DRAFT

Grade 5
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 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Text Types	The 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
Quote accurately from a text to support what the text says explicitly and to draw inferences from the text.	Selectable Hot Text • Requires the student to select a quotation from the text that supports an inference. • Requires the student to select the correct inference about the text and then to select a quotation from the text that supports the inference. Multiple Choice • Requires the student to select a quotation from the text to support an inference about the text. Multiselect • Requires the student to select multiple quotations to support an explicit statement from the text. EBSR • Requires the student to select the correct inference about the text and then to select a quotation from the text to support the inference. Table Match • Requires the student to complete a table by matching inferences with supporting quotations.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.1.2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Assessment Limits	Items may ask the student to use details from the text to determine a theme. Themes may be explicitly or implicitly stated. Items may ask the student to summarize the text as a whole or to identify key events to be included in a summary.
Text Types	The 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 of a story, drama, or poem.	Selectable Hot Text • Requires the student to select words or phrases from the text that support the theme of the passage. Multiple Choice • Requires the student to select a theme of the passage. • Requires the student to select a detail from the text that supports the theme. Open Response • Requires the student to state the theme of the passage. • Requires the student to identify details from the text that support the theme. EBSR • Requires the student to select the theme from the choices and then to select words or phrases from the text to support the theme selected. Drag-and-Drop Hot Text • Requires the student to select and drag details that support the theme of the passage to a graphic organizer. Table Match • Requires the student to complete a table that describes how a theme develops through characters responding to challenges or a speaker reflecting upon a topic.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Provide a summary of the passage.	Selectable Hot Text • Requires the student to select important details from the text that should be addressed in a summary. Multiple Choice • Requires the student to select a correct summary of the text. Multiselect • Requires the student to select multiple details that should be included in a summary of the passage. Table Match • Requires the student to complete a table that provides a summary of a passage.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.1.3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Assessment Limits	Items may ask the student to use details from the text in order to compare and/or contrast two or more characters, settings, or events. Items may ask for support that is directly stated in the text or ask the student to draw inferences.
Text Types	The 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
Compare and/or contrast two or more characters, settings, or events and use specific details from the text as support.	Selectable Hot Text • Requires the student to select a similarity or a difference between characters, settings, or events and then to select textual details that support that similarity or difference. Drag-and-Drop Hot Text • Requires the student to select details about characters, settings, or events and place them under appropriate categories. EBSR • Requires the student to select similarities and/or differences between characters, settings, or events and then to select words or phrases from the text that provide support for that comparison. GRID • Requires the student to compare and/or contrast two or more characters, settings, or events by placing descriptions, details, or analyses into a graphic organizer. Table Match • Requires the student to complete a table by comparing and/or contrasting characters, settings, or events with descriptions, details, or analyses.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Also Assesses: LAFS.5.RF.3.3 and LAFS.RF.4.4
Assessment Limits	Items may ask the student to use the text to determine the meaning of words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask the student to use context clues including Greek and Latin roots or affixes to determine the meaning of a word. Items may ask the student to interpret figurative language. Items may ask the student about nuances of word meanings as well as the meaning of common idioms, adages, and proverbs. Items may ask the student to determine the relationship between words in order to increase understanding. Items should focus on words and phrases that are central to the meaning of text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.
Text Types	The 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.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Use context as a clue to the meaning of a word or phrase.	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 correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word. Multiple Choice • Requires the student to select the meaning of a word or phrase used in the text. EBSR • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that support the correct meaning. Multiselect • Requires student to select words, phrases, or quotations that show the meaning of words used in the text.
Use common Greek and Latin affixes and roots as clues to the meaning of a word.	Multiple Choice • Requires the student to select the meaning of words used in the text that include a Greek or Latin affix or root. Open Response • Requires the student to explain the meaning of words and phrases used in a text that include a Greek or Latin affix or root.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Interpret figurative language, including similes and metaphors, in context.	Open Response • Requires the student to explain the meaning of figurative language. EBSR • Requires the student to select one or more examples of figurative language and then to select the correct explanation of their meaning. Multiple Choice • Requires the student to select the correct meaning of figurative language. Selectable Hot Text • Requires the student to select the correct meaning of figurative language and then to select words or phrases from the text to support the meaning.
Recognize and explain the meaning of common idioms, adages, and proverbs or nuances in word meaning.	Open Response • Requires the student to explain the meaning of common idioms, adages, or proverbs or nuances in word meanings. EBSR • Requires the student to select the meaning of an idiom, adage, or proverb and then to select words or phrases from the text to support the meaning. Multiple Choice • Requires the student to select the correct meaning of an idiom, adage, or proverb or to recognize nuances in word meaning. Selectable Hot Text • Requires the student to select the correct meaning of an idiom, adage, or proverb and then to select words or phrases from the text that support that meaning.

Grade 5 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Drag-and-Drop Hot Text • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. GRID • Requires the student to identify and place word meanings into a graphic organizer associated with word relationships. Multiselect • Requires the student to identify all related words from a list.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.2.5: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Assessment Limits	Items may ask the student to explain the purpose of specific sentences, paragraphs, scenes, or stanzas and how they interact with each other. Items should focus on how the use of specific structural elements affects the overall meaning of the text.
Text Types	The 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 a series of sentences, paragraphs, scenes, or stanzas fit together to provide the overall structure.	Selectable Hot Text • Requires the student to select paragraphs, scenes, or stanzas in the text that contribute to the overall structure of the text. Drag-and-Drop Hot Text • Requires the student to select the structure of the text and select and place parts of the text that provide that structure into a chart. Multiple Choice • Requires the student to select an explanation of how paragraphs, scenes, or stanzas work together to provide structure and meaning. EBSR • Requires the student to identify the overall structure of a text and then to select sentences or phrases in the text that show the structure. Table Match • Requires the student to complete a table by matching structural elements with explanations of their relationships to each other and to the overall structure of a text.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.2.6: Describe how a narrator's or speaker's point of view influences how events are described.
Assessment Limits	Items may ask the student to use details from the text to explain the impact that a narrator's or speaker's point of view has on the description of events. Items should not exclusively ask the student to identify the narrator's or speaker's point of view.
Text Types	The 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
Describe how a narrator's or speaker's point of view influences how events are described.	Multiple Choice • Requires the student to select a correct explanation of how point of view influences the description of events. Multiselect • Requires the student to select words, phrases, or direct quotations that show how the author's point of view impacts the description of events. Open Response • Requires the student to describe how a narrator's or speaker's point of view influences how events are described. Selectable Hot Text • Requires the student to select a correct explanation of how point of view influences the description of events and to select words or phrases in the text that show the influence of point of view. EBSR • Requires the student to select the narrator's point of view and then to select words or phrases in the text that show the influence of point of view on the description of events. • Requires the student to select the narrator's point of view and then to select a correct explanation of how point of view influences the description of events. Table Match • Requires the student to complete a table by matching aspects of the narrator's point of view with explanations of how the point of view influences the presentation of events.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.3.7: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Also assesses: LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Assessment Limits	RL.3.7: Items may ask the student to explain how visual or multimedia elements affect meaning, tone, or beauty of a text. Items should be developed to passages that make meaningful use of visual and multimedia elements. SL.1.2: Items may ask the student to summarize multimedia and oral presentations. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	The items assessing these standards may be used with two or more grade-appropriate literary texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. 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 how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	Open Response • Requires the student to explain how visual and multimedia elements contribute to meaning, tone, or beauty of a text. Multiple Choice • Requires the student to select a correct explanation of how visual and multimedia elements contribute to meaning, tone, or beauty of a text. Table Match • Requires the student to complete a table that analyzes how visual and multimedia elements affect the meaning or tone of a text.
Determine a correct summary of an audio or multimedia presentation.	Multiple Choice • Requires the student to select a correct summary of an audio or multimedia presentation. Drag-and-Drop Hot Text • Requires the student to place details from the text that should be included in a summary into a graphic organizer. Table Match • Requires the student to complete a table that provides a summary of an audio or multimedia presentation.

Grade 5 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.5.RL.3.9: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Assessment Limits	Items may ask the student to analyze similarities and/or differences in how texts approach 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 the same genre.
Text Types	The items assessing this standard may be used with two or more grade-appropriate literary texts from the same genre. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast stories in the same genre on their approaches to similar themes and topics.	Selectable Hot Text • Requires the student to select sentences or phrases from each text that show similarities or differences in how two texts treat a theme/topic. Multiselect • Requires the student to identify similarities and/or differences of how two or more texts treat a theme/topic. Multiple Choice • Requires the student to select the correct explanation of how two or more texts treat a theme/topic. EBSR • Requires the student to select the correct explanation of how two or more texts treat a theme/topic and then to select sentences or phrases from each text that show similarities or differences. Open Response • Requires the student to explain how texts are similar and/or different in their approach to theme or topic. Table Match • Requires the student to complete a table by comparing and contrasting how each text treats a similar theme or topic.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.1.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use phrases or sentences from the text to explain what the text states explicitly or implicitly. Items may require the student to draw inferences about the text.
Text Types	The 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
Quote accurately from a text to support what the text says explicitly and to draw inferences from the text.	Selectable Hot Text - Requires the student to select a quotation from the text that supports an inference. - Requires the student to select the correct inference about the text and then to select a quotation from the text that supports the inference. Multiple Choice - Requires the student to select a quotation from the text to support an inference about the text. Multiselect - Requires the student to select multiple quotations to support an explicit statement from the text. EBSR - Requires the student to select the correct inference about the text and then to select a quotation from the text to support the inference. Table Match - Requires the student to complete a table by matching inferences with supporting quotations.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.1.2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Assessment Limits	Items may ask the student to identify main ideas and use details from the text to support the main ideas identified. Main ideas may be explicitly or implicitly stated. Items should focus on more than one main idea. Items may also ask the student to summarize the text.
Text Types	The 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 two or more main ideas of a text and explain how they are supported by key details.	Selectable Hot Text • Requires the student to select two or more main ideas from the choices and then to select words or phrases from the text to support the main ideas selected. EBSR • Requires the student to select two or more main ideas from the choices and then to select words or phrases from the text to support the main ideas selected. Drag-and-Drop Hot Text • Requires the student to select and drag two or more main ideas and the details that support the main ideas to a graphic organizer. Table Match • Requires the student to complete a table to match two or more main ideas with details from the text that support them.
Provide a correct summary of the text.	Selectable Hot Text • Requires the student to select sentences from the text that represent key details that should be addressed in a summary. Multiple Choice • Requires the student to select a correct summary of the text. Multiselect • Requires the student to select multiple details that should be included in a summary of the text. Table Match • Requires the student to complete a table that provides a summary of a text.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.1.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Assessment Limits	Items may ask about the relationship(s) among details (individuals, events, ideas, or concepts) from the text. Items may ask the student to explain how details (e.g., individuals, events, ideas, concepts) from a text interact. Items may ask for support that is directly stated in the text or ask the student to draw inferences.
Text Types	The 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 the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using information from the text.	Selectable Hot Text • Requires the student to select words or phrases from the text that demonstrate the relationship or interaction between details. • Requires the student to select a relationship or interaction between two or more individuals, events, ideas, or concepts and then to select details from the text that support the relationship or interaction. Drag-and-Drop Hot Text • Requires the student to select details about individuals, events, ideas, or concepts and place them under appropriate categories. Multiple Choice • Requires the student to select an explanation of how details relate or interact. Multiselect • Requires the student to select multiple details from the text that demonstrate the relationship or interaction between individuals, events, ideas, or concepts. EBSR • Requires the student to select an explanation of how details relate/interact and then to select words or phrases from the text to demonstrate this relationship/interaction. Open Response • Requires the student to explain the relationship or interaction between details.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text using information from the text.	Table Match • Requires the student to complete a table by matching analyses of how individuals, events, ideas, or concepts interact with supporting details from the text.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.2.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. LAFS.5.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). LAFS.5.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. Also assesses: LAFS.5.RF.3.3 and LAFS.5.RF.4.4
Assessment Limits	Items may ask the student to use the text to determine the meaning of general academic and domain-specific words and phrases. Items should ask the student to consider literal and figurative meanings of words. Items may ask the student to use context clues including Greek and Latin roots or affixes to determine the meaning of a word. Items may ask the student to interpret figurative language. Items may ask the student about nuances of word meanings as well as the meaning of common idioms, adages, and proverbs. Items may ask the student to determine the relationship between words in order to increase understanding. Items should focus on words and phrases that are central to the meaning of text. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.
Text Types	The 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.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Use context as a clue to the meaning of a word or phrase.	**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 correctly identify the meaning of a word or phrase and then to select words or phrases from the text that provide clues to the meaning of that word. **Multiple Choice** • Requires the student to select the meaning of a word or phrase used in the text. **EBSR** • Requires the student to select the meaning of a word or phrase and then to select words or phrases from the text that support the correct meaning. **Multiselect** • Requires student to select words, phrases, or quotations that show the meaning of words used in the text.
Use common Greek and Latin affixes and roots as clues to the meaning of a word.	**Multiple Choice** • Requires the student to select the meaning of words used in the text that include a Greek or Latin affix or root. **Open Response** • Requires the student to explain the meaning of words and phrases used in a text that include a Greek or Latin affix or root.
Interpret figurative language, including similes and metaphors, in context.	**Open Response** • Requires the student to explain the meaning of figurative language. **EBSR** • Requires the student to select one or more examples of figurative language and then to select the correct explanation of their meaning. **Multiple Choice** • Requires the student to select the correct meaning of figurative language. **Selectable Hot Text** • Requires the student to select the correct meaning of figurative language and then to select words or phrases from the text to support the meaning.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Recognize and explain the meaning of common idioms, adages, and proverbs or nuances in words.	Open Response • Requires the student to explain the meaning of common idioms, adages, or proverbs or nuances in word meanings. EBSR • Requires the student to select the meaning of an idiom, adage, or proverb and then to select words or phrases from the text to support the meaning. Multiple Choice • Requires the student to select the correct meaning of an idiom, adage, or proverb or to recognize nuances in word meaning. Selectable Hot Text • Requires the student to select the correct meaning of an idiom, adage, or proverb and then to select words or phrases from the text that support that meaning.
Use the relationships between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	Drag-and-Drop Hot Text • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. GRID • Requires the student to identify and place word meanings into a graphic organizer associated with word relationships. Multiselect • Requires the student to identify all related words from a list.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.2.5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
Assessment Limits	Items may ask the student to analyze the similarities and/or differences in the structure of two or more texts. Items may provide the comparison for the student and may ask the student to provide details to support analysis of the similarities and/or differences. Items should not ask about only one text.
Text Types	The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast the overall structure of events, ideas, concepts, or information in two or more informational texts.	Multiple Choice • Requires the student to select a similarity or difference between the structures of two or more informational texts. • Requires the student to select details that are evidence of similarities or differences in the structure of two or more informational texts. Multiselect • Requires the student to select multiple similarities or differences between the structures of two or more informational texts. EBSR • Requires the student to select similarities or differences in the structures of two or more informational texts and then to identify textual evidence that supports the similarities/differences. Open Response • Requires the student to explain the similarities or differences between the structures of two or more informational texts. GRID • Requires the student to correctly identify and categorize similarities and/or differences in the structure of two texts by placing details or analyses into a graphic organizer. Table Match • Requires the student to complete a table by comparing and contrasting the structures of two or more texts.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.2.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Assessment Limits	Items may ask the student to use details from the text to explain similarities and/or differences in accounts given of the same event/topic. Items also may ask the student to consider how varying points of view affect the account. Items should not exclusively ask the student to identify the authors' accounts of the events/topics or the points of view.
Text Types	The 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 multiple accounts of the same event or topic, noting similarities and/or differences in the point of view they represent.	Selectable Hot Text • Requires the student to select sentences or phrases from the text that show similarities or differences in how multiple accounts present or develop an event or topic. Drag-and-Drop Hot Text • Requires the student to categorize similarities and/or differences of point of view in multiple accounts of the same event or topic. Multiple Choice • Requires the student to select a correct analysis of the point of view represented in multiple accounts of the same event or topic. Multiselect • Requires the student to select multiple similarities or differences between the point of view of multiple accounts of the same event or topic. EBSR • Requires the student to select the correct analysis of the point of view represented in multiple accounts of the same event or topic and then to select sentences or phrases from each account that show the similarities or differences in point of view. • Requires the student to select the correct analysis of how point of view affects the account of an event or topic and then to select sentences or phrases that illustrate this impact.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Analyze multiple accounts of the same event or topic, noting similarities and/or differences in the point of view they represent.	Table Match • Requires the student to complete a table by comparing and contrasting multiple accounts of the same event or topic with respect to the points of view they represent.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.3.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Also assesses: LAFS.5.SL.1.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.5.SL.1.3: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Assessment Limits	RI.3.7: Items may ask the student to draw on information from multiple sources in order to answer questions or to solve problems. SL.1.2: Items may ask the student to summarize an audio or multimedia presentation. SL.1.3: Items may ask the student to summarize a speaker's claims and to explain how each claim is supported by evidence. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	The items assessing these standards may be used with two or more grade-appropriate informational texts and other media. Passages may consist of text, visuals, multimedia, or audio selections. 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 information from two or more sources in order to answer a question or solve a problem.	Open Response
	  • Requires the student to analyze information from two or more sources to answer a question or solve a problem.
	Multiselect
	  • Requires the student to select words, phrases, or quotations to answer a question or solve a problem.
	Table Match
	  • Requires the student to complete a table by matching the answer to a question with details derived from two or more sources.

Grade 5 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Select a correct summary of an audio or multimedia presentation.	Multiple Choice • Requires the student to select a correct summary of an audio or multimedia presentation. Multiselect • Requires the student to select multiple details that should be included in a summary of an audio or multimedia presentation. Drag-and-Drop Hot Text • Requires the student to place details from the text that should be included in a summary into a graphic organizer. Table Match • Requires the student to complete a table that provides a summary of an audio or multimedia presentation.
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	EBSR • Requires the student to select the correct summary of a speaker's claim and then to select evidence that the speaker uses to support the claim. Open Response • Requires the student to summarize the speaker's claim and provide evidence the speaker uses to support the claim. Table Match • Requires the student to complete a table by matching a speaker's claims with relevant supporting evidence.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
Assessment Limits	Items may ask the student to explain the reasons and evidence the author uses to support particular points in a text. Items should not exclusively ask the student to identify the points made by the author.
Text Types	The 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 uses reasons and evidence to support a point in the text.	Selectable Hot Text • Requires the student to select words or phrases from the text that are used to support a particular point. Drag-and-Drop Hot Text • Requires the student to identify points an author makes and supporting reasons/evidence and place them in a graphic organizer. Multiselect • Requires the student to select multiple details that support an author's point in the text. Open Response • Requires the student to explain which reasons or evidence support a particular point in the text. EBSR • Requires the student to select a correct explanation of how the author uses evidence to support a particular point in the text and then to select words or phrases from the text that are used to support that point. Multiple Choice • Requires the student to select a correct explanation of how the author uses reasons and evidence to support particular points in a text. Table Match • Requires the student to complete a table to match particular points from a text with reasons and evidence that support each point.

Grade 5 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.5.RI.3.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Assessment Limits	Items may ask the student to integrate information in order to develop or support inferences drawn from the texts. Items should require the student to use details from two or more texts and should be developed to text sets on the same topic.
Text Types	The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Integrate information from two or more texts to make or support an inference drawn from the texts.	Selectable Hot Text • Requires the student to select sentences or phrases from each text that support an inference drawn from the texts. EBSR • Requires the student to select the correct inference about the texts and then to select words or phrases from each text to support that inference. Multiple Choice • Requires the student to select the answer to a question requiring an inference using information from two or more texts. Multiselect • Requires the student to select multiple words, phrases, or sentences from the texts to support an inference about the texts. Open Response • Requires the student to answer a question using information from two or more texts. Table Match • Requires the student to complete a table by matching inferences from several texts with supporting details from each text.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.5.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate fluent and legible cursive writing skills. b. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. c. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses. d. Use verb tenses to convey various times, sequences, states, and conditions. e. Recognize and correct inappropriate shifts in verb tense. f. Use correlative conjunctions (e.g., *either/or, neither/nor*). LAFS.5.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series. b. Use a comma to separate an introductory element from the rest of the sentence. c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g*., Is that you, Steve?*). d. Use underlining, quotation marks, or italics to indicate titles of words. e. Spell grade-appropriate words correctly, consulting references as needed.
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.

Editing Task 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. Editing Task • Requires the student to replace an incorrect word or phrase by typing in a corrected response.
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

<u>Overall Task Description</u>

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and 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.

<u>Stimulus Attributes</u>

The complexity of the texts used as stimuli should be accessible for the applicable grade. While this is primarily a writing test, a grade-appropriate level of literacy is required. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams may be included with the stimuli. The graphics used, however, must be purposeful to the task and should supplement the student's understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

The stimuli for the **informative/explanatory** prompts should maintain a clear topical connection but may address diverse concepts and ideas. Stimuli for the **opinion/argumentative** prompts should present opposing points of view. Each point of view should be equally represented so that a student may take either side of a position. Thorough and convincing support for the controlling ideas must be evident in all stimuli.

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

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

Grade Level	Minimum Word Count	Maximum Word Count
5	800	1,300

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.

Text-Based Writing Stimulus and Prompt Guidelines

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 4–5

Write an informative essay about . . . . Use 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
- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

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

-OR-

Write an essay in which you give your opinion about . . . . Use 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
- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

Your response should be in the form of a multiparagraph essay. Write your essay 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 5
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 5 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.5.RL.1.1	Selectable Hot Text
2	LAFS.5.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.5.RL.1.3	Graphic Response Item Display (GRID)
4	LAFS.5.RL.2.4	Evidence-Based Selected Response (EBSR)
5	LAFS.5.RL.2.5	Multiple Choice
6	LAFS.5.RL.2.6	Multiple Choice
7	LAFS.5.RL.3.9	Graphic Response Item Display (GRID)
8	LAFS.5.RI.1.1	Selectable Hot Text
9	LAFS.5.RI.1.2	Multiselect
10	LAFS.5.RI.1.3	Open Response
11	LAFS.5.RI.2.4	Multiple Choice
12	LAFS.5.RI.2.5	Table Match
13	LAFS.5.RI.2.6	Graphic Response Item Display (GRID)
14	LAFS.5.SL.1.3	Evidence-Based Selected Response (EBSR)
15	LAFS.5.RI.3.8	Evidence-Based Selected Response (EBSR)
16	LAFS.5.RI.3.9	Multiple Choice
17	LAFS.5.L.1.1d	Editing Task Choice
18	LAFS.5.L.1.2c	Editing Task Choice
19	LAFS.5.L.1.1e	Editing Task Choice
20	LAFS.5.L.1.2a	Editing Task

Appendix A: Practice Test Information

Paper-Based Practice Test

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

Go on to the next page.

Appendix B
Grade 5
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, 18, 19, 20, 21, 22, 23, 25, 29, 31, 32, 33, 34, 35	Response Mechanism sections updated to include Table Match interactions where appropriate	October 2017
A-1	Practice Test item list updated to include Table Match item	October 2017
All pages	Date updated to reflect release date	October 2017