Determine the meaning of a word using common, grade-appropriate Greek or Latin affixes or roots.	Selectable Hot Text • Requires the student to select words or phrases from the text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. • Requires the student to select words or phrases from two sections of text that contain Greek or Latin affixes or roots that provide clues to the meaning of a word or phrase. EBSR • Requires the student to select the meaning of a word and then to select words or phrases with Greek or Latin affixes or roots from the text to support that meaning. Multiple Choice • Requires the student to select the meaning of a word that contains a Greek or Latin affix or root. Open Response • Requires the student to explain in words the meaning of a word that contains a Greek or Latin affix or root.
Interpret figures of speech in the context of the text.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide context clues to the meaning of a figure of speech. • Requires the student to select words or phrases from two sections of text that provide context clues to the meaning of a figure of speech. EBSR • Requires the student to interpret the meaning of a figure of speech and then to select words or phrases from the text that support that meaning. Multiple Choice • Requires the student to select the meaning of a figure of speech in the context of the text. Open Response • Requires the student to explain in words the meaning of a figure of speech in the context of the text.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Use relationships, such as cause and effect or part and whole, between specific words to help interpret their meaning.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide support for the interpretation of a word's meaning. • Requires the student to select words or phrases from two sections of text that show the meanings of words as determined using word relationships. EBSR • Requires the student to select the meaning of a word and then to select words or phrases from the text that support that meaning. Multiple Choice • Requires the student to select the meaning of a word in the context of the text or word relationship. Open Response • Requires the student to explain in words the meaning of a word in the context of the text or word relationship.
Distinguish among the connotations of words with similar definitions.	Selectable Hot Text • Requires the student to select words or phrases from the text that provide support for the connotation of a word. • Requires the student to select words or phrases from two sections of text that help to determine which connotation of a word is being used. EBSR • Requires the student to select the correct connotation of a word and then to select words or phrases from the text that support that meaning. Multiple Choice • Requires the student to select the correct connotation or synonym of a word found in the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.2.5: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
Assessment Limits	Items may ask the student to analyze the purpose of specific sentences, paragraphs, chapters, or sections. Items may ask the student to consider the effect of a particular sentence, paragraph, chapter, or section on the overall structure and meaning. Items should focus on how specific structural elements work together and/or help to develop ideas.
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
Explain how a specific element contributes to overall structure and development of the text's ideas. The part of text to be analyzed may be provided.	Selectable Hot Text • Requires the student to select sentences or phrases in the text that contribute to the development of a particular theme, setting, or plot. • Requires the student to select a sentence, chapter, paragraph, or section of a text and then select a description of how it fits into the overall structure of a text and contributes to the development of the text's ideas. EBSR • Requires the student to select sentences or phrases from the text and then to select an explanation for how they contribute to the development of the text's structure and meaning. Multiple Choice • Requires the student to select how a sentence, paragraph, chapter, or section contributes to overall structure and meaning. Open Response • Requires the student to explain in words how a given sentence, paragraph, chapter, or section contributes to overall structure and meaning. GRID • Requires the student to place text elements in correct places on an outline or a graphic to show how they contribute to the overall structure or meaning.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Explain how a specific element contributes to overall structure and development of the text's ideas. The part of text to be analyzed may be provided.	Table Match • Requires the student to complete a table by matching text elements to explanations of how they develop the text's ideas.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.2.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
Assessment Limits	Items may ask the student to determine the author's point of view or purpose in a text and to explain the strategies the author uses to convey point of view or purpose.
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
Explain how the author develops point of view or purpose, using details from the text.	Selectable Hot Text • Requires the student to select the point of view or purpose and to select details from the text that show how the author develops this point of view or purpose. • Requires the student to select the point of view or purpose and to select a correct explanation of how point of view or purpose is developed. EBSR • Requires the student to select a correct explanation of how point of view or purpose is developed and then to select words or phrases in the text that show that development. Table Match • Requires the student to complete a table by matching explanations of how point of view is developed with supporting details from the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.3.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. LAFS.6.SL.1.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. LAFS.6.SL.1.3: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
Assessment Limits	RI.3.7 and SL.1.2: Items may ask the student to integrate or interpret information presented in different media formats in order to develop or support inferences drawn from the text. Items should require the student to use information from the text as well as information presented in a media format. Items should be developed to texts that make meaningful use of information presented in media form. SL.1.3: Items may ask the student to delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 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 these standards may be used with one or more grade-appropriate informational texts and other media. 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 these standards (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
Integrate information presented in different media or formats in order to make a statement about a topic or issue.	Selectable Hot Text • Requires the student to select sentences or phrases from a text and from a visual or graphic representation of information that support an inference drawn from the text. EBSR • Requires the student to select an inference about a topic or issue and then to select information presented in different formats to support that inference. Multiple Choice • Requires the student to answer questions about a topic or issue using explicit or implicit information from a text and information presented in a media format. Multiselect • Requires the student to select multiple answers to a question using explicit or implicit information from a text and information presented in a media format.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Integrate information presented in different media or formats in order to make a statement about a topic or issue.	GRID • Requires the student to select images to show the integration of information presented in a media form with information in the text. Table Match • Requires the student to complete a table by comparing and contrasting information presented in different media or formats.
Explain how information presented in diverse media and formats contributes to a particular topic, text, or issue.	Multiple Choice • Requires the student to select an explanation of how information presented in diverse media and formats contributes to a particular topic, text, or issue. Multiselect • Requires the student to select multiple explanations of how information presented in diverse media and formats contributes to a particular topic, text, or issue. Open Response • Requires the student to describe in words how information presented in diverse media and formats contributes to a particular topic, text, or issue. GRID • Requires the student to place statements about how information presented in diverse media or formats contributes to a topic, text, or issue in appropriate places on a graphic organizer. Table Match • Requires the student to complete a table that demonstrates how information presented in diverse media or formats contributes to a topic, text, or issue.

Grade 6 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Selectable Hot Text • Requires the student to select claims that are supported by reasons and evidence. • Requires the student to select sentences from two sections of text that best further the speaker's argument. • Requires the student to select claims from two sections of text that are supported by reasons and evidence. EBSR • Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected. Multiple Choice • Requires the student to select the correct evaluation of an argument or claim in the text. Multiselect • Requires the student to select multiple claims that are supported by reasons or evidence. Drag-and-Drop Hot Text • Requires the student to evaluate the arguments and claims of the text by dragging descriptions, analyses, or details into a graphic organizer. Table Match • Requires the student to complete a table by matching a speaker's claims with supporting evidence.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.3.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
Assessment Limits	Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the entire text. Items may focus on distinguishing arguments or claims that are supported with evidence from those that are not. Items should not exclusively ask the student to identify the argument or claims in a 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
Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.	Selectable Hot Text • Requires the student to select claims that are supported by reasons and evidence. • Requires the student to select sentences from two sections of text that best further the speaker's argument. • Requires the student to select claims from two sections of text that are supported by reasons and evidence. EBSR • Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected. Multiple Choice • Requires the student to select the correct evaluation of an argument or claim in the text. Multiselect • Requires the student to select multiple claims that are supported by reasons or evidence. Drag-and-Drop Hot Text • Requires the student to evaluate the arguments and claims of the text by dragging descriptions, analyses, or details into a graphic organizer. Table Match • Requires the student to complete a table by matching the author's claims with supporting evidence from the text.

Grade 6 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.6.RI.3.9: Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
Assessment Limits	Items may ask the student to analyze similarities and differences in how authors present ideas or events. Items may require the student to use key details to explain how authors are similar or different in their approach. Items should not simply ask the student to identify common events. Items should be developed with text sets focusing on the same events or ideas.
Text Types	Items assessing this standard may be used with two or more grade-appropriate informational texts and other media. 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 similarities and differences in two authors' presentation of the same events, using explicit details in the text.	Selectable Hot Text • Requires the student to select sentences or phrases from each text that show similarities or differences in how two authors present or treat the same events. EBSR • Requires the student to select an explanation of how two authors present or treat the same events and to select sentences or phrases from each text that show similarities or differences. Multiple Choice • Requires the student to select a correct explanation of how two authors treat or present the same events. • Requires the student to select sentences or phrases that show similarities or differences in how two authors present or treat the same events. Multiselect • Requires the student to select multiple sentences or phrases that show similarities or differences in how two authors present or treat the same events. GRID • Requires the student to place statements about how two authors present or treat the same events in appropriate places on a graphic organizer. Table Match • Requires the student to complete a table by comparing and contrasting two authors' presentations of the same events.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.6.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. LAFS.6.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.
Assessment Limits	Items may ask the student to evaluate and correct errors that 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 these standards 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 may take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

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

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
6	1000	1600

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

Text-Based Writing Stimulus and Prompt Guidelines

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.

Manage your time carefully so that you can
- read the passages;
- plan your response;
- write your response; and
- revise and edit your response.

Be sure to
- use evidence from multiple sources; and
- avoid overly relying on one source.

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

-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.

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

Your response should be in the form of a multiparagraph essay. Write your response in the space provided.

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/Journeys

Appendix A
Grade 6
Practice Test Information

Appendix A: Practice Test Information

This appendix contains information about the standard alignment and item types for the items found in the grade 6 FSA Practice Test and Practice Test Answer Key at this URL: http://fsassessments.org/students-and-families/practice-tests/.

Computer-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.6.RL.1.1	Multiple Choice
2	LAFS.6.RL.1.2	Drag-and-Drop Hot Text
3	LAFS.6.RL.1.3	Table Match
4	LAFS.6.L.3.5a	Multiple Choice
5	LAFS.6.RL.2.5	Multiple Choice
6	LAFS.6.RL.2.6	Multiselect
7	LAFS.6.RL.3.9	Evidence-Based Selected Response (EBSR)
8	LAFS.6.RI.1.1	Selectable Hot Text
9	LAFS.6.RI.1.2	Drag-and-Drop Hot Text
10	LAFS.6.RI.1.3	Evidence-Based Selected Response (EBSR)
11	LAFS.6.RI.2.4	Multiple Choice
12	LAFS.6.RI.2.5	Multiple Choice
13	LAFS.6.RI.2.6	Selectable Hot Text
14	LAFS.6.RI.3.7	Multiple Choice
15	LAFS.6.SL.1.2	Open Response
16	LAFS.6.RI.3.8	Multiselect
17	LAFS.6.RI.3.9	Graphic Response Item Display (GRID)
18	LAFS.6.L.1.2b	Editing Task Choice
19	LAFS.6.L.1.1d	Editing Task Choice
20	LAFS.6.L.1.2a	Editing Task Choice
21	LAFS.6.L.1.1c	Editing Task

Appendix A: Practice Test Information

Paper-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.6.RL.1.1	Multiple Choice
2	LAFS.6.L.3.5a	Multiple Choice
3	LAFS.6.RL.2.5	Multiple Choice
4	LAFS.6.RL.2.6	Multiselect
5	LAFS.6.RL.3.9	Evidence-Based Selected Response (EBSR)
6	LAFS.6.RI.1.1	Selectable Hot Text
7	LAFS.6.RI.1.3	Evidence-Based Selected Response (EBSR)
8	LAFS.6.RI.2.4	Multiple Choice
9	LAFS.6.RI.2.5	Multiple Choice
10	LAFS.6.RI.2.6	Selectable Hot Text
11	LAFS.6.RI.3.7	Multiple Choice
12	LAFS.6.RI.3.8	Multiselect
13	LAFS.6.L.1.2b	Editing Task Choice
14	LAFS.6.L.1.1d	Editing Task Choice
15	LAFS.6.L.1.2a	Editing Task Choice

Go on to the next page.

Appendix B
Grade 6
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
4	TEI Descriptions updated to include Table Match interaction type	October 2017
10, 11, 12, 13, 20, 21, 22, 23, 24, 25, 26, 27, 29, 35, 36, 38, 39, 40, 41	Response Mechanism sections updated to include Table Match interactions where appropriate	October 2017
25	Word "theme" removed from Grade 6 RI 2	October 2017
A-1	Practice Test item list updated to include Table Match	October 2017
All pages	Date updated to reflect release date	October 2017