DRAFT

Grades 9–10
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.

<u>Item Specifications Definitions</u>

- **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 nine types of TEIs that may appear on FSA English Language Arts assessments. 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 Test.

Percent of Computer-Based Test That Is Composed of Technology-Enhanced Items	
Grades 7–10 ELA	25%–50%

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 bubble to indicate the correct word or phrase.

2. **Editing Task** – The multiple-choice item will correspond with a highlighted portion of the associated text. The directions will ask the student a question based on the highlighted phrase. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a bubble to indicate the correct selection and the corresponding phrase is underlined.

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 bubble 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 scoredelectronically.

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 andscored electronically.

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 bubble 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.

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. Passage development plans must take into account Florida law that requires passages to incorporate grade-level core curricula content from social studies. Therefore, in consultation with the Department, such passages must be included as a portion of each passage development cycle. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor's legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education (FLDOE) may require at least two additional sources to verify the information in the text.

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set. Because the English Language Arts Florida Standards operate in a 9–10 grade band, increased text complexity at grade 10 will be implemented to denote a difference between these assessments.

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

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.*

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask the student to cite significant textual evidence to support a given analysis of the text. Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence that provides the strongest support possible.
Text Types	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
Use textual evidence to support an analysis of what the text says explicitly or an inference drawn from the text. The inference may be provided.	Selectable Hot Text • Requires the student to select sentences or phrases from the text that support an analysis or inference. • Requires the student to first draw an inference from the text and then select sentences or phrases from the text that support the inference or analysis. Multiple Choice • Requires the student to select a correct answer using explicit or implicit information from the text as support. Open Response • Requires the student to provide one or more pieces of support for a given analysis or inference. Because the support is implied, the student must paraphrase parts of the text in one or two sentences. Multiselect • Requires the student to select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. EBSR • Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference.

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Use textual evidence to support an analysis of what the text says explicitly or an inference drawn from the text. The inference may be provided.	Drag-and-Drop Hot Text • Requires the student to select a number of plausible interpretations of a passage and then select the corresponding supporting details or quotations from the passage. Table Match • Requires the student to complete a table by matching analyses or inferences with relatedtextual evidence.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.1.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Assessment Limits	Items may ask the student to determine a theme or central idea and its development. Themes and central ideas may be explicitly or implicitly stated, but items should not provide the inference for the student. Items should focus on the use of specific details that aid in the development of the theme or central idea. Items may, however, ask the student to select the details. Items may ask the student to summarize the text.
Text Types	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 in a text and explain how it is developed throughout the text, including how it is shaped by specific details.	Selectable Hot Text • Requires the student to select a theme and then to select the correct explanation of how the theme develops throughout the text. • Requires the student to select the theme or central idea and then to select words or phrases from the text that provide explicit support for the theme or central idea. EBSR • Requires the student to first select a theme from the choices and then to select a detail or details that support that theme. GRID • Requires the student to select the theme of a passage and then to drag into a graphic organizer details or quotations that shape this theme.

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Summarize the text.	Selectable Hot Text • Requires the student to select the sentence that accurately summarizes the major events of a paragraph or paragraphs. Multiple Choice • Requires the student to select the correct summary of the text. Multiselect • Requires the student to select sentences from the text that represent key events that should be addressed in a summary. Drag-and-Drop Hot Text • Requires the student to place pieces of a summary in the correct order. Table Match • Requires the student to complete a table that presents an objective summary of a text.

Grades 9–10 Reading Standards for Literature

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

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
	EBSR • Requires the student to select the correct analysis of a dynamic character's development and then to select evidence that supports this development and advances the plot or theme. Open Response • Requires the student to explain, in one or two sentences, a significant change in a complex character that advances the plot or theme. GRID • Requires the student to identify key details about the development of major characters that advance the plot or theme and place them into a graphic organizer. Table Match • Requires the student to complete a table by analyzing complex characters' development with respect to plot or theme.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.2.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). LAFS.910.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence)as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations.
Assessment Limits	Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or evocative meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask students to employ various strategies to explore meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings.
Text Types	Items assessing these standards 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 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.

Grades 9–10 Reading 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 a word or phrase that provides context for determining the meaning of a word. Multiselect • Requires the student to select multiple words or phrases that provide context for determining the meaning of a word. 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 words or phrases from the text that act as context clues when determining another word's meaning. • Requires the student to select the meaning of a word or phrase 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.	Multiple Choice • Requires the student to select the correct analysis of how a word or phrase affects the meaning or tone of a text. Open Response • Requires the student to explain in one or two sentences the impact of figurative words or phrases on meaning or tone. EBSR • Requires the student to select the text's meaning or tone and then to select words from the text that support that meaning or tone. Open Response • Requires the student to explain how the impact of word choice affects the text's meaning or tone.
Identify patterns of word changes that indicate different meanings or parts of speech.	Multiple Choice • Requires the student to select the correct word that would fit the meaning or part of speech in the text. GRID • Requires the student to match patterns of word changes with different meanings or parts of speech.

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Interpret the meaning of figurative language in context and analyze its role in the text.	Selectable Hot Text • Requires the student to select a correct description of the meaning of figurative language and then to select a description of the effect this figurative language has on a larger section of the text. EBSR • Requires the student to select a correct description of the meaning of figurative language and then to select a description of the effect this figurative language has on a larger section of the text. GRID • Requires the student to match examples of figurative language with their meanings and then to match these examples with the effects they create within the text as a whole.
Analyze nuances in meaning of words with similar denotations.	Multiple Choice • Requires the student to demonstrate understanding of nuances in word meaning by identifying words that play similar roles or have similar connotative 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 the text that provide support for the differential meaning of words with similar denotations.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.2.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Assessment Limits	Items can be overarching questions about the structure of the entire text or about specific structural devices. Items should ask the student to analyze, not just determine, the author's choices. However, a two-part item may ask the student to determine and then analyze.
Text Types	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 the way in which an author creates a given effect through structural decisions.	Selectable Hot Text • Requires the student to select sentences or phrases in the text that create a given effect. • Requires the student to select a structural device used by an author and then to determine the effect of this device on the work as a whole. Multiple Choice • Requires the student to select the correct analysis of an author's structural choice. Open Response • Requires the student to explain, in one or two sentences, how the author's choices regarding structure contribute to the meaning of a text. GRID • Requires the student to drag into a diagram plot elements that work to create a certain effect. Table Match • Requires the student to complete a table by matching an author's structural choices with the effects they create.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.2.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
Assessment Limits	Items should ask the student to analyze, rather than simply identify, the perspective in the text. Items should focus on the perspective and/or cultural experience presented in the story, not on use of first, second, or third person 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
Analyze a point of view or cultural experience that is present in the text.	Multiple Choice • Requires the student to select the correct explanation of the way in which a perspective or cultural experience is revealed in a text. Open Response • Requires the student to identify and then explain the perspective or cultural experience presented in a text in one or two sentences. Selectable Hot Text • Requires the student to select sentences, phrases, or words that reflect a given point of view or cultural experience. Multiselect • Requires the student to select multiple details or quotations that reflect a given point of view or cultural experience. EBSR • Requires the student to select a description of a point of view or cultural experience expressed by the text and then to select sentences, phrases, or words that support this description. Table Match • Requires the student to complete a table by analyzing how aspects of a cultural experience or point of view are expressed in a text.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.3.7: Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's *Landscape with the Fall of Icarus*). LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Assessment Limits	RL.3.7 and SL.1.2: Items should focus on the similarities and differences between the two stimuli. An item may focus primarily on either stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. SL.1.2: Items may ask students to evaluate the credibility of each work. 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 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 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 the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment.	Selectable Hot Text • Requires the student to choose words, phrases, or sentences from the text that show how the text and visual representation are similar or different. • Requires the student to select what is emphasized or absent in one of the works from the choices and then to select an analysis of how this representation affects the work's meaning. Multiple Choice • Requires the student to select a correct analysis of the impact that a similarity or difference has on the overall effect of the works. Open Response • Requires the student to explain the impact that a similarity or difference has on the overall effect of the works in one or two sentences.

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment.	GRID • Requires the student to drag into a graphic organizer similarities or differences between representations of a subject or scene. Table Match • Requires the student to complete a table by analyzing how a key scene is depicted in two different artistic media.
Analyze the credibility and accuracy of sources presented in different media.	Multiple Choice • Requires the student to select a correct analysis of the credibility and accuracy of one or both works. Selectable Hot Text • Requires the student to select aspects that lend themselves to the source's credibility. Multiselect • Requires the student to select multiple aspects that affect the source's credibility. GRID • Requires the student to move the ways that the source solidifies its credibility into a graphic organizer. Open Response • Requires the student to analyze the credibility or the accuracy of a source in one or two sentences. Table Match • Requires the student to complete a table by matching descriptions of claims with evaluations of their levels of credibility and/or accuracy.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.910.RL.3.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
Assessment Limits	Items should focus on the similarities and differences between the source material and the newer text. Items may focus primarily on either text, but items should indicate or test for understanding of a clear link between the two works.
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 an author draws on and transforms source material in a specific work.	Selectable Hot Text • Requires the student to select sentences or phrases from each work that show similarities or differences between the works. • Requires the student to select a difference or similarity between the works and then to select how this affects the meaning of the work. Multiple Choice • Requires the student to select examples from the text that show the works' different treatments of the source material. Open Response • Requires the student to explain the similarities or differences between the source material and the newer work in one or two sentences. Multiselect • Requires the student to select multiple details or quotations that demonstrate how the author of the newer work has transformed source material. Table Match • Requires the student to complete a table by analyzing how an author draws on, transforms, or interprets aspects of a source work.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.1.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask the student to cite significant textual evidence to support a given analysis of the text. Items may either provide the analysis/inference or ask the student to make an inference. Items may ask for support that is directly stated in the text or ask the student to find evidence to support an inference. Items should emphasize the importance of citing evidence that provides the strongest support possible.
Text Types	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
Use textual evidence to support an analysis of what the text says explicitly or an inference drawn from the text. The inference may be provided.	Selectable Hot Text • Requires the student to select sentences or phrases from the text that support an analysis or inference. • Requires the student to first draw an inference from the text and then select sentences or phrases from the text that support the inference or analysis. Multiple Choice • Requires the student to select a correct answer using explicit or implicit information from the text as support. Open Response • Requires the student to provide one or more pieces of support for a given analysis or inference. Because the support is implied, the student must paraphrase parts of the text in one or two sentences. Multiselect • Requires the student to select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. EBSR • Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Use textual evidence to support an analysis of what the text says explicitly or an inference drawn from the text. The inference may be provided.	Drag-and-Drop Hot Text • Requires the student to select a number of plausible interpretations of a passage and then select the corresponding supporting details or quotations from the passage. Table Match • Requires the student to complete a table by matching plausible inferences and analyses to textual evidence.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including how the idea emerges and is shaped and refined by specific details; provide an objective summary of the text.
Assessment Limits	Items may ask the student to determine a central idea and its development. Central ideas may be explicitly or implicitly stated, but items should not provide the inference for the student. Items should focus on the use of specific details that aid in the development of the central idea. Items may, however, ask the student to select the details. Items may ask the student to summarize the text.
Text Types	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 in a text and explain how it is developed throughout the text, including how it is shaped by specific details.	Selectable Hot Text • Requires the student to select a central idea and then to select the correct explanation of how the central idea develops throughout the text. • Requires the student to select the central idea and then to select words or phrases from the text that provide explicit support for the central idea. EBSR • Requires the student to first select a central idea from the choices and then to select a detail or details that support that central idea. GRID • Requires the student to select the central idea of a passage and then to drag into a graphic organizer details or quotations that shape the central idea.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Identify the summary of the text.	Selectable Hot Text • Requires the student to select the sentence that accurately summarizes the major events of a paragraph or paragraphs. Multiple Choice • Requires the student to select the correct summary of the text. Multiselect • Requires the student to select sentences from the text that represent key events that should be addressed in a summary. Drag-and-Drop Hot Text • Requires the student to place pieces of a summary in the correct order. Table Match • Requires the student to complete a table that provides an objective summary of the text.

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Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.1.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn among them.
Assessment Limits	Items may address ideas or concepts in the text as a whole or may address individual techniques used by the author, including the connections drawn among 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
Analyze how the author unfolds an analysis or series of events or ideas.	Selectable Hot Text • Requires the student to select multiple sentences or phrases that show how the author unfolds an analysis or series of ideas or events. Multiple Choice • Requires the student to select the correct analysis of how an author unfolds an analysis or series of ideas or events. Multiselect • Requires the student to select multiple statements analyzing how an author unfolds an analysis or series of ideas or events. Open Response • Requires the student to explain how the author develops the analysis or series of ideas or events in one or two sentences. EBSR • Requires the student to choose a correct explanation of how an author makes connections among ideas and then to select phrases or sentences from excerpted text that demonstrate these connections. Table Match • Requires the student to complete a table by matching a series of ideas or events to descriptions of how the author develops them.

Grades 9–10 Reading Standards for Informational Texts

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

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
	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 words or phrases from the text that act as context clues when determining another word's meaning. • Requires the student to select the meaning of a word or phrase 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.	Multiple Choice • Requires the student to select the correct analysis of how a word or phrase affects the meaning or tone of a text. Open Response • Requires the student to explain in one or two sentences the impact of figurative words or phrases on meaning or tone.
Identify patterns of word changes that indicate different meanings or parts of speech.	Multiple Choice • Requires the student to select the correct word that would fit the meaning or part of speech in the text. Drag-and-Drop Hot Text • Requires the student to match patterns of word changes with different meanings or parts of speech.
Interpret the meaning of figurative language in context and analyze its role in the text.	Selectable Hot Text • Requires the student to select a correct description of the meaning of figurative language and then to select a description of the effect this figurative language has on a larger section of the text. Drag-and-Drop HotText • Requires the student to match examples of figurative language with their meanings and then to match these with the effects they create within the text as a whole.
Analyze nuances in meaning of words with similar denotations.	Multiple Choice • Requires the student to demonstrate understanding of nuances in word meaning by identifying words that play similar roles or have similar connotative 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 the text that provide support for the differential meaning of words with similar denotations.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.2.5: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Assessment Limits	Items may be overarching questions about the structure/development of the entire text or about specific structural elements. Items should ask the student to analyze the author's ideas or claims in the context of particular structural decisions made by the author. However, a two-part item may ask the student to determine the structure used and then analyze how it develops the ideas or claims.
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 way in which an author develops or refines a given claim or idea through structural decisions.	Selectable Hot Text • Requires the student to select portions of the text that develop or refine a given idea or claim. Drag-and-Drop Hot Text • Requires the student to drag into the appropriate box(es) in a chart descriptions of the function of different text sections. Multiple Choice • Requires the student to select the correct analysis of how an author develops or refines ideas or claims. • Requires the student to select a portion of the text that develops or refines a given idea or claim from the text. Open Response • Requires the student to explain how an author develops or refines the ideas or claims in a text in one or two sentences. Multiselect • Requires the student to select multiple sentences from different points of the text that contribute to a given claim.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Analyze the way in which an author develops or refines a given claim or idea through structural decisions.	EBSR • Requires the student to select a statement from the text that refines the author's ideas and then to select an explanation of how it refines those ideas. Table Match • Requires the student to complete a table by matching particular sentences, a paragraph, or larger portions of text to a concept they refine.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.2.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
Assessment Limits	Items may ask the student to determine the point of view or purpose in a text and to analyze how it is advanced or conveyed by the author. Items should focus on meaningful rhetorical devices that specifically advance the author's purpose or point of view.
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 in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Selectable Hot Text • Requires the student to determine the author's point of view or purpose and then to select an explanation of how this point of view or purpose is developed. • Requires the student to select an explanation of how a rhetorical device conveys a purpose and then to select an explanation of the effect that this rhetorical device has on the text as a whole. Drag-and-Drop Hot Text • Requires the student to place the author's point of view and show the development of that point of view in a graphic organizer. GRID • Requires the student to place the author's point of view and show the development of that point of view in a graphic organizer or other format. Table Match • Requires the student to complete a table by matching an author's point of view or purpose to rhetorical techniques that advance that point of view or purpose.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.3.7: Analyze various accounts of a subject told in different media (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Assessment Limits	RI.3.7 and SL.1.2: Items should focus on the similarities and differences between the two stimuli. Items may focus primarily on either stimulus but must require use of the text stimulus. Items that do not focus on the text representation should not rely exclusively on technical or background knowledge. SL.1.2: Items may ask students to evaluate the credibility of each work. SL.1.3: Items may ask students to evaluate the use of evidence and rhetoric in an audio clip. 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 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 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 various accounts of a subject told in different media, determining which details are emphasized in each account.	Selectable Hot Text • Requires the student to choose words, phrases, or sentences from the text that show how the text and other media formats are similar ordifferent. • Requires the student to select the element emphasized in or absent from the text and then select the element emphasized in or absent from the artwork.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.	Multiselect • Requires the student to select sentences or phrases from the first text that indicate an emphasis or absence of elements in the second representation. GRID • Requires the student to place into the appropriate places on a graphic organizer similarities or differences between accounts. Open Response • Requires the student to explain in one or two sentences how a given similarity or difference affects the meaning of the work as a whole. Multiple Choice • Requires the student to select a correct similarity or difference in the works. • Requires the student to select a correct analysis of what the works emphasize or omit. Table Match • Requires the student to complete a table by matching elements of print and multimedia accounts with descriptions of their differing approaches and emphases.
Analyze the credibility and accuracy of sources presented in different media.	Multiple Choice • Requires the student to select a correct analysis of the credibility and accuracy of one or both works. Multiselect • Requires the student to select multiple statements that correctly analyze the credibility and accuracy of one or both works. Table Match • Requires the student to complete a table by analyzing the credibility and accuracy of sources presented in different media.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Evaluate the speaker's reasoning and use of evidence.	EBSR • Requires the student to identify a speaker's argument and then to select specific claims that support the argument. Multiple Choice • Requires the student to select a correct analysis of the speaker's reasoning and use of evidence. Multiselect • Requires the student to select multiple statements that correctly evaluate several examples of the speaker's reasoning and use of evidence. Table Match • Requires the student to complete a table by evaluating a speaker's use of evidence and rhetoric.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.910.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Assessment Limits	Items should not ask the student to simply identify the arguments 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, inappropriate, or intentionally false or misleading statements, or on distinguishing fact from opinion.
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
Evaluate the argument or claim in the text, assessing the author's reasoning. The argument or claim may be identified.	Selectable Hot Text • Requires the student to select words or phrases from the text to delineate an argument or claim. • Requires the student to select words, phrases, or sentences from a section of the text that indicate the evidence is or is not relevant or sufficient to support the text's claim. Multiple Choice • Requires the student to select an example of textual evidence that delineates an explicit argument or claim. Open Response • Requires the student to provide one or more pieces of textual evidence throughout the text that delineates an argument or claim in one or two sentences. Multiselect • Requires the student to select multiple examples of evidence from different parts of the text that delineate an explicit claim or argument.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Evaluate the argument or claim in the text, assessing the author's reasoning. The argument or claim may be identified.	Drag-and-Drop Hot Text • Requires the student to drag descriptions of a text's argument or claim into the appropriate areas of a chart and then to match this description with examples of the reasoning or evidence used in the text to delineate this argument or claim. EBSR • Requires the student to select an argument or claim from the choices and then to select the reasoning or evidence used to delineate it. Table Match • Requires the student to complete a table by evaluating the author's argument with respect to the author's reasoning or use of evidence.
Identify false statements and fallacious reasoning.	Multiple Choice • Requires the student to select a false statement or fallacious reasoning from the text. Selectable Hot Text • Requires the student to select a false statement or fallacious reasoning in the text. Multiselect • Requires the student to select multiple false statements or examples of fallacious reasoning from the text. Table Match • Requires the student to complete a table by analyzing specific claims, identifying statements that present false reasoning.

Grades 9–10 Reading Standards for Informational Texts

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

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.	EBSR • Requires the student to first select a generalized similarity or difference between passages and then to select a phrase or sentence from an excerpt from each that illustrates this similarity or difference. Table Match • Requires the student to complete a table by analyzing seminal U.S. documents in light of their presentation of related themes and concepts.

Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing. LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses. b. Use a colon to introduce a list or quotation. 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 may ask the student to explain the function of a phrase or clause in a particular sentence. 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 or Multiple Choice item types. Descriptions of the Editing Task Choice item type can be found in the Enhanced Item Descriptions section on page 3 and 4.

Guidelines for Language Standards

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. Multiple Choice • Requires the student to select from the optionsthe appropriate grammatical word or phrase. • Requires the student to select from the options the correct version of a word or phrase. • Requires the student to select the option that explains the function of a phrase in a particular sentence.
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. Multiple Choice • Requires the student to select from the options the appropriate usage of grade-appropriate conventions. • Requires the student to select from the options the correct spelling of a word.

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. Passage development plans must take into account Florida law that requires passages to incorporate grade-level core curricula content from social studies. Therefore, in consultation with the Department, such passages must be included as a portion of each passage development cycle. 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
9	1100	1900
10	1100	2000

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

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

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

<u>**Assessed Standards**</u>

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 Text-Based Writing Stimulus Guidelines

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 Text-Based 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
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies
- American History
- Civics and Government
- Geography
- Economics
- World History
- Humanities
- Psychology
- Sociology
- Financial Literacy

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
Grades 9 and 10
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 9 FSA Practice Test and Practice Test Answer Key at this URL: https://fsassessments.org/families.html.

Grade 9 Computer-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.910.RL.1.1	Selectable Hot Text
2	LAFS.910.RL.1.2	Multiple Choice
3	LAFS.910.RL.1.3	Drag-and-Drop Hot Text
4	LAFS.910.RL.2.4	Open Response
5	LAFS.910.RL.2.6	Multiple Choice
6	LAFS.910.RL.3.7	Table Match
7	LAFS.910.RL.3.7	Drag-and-Drop Hot Text
8	LAFS.910.RL.3.7	Multiple Choice
9	LAFS.910.RI.1.2	Graphic Response Item Display (GRID)
10	LAFS.910.RI.1.3	Multiselect
11	LAFS.910.RI.2.4	Multiple Choice
12	LAFS.910.RI.2.5	Multiple Choice
13	LAFS.910.RI.2.6	Multiple Choice
14	LAFS.910.SL.1.3	Evidence-Based Selected Response (EBSR)
15	LAFS.910.RI.3.8	Multiselect
16	LAFS.910.RI.3.8	Selectable Hot Text
17	LAFS.910.RI.3.9	Multiple Choice
18	LAFS.910.L.1.1a	Editing Task Choice
19	LAFS.910.L.1.2a	Editing Task Choice
20	LAFS.910.L.1.2b	Editing Task Choice
21	LAFS.910.L.1.2a	Editing Task
22	LAFS.910.L.1.2b	Multiple Choice
23	LAFS.910.L.1.1a	Multiple Choice
24	LAFS.910.L.1.2a	Multiple Choice

Grade 9 Paper-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.910.RL.1.1	Selectable Hot Text
2	LAFS.910.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.910.RL.2.6	Multiple Choice
4	LAFS.910.RL.3.7	Multiple Choice
5	LAFS.910.RL.3.7	Table Match
6	LAFS.910.RI.1.3	Multiselect
7	LAFS.910.RI.2.4	Multiple Choice
8	LAFS.910.RI.2.5	Multiple Choice
9	LAFS.910.RI.2.6	Multiple Choice
10	LAFS.910.SL.1.3	Evidence-Based Selected Response (EBSR)
11	LAFS.910.RI.3.8	Multiselect
12	LAFS.910.RI.3.8	Selectable Hot Text
13	LAFS.910.RI.3.9	Multiple Choice
14	LAFS.910.L.1.1a	Editing Task Choice
15	LAFS.910.L.1.2a	Editing Task Choice
16	LAFS.910.L.1.2b	Editing Task Choice
17	LAFS.910.L.1.2b	Multiple Choice
18	LAFS.910.L.1.1a	Multiple Choice
19	LAFS.910.L.1.2a	Multiple Choice

This appendix contains information about the standard alignment and item types for the items found in the grade 10 FSA Practice Test and Practice Test Answer Key at this URL:https://fsassessments.org/families.html.

Grade 10 Computer-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.910.RL.1.1	Selectable Hot Text
2	LAFS.910.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.910.RL.1.3	Drag-and-Drop Hot Text
4	LAFS.910.RL.2.4	Multiple Choice
5	LAFS.910.RL.2.4	Open Response
6	LAFS.910.RL.2.5	Multiple Choice
7	LAFS.910.RL.3.7	Multiselect
8	LAFS.910.RL.3.9	Evidence-Based Selected Response (EBSR)
9	LAFS.910.RI.1.1	Multiple Choice
10	LAFS.910.RI.1.2	Evidence-Based Selected Response (EBSR)
11	LAFS.910.RI.1.3	Multiple Choice
12	LAFS.910.RI.2.4	Evidence-Based Selected Response (EBSR)
13	LAFS.910.RI.2.5	Graphic Response Item Display (GRID)
14	LAFS.910.RI.2.6	Evidence-Based Selected Response (EBSR)
15	LAFS.910.RI.3.7	Table Match
16	LAFS.910.RI.3.9	Evidence-Based Selected Response (EBSR)
17	LAFS.910.L.1.2b	Editing Task Choice
18	LAFS.910.L.1.1a	Editing Task Choice
19	LAFS.910.L.1.2a	Editing Task Choice
20	LAFS.910.L.1.2c	Editing Task
21	LAFS.9.10.L.1.1a	Multiple Choice
22	LAFS.9.10.L.1.2c	Multiple Choice
23	LAFS.9.10.L.1.2a	Multiple Choice
24	LAFS.9.10.L.1.1b	Multiple Choice

Grade 10 Paper-Based Practice Test

Practice Test Item Number	Standard Alignment	Item Type
1	LAFS.910.RL.1.1	Selectable Hot Text
2	LAFS.910.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.910.RL.2.4	Multiple Choice
4	LAFS.910.RL.2.5	Multiple Choice
5	LAFS.910.RL.3.7	Multiselect
6	LAFS.910.RL.3.9	Evidence-Based Selected Response (EBSR)
7	LAFS.910.RI.1.1	Multiple Choice
8	LAFS.910.RI.1.2	Evidence-Based Selected Response (EBSR)
9	LAFS.910.RI.1.3	Multiple Choice
10	LAFS.910.RI.2.4	Evidence-Based Selected Response (EBSR)
11	LAFS.910.RI.2.6	Evidence-Based Selected Response (EBSR)
12	LAFS.910.RI.3.9	Evidence-Based Selected Response (EBSR)
13	LAFS.910.RI.3.7	Table Match
14	LAFS.910.L.1.2b	Editing Task Choice
15	LAFS.910.L.1.1a	Editing Task Choice
16	LAFS.910.L.1.2a	Editing Task Choice
17	LAFS.9.10.L.1.1a	Multiple Choice
18	LAFS.9.10.L.1.2c	Multiple Choice
19	LAFS.9.10.L.1.2a	Multiple Choice
20	LAFS.9.10.L.1.1b	Multiple Choice

Go on to the next page.

Appendix B
Grades 9 and 10
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
3	TEI Descriptions updated to focus on Computer-Based Tests, Grades 7-10	October 2018
5, 43	Reading and Writing Stimuli guidelines updated to include Social Studies-specific information	October 2018
46	Topics Page updated to include grade band-aligned Social Studies concepts	October 2018
A-2, A-4	Practice Test item list updated to include Table Match item	October 2018
All pages	Date updated to reflect release date	October 2018
41-42	Language Item Type description updated to include multiple choice.	January 2020
A-1-A-4	Practice Test item list updated to include Multiple Choice Language items.	January 2020
All Pages	Data updated to reflect release date	January 2020