

DRAFT

Grades 9–10

English Language Arts

Item Specifications



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

The draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in [CPALMs](#). The *Specifications* are a resource that defines the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards. It also serves to provide all stakeholders with information about the scope and function of the FSA.

Item Specifications Definitions

Also assesses refers to the standard(s) closely related to the primary standard statement.

Assessment limits define the range of content knowledge and degree of difficulty that should be assessed in the assessment items for the standard(s).

Sample response mechanisms describe the characteristics of various methods for responding to test items.

Task demand describes various types of items that could be written for the standard(s) assessed.

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

Florida Standards Assessments

Technology-Enhanced Item Descriptions

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

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

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

For samples of each of the item types described below, see the [FSA Training Tests](#).

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

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

Technology-Enhanced Item Types for English Language Arts

1. **Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.
2. **Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a text box. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
3. **Hot Text** -
 - a. **Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable (“hot”). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference,

and Part B might require the student to use the text to support the answer in Part A. In other cases, the two parts might function independently. For paper-based assessments, a “selectable” hot text item is modified so that it can be scanned and scored electronically. In this version, the student fills in a circle to indicate a selection.

- b. Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated “draggable” in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag it to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 4. Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 5. Multiselect** - The student is directed to select all of the correct answers from among a number of options. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.
- 6. Evidence-Based Selected Response (EBSR)** - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.
- 7. Graphic Response Item Display (GRID)** - In a GRID item, the student might select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard and can be scanned and scored electronically.
- 8. Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. For paper-based assessments, multimedia content will be replaced by paper-based items or stimuli that assess the same reporting category.

Reading Stimuli Guidelines

Overall Description

A stimulus may consist of one or more texts. The texts may be informational or literary and may cover a wide array of topics. Multimedia elements may include audio presentations, slideshows, or graphical elements.

Stimulus Attributes

The complexity of the texts used as stimuli should be accessible for the applicable grade. Text complexity analysis incorporates a variety of factors. Quantitative measures are one element of text complexity evaluation, but they are not the sole determinant of grade-level appropriateness. Other factors, such as purpose, structure, and language complexity, are also considered. In choosing the text(s), qualitative and quantitative dimensions of text complexity must be balanced by the task considerations required of the reader. Graphics such as infographics, photographs, tables, and diagrams may be included with the stimuli. The graphics used, however, must be purposeful and should supplement the student’s understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

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

The length and complexity of texts should vary within each grade-level assessment. The table below suggests an approximate word count range for a text or text set. 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

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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a correct answer using explicit or implicit information from the text as support. <p>Open Response</p> <ul style="list-style-type: none"> • 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. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> • 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.

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 the 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • 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. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to first select a theme from the choices and then to select a detail or details that support that theme. <p>GRID</p> <ul style="list-style-type: none"> • 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none">• Requires the student to select the sentence that accurately summarizes the major events of a paragraph or paragraphs. <p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select the correct summary of the text. <p>Multiselect</p> <ul style="list-style-type: none">• Requires the student to select sentences from the text that represent key events that should be addressed in a summary. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none">• Requires the student to place pieces of a summary in the correct order.

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 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> • 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. <p>Multiselect</p> <ul style="list-style-type: none"> • 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
	<p>EBSR</p> <ul style="list-style-type: none">• 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. <p>Open Response</p> <ul style="list-style-type: none">• Requires the student to explain, in one or two sentences, a significant change in a complex character, which advances the plot or theme. <p>GRID</p> <ul style="list-style-type: none">• Requires the student to identify key details about the development of major characters, which advance the plot or theme, and place them into a graphic organizer.

Grades 9–10 Reading Standards for Literature

Content Standard(s) Assessed	<p>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).</p> <p>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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
Assessment Limits	<p>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.</p>
Text Types	<p>Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>
Response Mechanisms	<p>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.</p>

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
<p>Determine the meaning of words or phrases, using context as a clue.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a word or phrase that provides context for determining the meaning of a word. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple words or phrases that provide context for determining the meaning of a word. <p>EBSR</p> <ul style="list-style-type: none"> 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. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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.
<p>Analyze the impact of word choice on the text’s meaning or tone.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of how a word or phrase affects the meaning or tone of a text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in one or two sentences the impact of figurative words or phrases on meaning or tone. <p>EBSR</p> <ul style="list-style-type: none"> 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. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how the impact of word choice affects the text’s meaning or tone.
<p>Identify patterns of word changes that indicate different meanings or parts of speech.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct word that would fit the meaning or part of speech in the text. <p>GRID</p> <ul style="list-style-type: none"> 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
<p>Interpret the meaning of figurative language in context and analyze its role in the text.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>EBSR</p> <ul style="list-style-type: none"> 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. <p>GRID</p> <ul style="list-style-type: none"> 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.
<p>Analyze nuances in meaning of words with similar denotations.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to demonstrate understanding of nuances in word meaning by identifying words that play similar roles or have similar connotative meanings. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of an author’s structural choice. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain, in one or two sentences, how the author’s choices regarding structure contribute to the meaning of a text. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to drag into a diagram plot elements that work to create a certain effect.

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 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.	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct explanation of the way in which a perspective or cultural experience is revealed in a text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to identify and then explain the perspective or cultural experience presented in a text in one or two sentences. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select sentences, phrases, or words that reflect a given point of view or cultural experience. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details or quotations that reflect a given point of view or cultural experience. <p>EBSR</p> <ul style="list-style-type: none"> 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.

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 <i>Landscape with the Fall of Icarus</i>). Also assesses 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	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. 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 this standard may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze the representation of a subject or a key scene in two different artistic media, including what is emphasized or absent in each treatment.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of the impact that a similarity or difference has on the overall effect of the works. <p>Open Response</p> <ul style="list-style-type: none"> 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. <p>GRID</p> <ul style="list-style-type: none"> Requires the student to drag into a graphic organizer similarities or differences between representations of a subject or scene.

Grades 9–10 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the credibility and accuracy of sources presented in different media.	<p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select a correct analysis of the credibility and accuracy of one or both works. <p>Selectable Hot Text</p> <ul style="list-style-type: none">• Requires the student to select aspects that lend themselves to the source’s credibility. <p>Multiselect</p> <ul style="list-style-type: none">• Requires the student to select multiple aspects that affect the source’s credibility. <p>GRID</p> <ul style="list-style-type: none">• Requires the student to move ways the source solidified its credibility into a graphic organizer. <p>Open Response</p> <ul style="list-style-type: none">• Requires the student to analyze the credibility or the accuracy of a source in one or two sentences.

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 the item 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select examples from the text that show the works' different treatments of the source material. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain the similarities or differences between the source material and the newer work in one or two sentences. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple details or quotations that demonstrate how the author of the newer work has transformed source material.

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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a correct answer using explicit or implicit information from the text as support. <p>Open Response</p> <ul style="list-style-type: none"> • 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. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select multiple direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. <p>EBSR</p> <ul style="list-style-type: none"> • Requires the student to select an inference from the choices and then to select words or phrases from the text to support the inference. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> • 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.

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 the 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>EBSR</p> <ul style="list-style-type: none"> 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. <p>GRID</p> <ul style="list-style-type: none"> 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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none">• Requires the student to select the sentence that accurately summarizes the major events of a paragraph or paragraphs. <p>Multiple Choice</p> <ul style="list-style-type: none">• Requires the student to select the correct summary of the text. <p>Multiselect</p> <ul style="list-style-type: none">• Requires the student to select sentences from the text that represent key events that should be addressed in a summary. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none">• Requires the student to place pieces of a summary in the correct order.

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 the text as a whole or may address individual techniques or structural devices used by the author.
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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select multiple sentences or phrases that show how the author unfolds an analysis or series of ideas or events. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of how an author unfolds an analysis or series of ideas or events. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple statements analyzing how an author unfolds an analysis or series of ideas or events. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how the author develops the analysis or series of ideas or events in one or two sentences. <p>EBSR</p> <ul style="list-style-type: none"> 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.

Grades 9–10 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>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). Also assesses 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.</p> <p>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.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).</p> <p>LAFS.910.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>
<p>Assessment Limits</p>	<p>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.</p>
<p>Text Types</p>	<p>Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>
<p>Response Mechanisms</p>	<p>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.</p>
<p>Task Demand</p>	<p>Sample Response Mechanisms</p>
<p>Determine the meaning of words or phrases, using context as a clue.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a word or phrase that provides context for determining the meaning of a word. <p>Multiselect</p> <ul style="list-style-type: none"> • 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
	<p>EBSR</p> <ul style="list-style-type: none"> 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. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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.
<p>Analyze the impact of word choice on the text’s meaning or tone.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct analysis of how a word or phrase affects the meaning or tone of a text. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain in one or two sentences the impact of figurative words or phrases on meaning or tone.
<p>Identify patterns of word changes that indicate different meanings or parts of speech.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the correct word that would fit the meaning or part of speech in the text. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to match patterns of word changes with different meanings or parts of speech.
<p>Interpret the meaning of figurative language in context and analyze its role in the text.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> 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.
<p>Analyze nuances in meaning of words with similar denotations.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to demonstrate understanding of nuances in word meaning by identifying words that play similar roles or have similar connotative meanings. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. However, a two-part item may ask the student to determine then analyze.
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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select portions of the text that develop or refine a given idea or claim. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> Requires the student to drag into the appropriate box(es) in a chart descriptions of the function of different text sections. <p>Multiple Choice</p> <ul style="list-style-type: none"> 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. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to explain how an author develops or refines the ideas or claims in a text in one or two sentences. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple sentences from different points of the text that contribute to a given claim. <p>EBSR</p> <ul style="list-style-type: none"> 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.

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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • 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. <p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> • Requires the student to place the author’s point of view and show the development of that point of view in a graphic organizer. <p>GRID</p> <ul style="list-style-type: none"> • 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.

Grades 9–10 Reading Standards for Informational Texts

Content Standard(s) Assessed	<p>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.</p> <p>Also assesses 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.</p> <p>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.</p>
Assessment Limits	<p>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. Items may ask students to evaluate the credibility of each work. Items may ask students to evaluate the use of evidence and rhetoric. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.</p>
Text Types	<p>Items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.</p>
Response Mechanisms	<p>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.</p>
Task Demand	<p>Sample Response Mechanisms</p>
<p>Analyze various accounts of a subject told in different media, determining which details are emphasized in each account.</p>	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • Requires the student to choose words, phrases, or sentences from the text that show how the text and other media formats are similar or different. • 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. <p>Multiselect</p> <ul style="list-style-type: none"> • Requires the student to select sentences or phrases from the first text that indicate an emphasis or absence of elements in the second representation. <p>GRID</p> <ul style="list-style-type: none"> • Requires the student to place into the appropriate places on a graphic organizer similarities or differences between accounts.

Grades 9–10 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
	<p>Open Response</p> <ul style="list-style-type: none"> 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> 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.
<p>Analyze the credibility and accuracy of sources presented in different media.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of the credibility and accuracy of one or both works. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple statements that correctly analyze the credibility and accuracy of one or both works.
<p>Evaluate the speaker’s reasoning and use of evidence.</p>	<p>EBSR</p> <ul style="list-style-type: none"> Requires the student to identify a speaker’s argument and then to select specific claims that support the argument. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of the speaker’s reasoning and use of evidence. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple statements that correctly evaluate several examples of the speaker’s reasoning and use of evidence.

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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> • 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an example of textual evidence that delineates an explicit argument or claim. <p>Open Response</p> <ul style="list-style-type: none"> • 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. <p>Multiselect</p> <ul style="list-style-type: none"> • 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
	<p>Drag-and-Drop Hot Text</p> <ul style="list-style-type: none"> 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. <p>EBSR</p> <ul style="list-style-type: none"> Requires the student to select an argument or claim from the choices and then to select the reasoning or evidence used to delineate it.
<p>Identify false statements and fallacious reasoning.</p>	<p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a false statement or fallacious reasoning from the text. <p>Selectable Hot Text</p> <ul style="list-style-type: none"> Requires the student to select a false statement or fallacious reasoning in the text. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple false statements or examples of fallacious reasoning from the text.

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.	<p>Selectable Hot Text</p> <ul style="list-style-type: none"> 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. <p>Multiple Choice</p> <ul style="list-style-type: none"> 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. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to analyze how the two texts treat similar themes or concepts in one or two sentences. <p>Multiselect</p> <ul style="list-style-type: none"> Requires the student to select multiple sentences from a passage that share similarities with the ideas of another passage in the set. <p>EBSR</p> <ul style="list-style-type: none"> 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.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	<p>LAFS.910.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Use parallel structure.</p> <p>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.</p> <p>LAFS.910.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.</p> <p>b. Use a colon to introduce a list or quotation.</p> <p>c. Spell correctly.</p>
Assessment Limits	<p>Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.</p>
Text Types	<p>Items assessing this standard will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student’s essay in quality and difficulty. The text should be accessible for the grade and should assess the student’s knowledge of grammar, usage, and language conventions. Texts will be between 200 and 300 words.</p>
Response Mechanisms	<p>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.</p>
Task Demand	Sample Response Mechanisms
Apply standard English grammar and usage.	<p>Editing Task Choice</p> <ul style="list-style-type: none"> • 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. <p>Editing Task</p> <ul style="list-style-type: none"> • Requires the student to replace an incorrect word or phrase by typing in a corrected response.
Apply standard English capitalization, punctuation, and spelling.	<p>Editing Task Choice</p> <ul style="list-style-type: none"> • Requires the student to select the appropriate usage of grade-appropriate conventions. • Requires the student to select the correct spelling of a word. <p>Editing Task</p> <ul style="list-style-type: none"> • 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

Overall Task Description

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and may cover a wide array of topics. After reading the stimulus, the students will respond to a writing prompt in which they will provide information on a topic or take a stance to support an opinion or argument.

Stimulus Attributes

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

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

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

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

Grade Level	Minimum Word Count	Maximum Word Count
9	1100	1900
10	1100	2000

Text-Based Writing Stimulus and Prompt Guidelines

The stimulus will be presented along with a writing prompt that asks students to write an essay about the topic. The students will be required to synthesize information from the 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 argue and support a claim (grades 6–10).

Assessed Standards

The Florida Standards Writing Assessment will assess the following standards from the appropriate grades:

LAFS.W.1.1 or LAFS.W.1.2
LAFS.W.2.4
LAFS.W.2.5
LAFS.W.2.6
LAFS.W.3.8
LAFS.W.3.9

LAFS.L.1.1
LAFS.L.1.2
LAFS.L.2.3
LAFS.L.3.4
LAFS.L.3.5
LAFS.L.3.6

Text-Based Writing Stimulus and Prompt Guidelines

Directions Template

Grades 6–10

Write an explanatory essay about Your essay must be based on ideas and information that can be found in the “. . .” passage set.

-OR-

Write an argumentative essay in which you Use the information from the passages in your essay.

Manage your time carefully so that you can

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

(If argumentative) Be sure to

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

Type your response in the space provided.

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

**ELA Reading and Writing Stimulus Guidelines
 Acceptable Text Types**

Informational Text	Literary Text
<p>Primary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries <p>Secondary Sources/Nonfiction</p> <ul style="list-style-type: none"> • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles <p>Functional Materials</p> <ul style="list-style-type: none"> • 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 <p>Literary Nonfiction</p> <ul style="list-style-type: none"> • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques 	<p>Literary Fiction</p> <ul style="list-style-type: none"> • 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
Grades 9 and 10
Sample Passage and Item Sets

Appendix A: Sample Passages and Items – Literature

**Passage 1: Odysseus and
the Sirens**
by Homer

In this excerpt from Homer’s Odyssey, the Greek king Odysseus tells of his encounter with a group of dangerous creatures called the Sirens. He begins with the warnings given by the witch Circe before he and his men leave her island.

1 “Now, then, stay here for the rest of the day, feast your fill, and go on with your voyage at daybreak tomorrow morning. In the meantime I will tell Ulysses¹ about your course, and will explain everything to him so as to prevent your suffering from misadventure either by land or sea.’

2 “We agreed to do as she had said, and feasted through the livelong day to the going down of the sun, but when the sun had set and it came on dark, the men laid themselves down to sleep by the stern cables of the ship. Then Circe took me by the hand and bade me be seated away from the others, while she reclined by my side and asked me all about our adventures.

3 “‘So far so good,’ said she, when I had ended my story, ‘and now pay attention to what I am about to tell you—heaven itself, indeed, will recall it to your recollection. First you will come to the Sirens who enchant all who come near them. If any one unwarily draws in too close and hears the singing of the Sirens, his wife and children will never welcome him home again, for they sit in a green field and warble him to death with the sweetness of their song. . . . Therefore pass these Sirens by, and stop your men’s ears with wax that none of them may hear; but if you like you can listen yourself, for you may get the men to bind you as you stand upright on a cross piece half way up the mast, and they must lash the rope’s ends to the mast itself, that you may have the pleasure of listening. If you beg and pray the men to unloose you, then they must bind you faster. . . .

Appendix A: Sample Passages and Items – Literature

- 4 “Here she ended, and dawn enthroned in gold began to show in heaven, whereon she returned inland. I then went on board and told my men to loose the ship from her moorings; so they at once got into her, took their places, and began to smite the grey sea with their oars. Presently the great and cunning goddess Circe befriended us with a fair wind that blew dead aft, and staid steadily with us, keeping our sails well filled, so we did whatever wanted doing to the ship’s gear, and let her go as wind and helmsman headed her.
- 5 “Then, being much troubled in mind, I said to my men, ‘My friends, it is not right that one or two of us alone should know the prophecies that Circe has made me, I will therefore tell you about them, so that whether we live or die we may do so with our eyes open. First she said we were to keep clear of the Sirens, who sit and sing most beautifully in a field of flowers; but she said I might hear them myself so long as no one else did. Therefore, take me and bind me to the crosspiece half way up the mast; bind me as I stand upright, with a bond so fast that I cannot possibly break away, and lash the rope’s ends to the mast itself. If I beg and pray you to set me free, then bind me more tightly still.’
- 6 “I had hardly finished telling everything to the men before we reached the island of the two Sirens, for the wind had been very favourable. Then all of a sudden it fell dead calm; there was not a breath of wind nor a ripple upon the water, so the men furled the sails and stowed them; then taking to their oars they whitened the water with the foam they raised in rowing. Meanwhile I took a large wheel of wax and cut it up small with my sword. Then I kneaded the wax in my strong hands till it became soft, which it soon did between the kneading and the rays of the sun-god son of Hyperion. Then I stopped the ears of all my men, and they bound me hands and feet to the mast as I stood upright on the cross piece; but they went on rowing themselves. When we had got within earshot of the land, and the ship was going at a good rate, the Sirens saw that we were getting in shore and began with their singing.
- 7 “‘Come here,’ they sang, ‘renowned Ulysses, honour to the Achaean name, and listen to our two voices. No one ever sailed past us without staying to hear the enchanting sweetness of our song—and he who listens will go on his way not only charmed, but wiser, for we know all the ills that the gods laid upon the Argives and Trojans before Troy, and can tell you everything that is going to happen over the whole world.’

Appendix A: Sample Passages and Items – Literature

8 “They sang these words most musically, and as I longed to hear them further I made signs by frowning to my men that they should set me free; but they quickened their stroke, and Eurylochus and Perimedes bound me with still stronger bonds till we had got out of hearing of the Sirens’ voices. Then my men took the wax from their ears and unbound me.”

¹Ulysses: the Roman name for Odysseus

Excerpt from “Odysseus and the Sirens” by
Homer, from *The Odyssey*, translated by
Samuel Butler. In the public domain.

Passage 2: The Sirens
by James Russell Lowell

1 The sea is lonely, the sea is dreary,
The sea is restless and uneasy;
Thou seekest quiet, thou art weary,
Wandering thou knowest not whither;—
5 Our little isle is green and breezy,
Come and rest thee! O come hither,
Come to this peaceful home of ours,
 Where evermore
The low west-wind creeps panting up the shore
10 To be at rest among the flowers;
Full of rest, the green moss lifts,
 As the dark waves of the sea
Draw in and out of rocky rifts,
 Calling solemnly to thee
15 With voices deep and hollow,—
 “To the shore
 Follow! O, follow!
To be at rest forevermore!
 Forevermore!”

Appendix A: Sample Passages and Items – Literature

20 Look how the gray old Ocean
 From the depth of his heart rejoices,
 Heaving with a gentle motion,
 When he hears our restful voices;
25 List how he sings in an undertone,
 Chiming with our melody;
 And all sweet sounds of earth and air
 Melt into one low voice alone,
 That murmurs over the weary sea,
 And seems to sing from everywhere,—
30 "Here mayst thou harbor peacefully,
 Here mayst thou rest from the aching oar;
 Turn thy curvèd prow ashore,
 And in our green isle rest for evermore!
 Forevermore!"

Excerpt from "The Sirens" by James Russell Lowell. In the public domain.

Passage 3: Ulysses and the Sirens
by John William Waterhouse



Ulysses and the Sirens by John William Waterhouse. In the public domain.

Appendix A: Sample Passages and Items – Literature

Sample Item 1
LAFS.9-10.RL.1.1

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

Part A

What advice from Circe is essential for Ulysses and his men to prepare for the Sirens in Passage 1?

- A) The Sirens are few in number.
- B) The Sirens can predict the future.
- C) The Sirens enjoy flattery and praise.
- D) The Sirens never let anyone leave their island.

Part B

Click on a detail from the Sirens' song in Passage 1 that contradicts what Circe tells the men.

- 7 "Come here," they sang, "renowned Ulysses, honour to the Achaean name, and listen to our two voices. No one ever sailed past us without staying to hear the enchanting sweetness of our song—and he who listens will go on his way not only charmed, but wiser, for we know all the ills that the gods laid upon the Argives and Trojans before Troy, and can tell you everything that is going to happen over the whole world."

Sample Item 2
LAFS.9-10.RL.1.2

What **two** ideas are contrasted throughout Passage 2?

- (A) the harshness of the sea and the peace of the island
- (B) the ugliness of the ship and the beauty of the island
- (C) the comfort of home and the toughness of the open sea
- (D) the excitement of the battlefield and the dullness of the sea

Appendix A: Sample Passages and Items – Literature

Sample Item 3
LAFS.9-10.RL.1.3

Complete the chart to show how the characters advance the plot in Passage 1.

Character	How character advances the plot
Circe	
Ulysses	
Sailors	
Sirens	

safely moves the ship past the island
listens to the singing coming from the island
encourages those on the boat to change course
introduces the method for getting past the island

Sample Item 4
LAFS.9-10.RL.2.4

Read lines 20–23 from Passage 2.

20 Look how the gray old Ocean
 From the depth of his heart rejoices,
 Heaving with a gentle motion,
 When he hears our restful voices;

How does the personification in the lines above affect the message of the Sirens?

Type your answer in the space provided.

Appendix A: Sample Passages and Items – Literature

Sample Item 5

LAFS.9-10.RL.2.6

Ancient Greece was a seagoing culture that made important explorations. Ancient Greeks also believed the sea to be a dangerous place. How is this aspect of ancient Greek culture symbolized in Passage 1?

- (A) The Sirens appear enchanting, but they are lethal.
- (B) Circe enjoys the adventures of Ulysses but warns him of the Sirens.
- (C) The Sirens reveal important knowledge to sailors who listen to them.
- (D) Ulysses follows Circe’s instructions, but he is tempted by the Sirens’ song.

Sample Item 6

LAFS.9-10.RL.3.7

How do Passage 1 and Passage 2 represent the Sirens’ story differently?
Drag the text boxes to their matching passage.

Passage 1

Passage 2

The author uses rhythm and rhyme to show the appeal of the Sirens.

The author dramatizes the danger of the Sirens through vivid description.

The author uses repetitive imagery that emphasizes comfort and rest.

The author depicts a wise guardian who guides the characters.

Appendix A: Sample Passages and Items – Literature

Sample Item 7
LAFS.9-10.RL.3.7

Complete the chart to show what each passage emphasizes in portraying the myth of the Sirens.

Passage 1	Passage 2	Passage 3

a physical description of the Sirens
the perspective of the Sirens
the Sirens' effect on Ulysses
the close and immediate danger posed by the Sirens

Sample Item 8
LAFS.9-10.RL.3.7

In Passage 3, which element of Ulysses's encounter with the Sirens does the artist emphasize?

- (A) the heroism of Ulysses's actions on the ship
- (B) the struggle of the sailors to resist the Sirens' song
- (C) the menacing beauty of the Sirens' physical appearance
- (D) the dangerous nature of Ulysses's surrounding environment

Appendix A: Sample Passages and Items – Literature

Answer Key

Sample Item 1: The student selects “D) The Sirens never let anyone leave their island.” AND “and he who listens will go on his way not only charmed, but wiser”.

Sample Item 2: A

Sample Item 3: The student places the details in the chart in the correct order.

Character	How character advances the plot
Circe	introduces the method for getting past the island
Ulysses	listens to the singing coming from the island
Sailors	safely moves the ship past the island
Sirens	encourages those on the boat to change course

Sample Item 4: The student types a sentence similar to “The Sirens’ song is so powerful it soothes the Ocean/ makes the Ocean happy.” OR “The personification shows the Ocean’s positive response to the Sirens’ song.” OR “If the Sirens’ song makes the Ocean rejoice, the sailors should listen as well.” OR “The Sirens use the Ocean’s response to their song to tempt people to listen.” in the answer box.

Sample Item 5: A

Sample Item 6: The student places the text boxes in the chart under the correct headings.

Passage 1

The author dramatizes the danger of the Sirens through vivid description.

The author depicts a wise guardian who guides the characters.

Passage 2

The author uses rhythm and rhyme to show the appeal of the Sirens.

The author uses repetitive imagery that emphasizes comfort and rest.

Appendix A: Sample Passages and Items – Literature

Sample Item 7: The student places the text boxes in the chart under the correct headings.

Passage 1	Passage 2	Passage 3
the Sirens' effect on Ulysses	the perspective of the Sirens	a physical description of the Sirens
		the close and immediate danger posed by the Sirens

Sample Item 8: C

Appendix A: Sample Passages and Items – Informational

In 1973, some members of the Organization of Petroleum Exporting Countries (OPEC) banned petroleum exports to the United States and introduced cuts in oil production. As the price of oil rose sharply in 1973, President Richard Nixon addressed the American people to explain the steps the people and the government would take to deal with the emerging energy crisis.

**Passage 1: Address to the
Nation about National
Energy Policy, November
25, 1973**
by Richard Nixon

Listen to the following speech given by Richard Nixon on November 25, 1973.



Address to the Nation about National Energy Policy by Richard Nixon, November 25, 1973. In the public domain. The clip begins at 0:00 and ends at 1:55.

**Passage 2: Radio Address
About the National Energy
Crisis, January 19, 1974**
by Richard Nixon

President Nixon spoke to the American people about the energy crisis multiple times during this period. This speech was made several weeks later.

- 1 Good afternoon:
- 2 Ten weeks ago, I reported to the Nation on the energy crisis. I asked all Americans to accept some sacrifices in comfort and convenience so that no American would have to suffer real hardship.
- 3 Today, I want to report to you on our progress and answer the basic questions that many Americans have asked about this crisis.

Appendix A: Sample Passages and Items – Informational

- 4 On the positive side, I am glad to be able to report that we are making solid progress in facing up to this challenge. There are several reasons for this:
- 5 Far more important than anything else is what every American has done voluntarily. It is your response—the actions you take to save energy on a personal, voluntary, day-in, day-out basis—that is now the single most important reason for our success so far.
- 6 For the past 7 weeks, we have observed “gasless Sundays” across the country. Your cooperation with this program helped to make it possible for me to announce today that during the month of December, the total consumption of gasoline in the United States was nearly 9 percent below expectations.
- 7 Americans are also responding to the call for lower temperatures at home and at work. A recent report from New England shows that 19,000 homes surveyed there have reduced heating oil consumption by more than 16 percent under last year, and that is after making adjustments for warmer weather.
- 8 Utilities are reporting that the consumption of natural gas across the country has been reduced by approximately 6 percent over last year, while the consumption of electricity—in homes, offices, factories, and elsewhere—is down by about 10 percent.
- 9 Beyond the progress we have made because of voluntary conservation, we have also been fortunate because the weather in the last quarter of 1973 was warmer than usual, so we did not consume so much for fuel for heating as we expected. Even though the oil embargo continues in the Middle East, we have also received some oil we did not expect at the time the embargo was imposed.
- 10 Finally, let me tell you what your Government has been doing to meet this crisis.
- 11 A fuel allocation program has been set up so that no area of the Nation is being subjected to undue hardship. We have begun the process of converting oil-burning utilities to the use of coal wherever possible, freeing some 200,000 barrels of oil a day for use in other areas.

Appendix A: Sample Passages and Items – Informational

- 12 At my request, laws governing energy conservation, such as year-round daylight savings time, have been enacted by the Congress and are now in effect. Teams of Federal inspectors have been sent to investigate fuel prices at gasoline stations and truck stops. Where price gouging is discovered, it is being stopped.
- 13 Within the Government, where we have a special obligation to set an example, I first directed that energy consumption be cut by at least 7 percent. That goal has now been met, and it has been exceeded. Consumption of energy by the Federal Government has been cut by more than 20 percent under anticipated demands.
- 14 These are just some of the steps we have taken to meet the problem head-on, and you can expect more in the future.
- 15 Nothing which the Federal Government might do could be successful, however, without the full cooperation of the American people. It is your sacrifice that is making the difference. You deserve the credit.
- ****
- 16 America is a rich, a strong, and a good country. We must set for ourselves this goal: We must never again be caught in a foreign-made crisis where the United States is dependent on any other country, friendly or unfriendly, for the energy we need to produce our jobs, to heat our homes, to furnish our transportation for wherever we want to go.
- 17 Late last year, I announced the beginning of Project Independence, a full-scale effort to provide the capacity to meet American energy needs with American energy resources by 1980. As an important part of that project, the head of the Federal Energy Office, William Simon, will mount a major effort this year to accelerate the development of new energy supplies for the future.
- 18 Most of the money and the work for Project Independence must come from private enterprise. But the Federal Government also has a vital role to play. It must be a catalyst for industrial initiative. It must clear away the red tape that lies in the way of expanding our supplies, and it must provide the seed money for research and development.

Appendix A: Sample Passages and Items – Informational

- 19 Many of these Federal responsibilities can only be met with new legislation. That is why, over the next few weeks, I shall submit to the Congress a broad legislative package of energy initiatives and urge it to place these requests at the very top of the Congressional agenda for 1974. If we are to be successful in dealing with our long-term energy needs, the Congress must play its part, and I believe that the Congress, after returning from their districts over the Christmas holidays, will agree that the people want them to play their part along with the Administration.
- 20 The burden of energy conservation, of cutbacks and inconvenience, of occasional discomfort, continued concern is not, I can assure you, an artificial one. It is real. During the Second World War, Winston Churchill was once asked why England was fighting Hitler. He answered, "If we stop, you will find out."
- 21 If we should choose to believe that our efforts in fighting the energy crisis are unnecessary, if we permit ourselves to slacken our efforts and slide back into the wasteful consumption of energy, then the full force of the energy crisis will be brought home to America in a most devastating fashion, and there will be no longer any question in anyone's mind about the reality of the crisis.
- 22 The distance between the winter of 1974 and the springtime of energy independence for the United States remains great. We must proceed with confidence in our ability to do the job. Far more importantly, we must act now, as one people, to do the job that must be done.

Radio Address About the National Energy Crisis
by Richard Nixon, January 19, 1974. In the
public domain.

Appendix A: Sample Passages and Items – Informational

Sample Item 1

LAFS.9-10.RI.1.3

How does President Nixon develop the idea of responsibility in Passage 2?

- by highlighting areas for continued improvement
- by outlining roles for different parts of society
- by minimizing the influence of outside factors
- by summarizing government successes
- by using the opinions of experts

Sample Item 2

LAFS.9-10.RI.2.4

Read this excerpt from Passage 2.

“But the Federal Government also has a vital role to play. It must be a catalyst for industrial initiative. It must clear away the red tape that lies in the way of expanding our supplies, and it must provide the seed money for research and development.” (paragraph 18)

Why does Nixon use the word catalyst in describing the role of the federal government?

- (A) to show that the government needs to initiate change
- (B) to describe how the government has caused the crisis
- (C) to argue that the government must solve the crisis alone
- (D) to highlight how the government will work with the American people

Sample Item 3

LAFS.9-10.RI.2.5

In Passage 1, how does President Nixon develop the idea that the energy crisis “should not result in any serious hardship for any American family”?

- (A) by stating the hours when gas stations will be closed
- (B) by outlining the plan to increase the supply of heating oil
- (C) by describing the progress the country has made by reducing speed limits
- (D) by providing examples that show the everyday effects of station closures

Appendix A: Sample Passages and Items – Informational

Sample Item 4

LAFS.9-10.RI.2.6

In Passage 2, how does President Nixon’s allusion to World War II reflect the purpose of his speech?

- (A) It highlights the historical causes of the crisis.
- (B) It emphasizes the importance of dealing with the crisis.
- (C) It reassures people that the crisis is coming to an end.
- (D) It shows that problems are best solved through strong leadership.

Sample Item 5

LAFS.9-10.SL.1.3

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

Part A

What argument does President Nixon make in Passage 1?

- (A) People must make sacrifices to help the government deal with the crisis.
- (B) Following the president’s plan will bring an end to the energy crisis.
- (C) Driving on weekends was a factor that caused the energy crisis.
- (D) America will be better prepared for another crisis in the future.

Part B

Which sentence from Passage 2 supports the answer in Part A?

- (A) “For the past 7 weeks, we have observed ‘gasless Sundays’ across the country.” (paragraph 6)
- (B) “These are just some of the steps we have taken to meet the problem head-on, and you can expect more in the future.” (paragraph 14)
- (C) “Nothing which the Federal Government might do could be successful, however, without the full cooperation of the American people.” (paragraph 15)
- (D) “Late last year, I announced the beginning of Project Independence, a full-scale effort to provide the capacity to meet American energy needs with American energy resources by 1980.” (paragraph 17)

Appendix A: Sample Passages and Items – Informational

Sample Item 6

LAFS.9-10.RI.3.8

Which **two** arguments in Passage 1 are supported by evidence?

- Reducing the temperature in homes and offices will keep people warm through the winter.
- The American people’s cooperation will be key to the overall success of the plan.
- President Nixon is taking the necessary steps to move his plans forward.
- Operating cars at certain speeds will save gasoline.
- Closing gas stations will result in less driving.

Sample Item 7

LAFS.9-10.RI.3.8

Select **two** sentences from Passage 2 that provide evidence that government action lessens the burdens of the crisis for Americans.

- 11 A fuel allocation program has been set up so that no area of the Nation is being subjected to undue hardship. We have begun the process of converting oil-burning utilities to the use of coal wherever possible, freeing some 200,000 barrels of oil a day for use in other areas.
- 12 At my request, laws governing energy conservation, such as year-round daylight savings time, have been enacted by the Congress and are now in effect. Teams of Federal inspectors have been sent to investigate fuel prices at gasoline stations and truck stops. Where price gouging is discovered, it is being stopped.
- 13 Within the Government, where we have a special obligation to set an example, I first directed that energy consumption be cut by at least 7 percent. That goal has now been met, and it has been exceeded. Consumption of energy by the Federal Government has been cut by more than 20 percent under anticipated demands.

Appendix A: Sample Passages and Items – Informational

Sample Item 8

LAFS.9-10.RI.3.9

Both of these speeches by President Nixon discuss the energy crisis. How do the two passages differ in their message?

- Ⓐ Passage 1 warns that the crisis will get worse, while Passage 2 insists that the crisis will be resolved.
- Ⓑ Passage 1 focuses on immediate actions, while Passage 2 deals with plans for the future.
- Ⓒ Passage 1 supports government action, while Passage 2 suggests action by the people.
- Ⓓ Passage 1 states that the crisis is exaggerated, while Passage 2 takes the crisis seriously.

Appendix A: Sample Passages and Items – Informational

Answer Key

Sample Item 1: B, C

Sample Item 2: A

Sample Item 3: D

Sample Item 4: B

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

Sample Item 6: C, E

Sample Item 7: The student selects “We have begun the process of converting oil-burning utilities to the use of coal wherever possible, freeing some 200,000 barrels of oil a day for use in other areas.” AND/OR “Teams of Federal inspectors have been sent to investigate fuel prices at gasoline stations and truck stops.” AND/OR “Where price gouging is discovered, it is being stopped.”

Sample Item 8: B

Appendix A: Sample Passages and Items – Editing Task

There are five highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Food was always important to my family, although no one could ever agree about what good food really meant. To my mother, good food meant fresh ingredients; to my father, good food meant that there was a lot of it; **and my grandmother thought** good food meant that you had taken the time to do all of the little details yourself. I never argued with my parents about it, but secretly I thought that my grandmother was right, and that’s why I always enjoyed helping her make bread.

My grandmother was of French **ancestry therefore,** her bread reflected that heritage. It was neither the light, fluffy, supermarket sandwich bread, nor the puffed rolls so common at dinner, nor the thin, crusty baguettes that people call French bread. This was *pain de campagne* (French for “country bread”), a giant, round loaf of chewy, crunchy sourdough.

In the evening, my grandmother would make a sticky, shaggy mess out of the most basic mix of **ingredients,** water, salt, flour, and starter. The starter was a glob taken from a bowl of fermenting dough that my grandmother always had ready. There was nothing **glamorous** about the work, but the transformation of those simple ingredients seemed like magic.

We would take turns after **that, we** each turned the dough as it rose. After an hour, I would turn the dough over and then split it into two oiled bowls. My grandmother would turn the dough balls next. We would repeat that process until my grandmother would turn them one last time. I was proud that my grandmother let me help her with this important task. In the morning, I knew that she would be up before the sun, filling the house with the smell of fresh baked bread.

Appendix A: Sample Passages and Items – Editing Task

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

Sample Item 1

LAFS.910.L.1.1a

Food was always important to my family, although no one could ever agree about what good food really meant. To my mother, good food meant fresh ingredients; to my father, good food meant that there was a lot of it; and my grandmother thought good food meant that you had taken the time to do all of the little details yourself. I never argued with my parents about it, but secretly I thought that my grandmother was right, and that’s why I always enjoyed helping her make bread.

Answer options include:

to my grandmother,
my grandmother always said
but for my grandmother,
and my grandmother thought

Sample Item 2

LAFS.910.L.1.2a

My grandmother was of French ancestry therefore, her bread reflected that heritage. It was neither the light, fluffy, supermarket sandwich bread, nor the puffed rolls so common at dinner, nor the thin, crusty baguettes that people call French bread. This was *pain de campagne* (French for “country bread”), a giant, round loaf of chewy, crunchy sourdough.

Answer options include:

ancestry; therefore
ancestry therefore
ancestry; therefore,
ancestry therefore,

Appendix A: Sample Passages and Items – Editing Task

Sample Item 3

LAFS.910.L.1.2b and LAFS.910.L.1.2c

In the evening, my grandmother would make a sticky, shaggy mess out of the most basic mix of ingredients, water, salt, flour, and starter. The starter was a glob taken from a bowl of fermenting dough that my grandmother always had ready. There was nothing glamorous about the work, but the transformation of those simple ingredients seemed like magic.

Answer options for the first error include:

ingredients;
ingredients
ingredients:
ingredients,

Answer options for the second error include:

glamorous
glamerus
glamorous
glamorus

Sample Item 4

LAFS.910.L.1.2a

We would take turns after that, we each turned the dough as it rose. After an hour, I would turn the dough over and then split it into two oiled bowls. My grandmother would turn the dough balls next. We would repeat that process until my grandmother would turn them one last time. I was proud that my grandmother let me help her with this important task. In the morning, I knew that she would be up before the sun, filling the house with the smell of fresh baked bread.

Answer options include:

that we
that; we
that: we
that, we

Appendix A: Sample Passages and Items – Editing Task

Answer Key

Sample Item 1: The student selects “to my grandmother,”

Sample Item 2: The student selects “ancestry; therefore,”

Sample Item 3: The student selects “ingredients:” AND “glamorous.”

Sample Item 4: The student selects “that; we.”

Appendix A: Sample Passages and Items – Literature

**Passage 1: from *The
Metamorphoses***
by Ovid

- 1 Pyramus and Thisbe, the one the most beauteous of youths, the other preferred before all the damsels that the East contained, lived in adjoining houses; where Semiramis is said to have surrounded her lofty city with walls of brick. The nearness caused their first acquaintance, and their first advances in love; with time their affection increased. They would have united themselves, too, by the tie of marriage, but their fathers forbade it. A thing which they could not forbid, they were both inflamed, with minds equally captivated. There is no one acquainted with it; by nods and signs, they hold converse. And the more the fire is smothered, the more, when so smothered, does it burn. The party-wall, common to the two houses, was cleft by a small chink, which it had got formerly, when it was built. This defect, remarked by no one for so many ages, you lovers (what does not love perceive?) first found one, and you made it a passage for your voices, and the accents of love used to pass through it in safety, with the gentlest murmur. Oftentimes, after they had taken their stations, Thisbe on one side, and Pyramus on the other, and the breath of their mouths had been mutually caught by turns, they used to say, 'Envious wall, why dost thou stand in the way of lovers? what great matter were it, for thee to suffer us to be joined with our entire bodies? Or if that is too much, that, at least, thou shouldst open, for the exchange of kisses. Nor are we ungrateful; we confess that we are indebted to thee, that a passage has been given for our words to our loving ears.' Having said this much, in vain, on their respective sides, about night they said, 'Farewell'; and gave those kisses each on their own side, which did not reach the other side.

Excerpt from *The Metamorphoses* by Ovid. In the public domain.

Appendix A: Sample Passages and Items – Literature

**Passage 2: from *Romeo
and Juliet***

by William Shakespeare

Romeo and Juliet meet and fall in love, but their families have an old rivalry and will not allow them to be together. In this scene, Romeo sneaks into the orchard of Juliet’s family to talk with Juliet, who is at her bedroom window balcony.

Romeo and Juliet meet and fall in love, but their families have an old rivalry and will not allow them to be together. In this scene, Romeo sneaks into the orchard of Juliet’s family to talk with Juliet, who is at her bedroom window balcony.

2 Juliet

What man art thou that, thus bescreen’d in night,
So stumblest on my counsel?

3 Romeo

By a name
I know not how to tell thee who I am:
My name, dear saint, is hateful to myself
Because it is an enemy to thee.
Had I it written, I would tear the word.

4 Juliet

My ears have yet not drunk a hundred words
Of that tongue’s utterance, yet I know the sound;
Art thou not Romeo, and a Montague?

5 Romeo

Neither, fair saint, if either thee dislike.

6 Juliet

How cam’st thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb;
And the place death, considering who thou art,
If any of my kinsmen find thee here.

7 Romeo

With love’s light wings did I o’erperch these walls;
For stony limits cannot hold love out:
And what love can do, that dares love attempt;
Therefore thy kinsmen are no let to me.

8 Juliet

If they do see thee, they will murder thee.

Appendix A: Sample Passages and Items – Literature

9 **Romeo**

Alack, there lies more peril in thine eye
Than twenty of their swords: look thou but sweet,
And I am proof against their enmity.

10 **Juliet**

I would not for the world they saw thee here.

11 **Romeo**

I have night's cloak to hide me from their sight;
And, but thou love me, let them find me here.
My life were better ended by their hate
Than death prorogued, wanting of thy love.

12 **Juliet**

By whose direction found'st thou out this place?

13 **Romeo**

By love, that first did prompt me to enquire;
He lent me counsel, and I lent him eyes.
I am no pilot; yet, wert thou as far
As that vast shore wash'd with the furthest sea,
I would adventure for such merchandise.

14 **Juliet**

Thou knowest the mask of night is on my face;
Else would a maiden blush bepaint my cheek
For that which thou hast heard me speak to-night.
Fain would I dwell on form, fain, fain deny
What I have spoke; but farewell compliment!
Dost thou love me, I know thou wilt say Ay;
And I will take thy word: yet, if thou swear'st,
Thou mayst prove false; at lovers' perjuries,
They say Jove laughs. O gentle Romeo,
If thou dost love, pronounce it faithfully:
Or if thou thinkest I am too quickly won,
I'll frown, and be perverse, and say thee nay,
So thou wilt woo: but else, not for the world.
In truth, fair Montague, I am too fond;
And therefore thou mayst think my 'haviour light:
But trust me, gentleman, I'll prove more true
Than those that have more cunning to be strange.
I should have been more strange, I must confess,
But that thou overheard'st, ere I was 'ware,
My true-love passion: therefore pardon me;
And not impute this yielding to light love,
Which the dark night hath so discovered.

15 **Romeo**

Lady, by yonder blessed moon I swear,
That tips with silver all these fruit-tree tops,—

Appendix A: Sample Passages and Items – Literature

- 16 **Juliet**
O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable.
- 17 **Romeo**
What shall I swear by?
- 18 **Juliet**
Do not swear at all;
Or if thou wilt, swear by thy gracious self,
Which is the god of my idolatry,
And I'll believe thee.
- 19 **Romeo**
If my heart's dear love,—
- 20 **Juliet**
Well, do not swear: although I joy in thee,
I have no joy of this contract to-night;
It is too rash, too unadvis'd, too sudden;
Too like the lightning, which doth cease to be
Ere one can say It lightens. Sweet, good night!
This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet.
Good night, good night! as sweet repose and rest
Come to thy heart as that within my breast!

Excerpt from *Romeo and Juliet* by William Shakespeare. In the public domain.

Appendix A: Sample Passages and Items – Literature

Sample Item 1
LAFS.910.RL.1.1

Select **two** phrases Ovid uses in Passage 1 to show that Pyramus and Thisbe experience a shared love.

“A thing which they could not forbid, they were both inflamed, with minds equally captivated. There is no one acquainted with it; by nods and signs, they hold converse. And the more the fire is smothered, the more, when so smothered, does it burn. The party-wall, common to the two houses, was cleft by a small chink, which it had got formerly, when it was built. This defect, remarked by no one for so many ages, you lovers (what does not love perceive?) first found one, and you made it a passage for your voices, and the accents of love used to pass through it in safety, with the gentlest murmur. Oftentimes, after they had taken their stations, Thisbe on one side, and Pyramus on the other, and the breath of their mouths had been mutually caught by turns, . . .” (paragraph 1)

Sample Item 2
LAFS.910.RL.1.2

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

Part A

Based on Pyramus and Thisbe’s situation, what is a theme of Passage 1?

- (A) Lasting relationships depend upon affection.
- (B) True love finds ways to overcome any obstacle.
- (C) The smallest defect can cause love to deteriorate.
- (D) Family disapproval can lead to desperate measures.

Part B

Which detail from Passage 1 helps develop the theme in Part A?

- (A) the setting of the city
- (B) the structure of the wall
- (C) the beauty of the characters
- (D) the fathers of the characters

Appendix A: Sample Passages and Items – Literature

Sample Item 3
LAFS.910.RL.1.3

Juliet’s feelings change in a variety of ways in section 14 of Passage 2. Drag the feelings listed below onto the chart, in the order in which Juliet experiences them in this section.

Order	Feeling
First	
Second	
Third	
Fourth	

Feelings: Drag the options into their correct locations in the boxes above.

uncertainty about how Romeo wants her to act
embarrassment over what Romeo has heard her say
hesitance to take Romeo’s words at face value
sincerity about her affection for Romeo

Sample Item 4
LAFS.910.RL.2.4

At the end of passage 1, why does Ovid use the word “envious” to describe the wall?

- (A) It is immune to the pain that Pyramus and Thisbe experience.
- (B) It has a flaw that Pyramus and Thisbe associate with their love.
- (C) It hears the opinions Pyramus and Thisbe have about each other.
- (D) It experiences the physical contact that Pyramus and Thisbe desire.

Appendix A: Sample Passages and Items – Literature

Sample Item 5
LAFS.910.RL.2.5

In Passage 2, how do sections 6–10 increase the tension of the passage as a whole?

- Ⓐ They show that Romeo is questioning his identity.
- Ⓑ They show that Juliet misinterprets Romeo’s motives.
- Ⓒ They raise the possibility that Juliet may reject Romeo.
- Ⓓ They emphasize the danger that Romeo faces if caught.

Sample Item 6
LAFS.910.RL.3.7

Romeo and Juliet retells the Pyramus and Thisbe myth in the form of a play. In the excerpt provided in Passage 2, what does the play format help Shakespeare to emphasize about his characters? Select **two** options.

- the various threats they face
- the physical obstacles separating them
- the conflicting feelings they experience
- the way society views their relationship
- the reasons for their families’ disapproval
- the reasons they are drawn to each other

Appendix A: Sample Passages and Items – Literature

Sample Item 7
LAFS.910.RL.3.9

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

Part A

Which quotation from Passage 2 summarizes a theme of **both** passages?

- Ⓐ "The orchard walls are high and hard to climb; . . ." (section 6)
- Ⓑ "For stony limits cannot hold love out: . . ." (section 7)
- Ⓒ "Though knowest the mask of night is on my face; . . ." (section 14)
- Ⓓ "I have no joy of this contract to-night; . . ." (section 20)

Part B

How does Shakespeare dramatize this theme differently than Ovid does in Passage 1?

- Ⓐ by placing the characters in a definite setting
- Ⓑ by increasing the conflict between the characters
- Ⓒ by changing the type of obstacle the characters face
- Ⓓ by allowing the characters to engage in conversation

Appendix A: Sample Passages and Items – Literature

Answer Key

Sample Item 1: The student selects “they were both inflamed, with minds equally captivated.” AND “and the breath of their mouths had been mutually caught by turns,”

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

Sample Item 3: The student places the feelings in the chart in the correct order.

Order	Feeling
First	embarrassment over what Romeo has heard her say
Second	hesitance to take Romeo's words at face value
Third	uncertainty about how Romeo wants her to act
Fourth	sincerity about her affection for Romeo

Sample Item 4: D

Sample Item 5: D

Sample Item 6: A, C

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

Appendix A: Sample Passages and Items – Informational

**Passage 1: Discourse on
Woman (1849)**
by Lucretia Mott

- 1 There is nothing of greater importance to the well-being of society at large—of man as well as woman—than the true and proper position of woman. Much has been said, from time to time, upon this subject. It has been a theme for ridicule, for satire and sarcasm. We might look for this from the ignorant and vulgar; but from the intelligent and refined we have a right to expect that such weapons shall not be resorted to,—that gross comparisons and vulgar epithets shall not be applied, so as to place woman, in a point of view, ridiculous to say the least.

- 2 This subject has claimed my earnest interest for many years. I have long wished to see woman occupying a more elevated position than that which custom for ages has allotted to her. It was with great regret, therefore, that I listened a few days ago to a lecture upon this subject, which, though replete with intellectual beauty, and containing much that was true and excellent, was yet fraught with sentiments calculated to retard the progress of woman to the high elevation destined by her Creator. I regretted the more that these sentiments should be presented with such intellectual vigor and beauty, because they would be likely to ensnare the young.

- 3 The minds of young people generally, are open to the reception of more exalted views upon this subject. The kind of homage that has been paid to woman, the flattering appeals which have too long satisfied her—appeals to her mere fancy and imagination, are giving place to a more extended recognition of her rights, her important duties and responsibilities in life. Woman is claiming for herself stronger and more profitable food. Various are the indications leading to this conclusion. The increasing attention to female education, the improvement in the literature of the age, especially in what is called the “Ladies’ Department,” in the periodicals of the day, are among the proofs of a higher estimate of woman in society at large. Therefore we may hope that the intellectual and intelligent are being prepared for the discussion of this question, in a manner which shall tend to ennoble woman and dignify man. . . .

Appendix A: Sample Passages and Items – Informational

- 4 A new generation of women is now upon the stage, improving the increased opportunities furnished for the acquirement of knowledge. Public education is coming to be regarded the right of the children of a republic. The hill of science is not so difficult of ascent as formerly represented by poets and painters; but by fact and demonstration smoothed down, so as to be accessible to the assumed weak capacity of woman. She is rising in the scale of being through this, as well as other means, and finding heightened pleasure and profit on the right hand and on the left. The study of Physiology, now introduced into our common schools, is engaging her attention, impressing the necessity of the observance of the laws of health. The intellectual Lyceum and instructive lecture room are becoming, to many, more attractive than the theatre and the ball room. The sickly and sentimental novel and pernicious romance are giving place to works, calculated to call forth the benevolent affections and higher nature.

Excerpt from "Discourse on Woman" by Lucretia Mott. In the public domain.

Passage 2: from *Pioneer Work in Opening the Medical Profession to Women (1895)*
by Elizabeth Blackwell

- 5 At this time I had not the slightest idea of how to become a physician, or of the course of study necessary for this purpose. As the idea seemed to gain force, however, I wrote to and consulted with several physicians, known to my family, in various parts of the country, as to the possibility of a lady becoming a doctor.
- 6 The answers I received were curiously unanimous. They all replied to the effect that the idea was a good one, but that it was impossible to accomplish it; that there was no way of obtaining such an education for a woman; that the education required was long and expensive; that there were innumerable obstacles in the way of such a course; and that, in short, the idea, though a valuable one, was impossible of execution.

Appendix A: Sample Passages and Items – Informational

- 7 This verdict, however, no matter from how great an authority, was rather an encouragement than otherwise to a young and active person who needed an absorbing occupation.
- 8 If an idea, I reasoned, were really a valuable one, there must be some way of realising it. . . .
- 9 Applications were cautiously but persistently made to the four medical colleges of Philadelphia for admission as a regular student. The interviews with their various professors were by turns hopeful and disappointing. . . .
- 10 During these fruitless efforts my kindly Quaker adviser, whose private lectures I attended, said to me: 'Elizabeth, it is of no use trying. Thee cannot gain admission to these schools. Thee must go to Paris and don masculine attire to gain the necessary knowledge.' Curiously enough, this suggestion of disguise made by good Dr. Warrington was also given me by Doctor Pankhurst, the Professor of Surgery in the largest college in Philadelphia. He thoroughly approved of a woman's gaining complete medical knowledge; told me that although my public entrance into the classes was out of the question, yet if I would assume masculine attire and enter the college he could entirely rely on two or three of his students to whom he should communicate my disguise, who would watch the class and give me timely notice to withdraw should my disguise be suspected.
- 11 But neither the advice to go to Paris nor the suggestion of disguise tempted me for a moment. It was to my mind a moral crusade on which I had entered, a course of justice and common sense, and it must be pursued in the light of day, and with public sanction, in order to accomplish its end.

Excerpts from *Pioneer Work in Opening the Medical Profession to Women* by Elizabeth Blackwell. In the public domain.

Appendix A: Sample Passages and Items – Informational

Passage 3: Interview with Dr. Mary Ellen Avery

Dr. Mary Ellen Avery (1927–2011) was best known for her research on breathing problems encountered by premature infants—a condition now known as Respiratory Distress Syndrome. A study conducted in 2002 estimated that Dr. Avery’s work had helped save the lives of over 800,000 babies. Click on the button to hear an interview with Dr. Avery.



Interview with Dr. Mary Ellen Avery, from the National Library of Medicine. In the public domain. The clip begins at 0:00 and ends at 1:26.

Appendix A: Sample Passages and Items – Informational

Sample Item 1

LAFS.910.RI.1.1

Which phrase supports Mott’s position that women’s rights are “of greater importance to the well-being of society at large?”

- Ⓐ “the intelligent and refined” (paragraph 1)
- Ⓑ “intellectual vigor and beauty” (paragraph 2)
- Ⓒ “stronger and more profitable food” (paragraph 3)
- Ⓓ “the benevolent affections and higher nature” (paragraph 4)

Sample Item 2

LAFS.910.RI.1.2

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

Part A

What central idea about language does Mott express in Passage 1?

- Ⓐ Flattering words have failed to satisfy women’s need for equality.
- Ⓑ Attempts should be made to educate those who use vulgar speech.
- Ⓒ Women must learn how to speak well before they can rise in society.
- Ⓓ Artistic words can conceal ideas that limit the progress of equal rights.

Part B

What does Mott cite in paragraphs 3 and 4 as evidence that this situation is changing?

- Ⓐ more substantial literary works
- Ⓑ more accurate scientific theories
- Ⓒ new opportunities for recreation
- Ⓓ increased business opportunities

Appendix A: Sample Passages and Items – Informational

Sample Item 3
LAFS.910.RI.1.3

Read the excerpt from Passage 1.

“There is nothing of greater importance to the well-being of society at large—of man as well as woman—than the true and proper position of woman.” (paragraph 1)

After stating this central claim, how does Mott structure the rest of the passage?

- Ⓐ She criticizes the immaturity of the young and then pleads for better education.
- Ⓑ She names obstacles to progress and then cites positive signs of improvement.
- Ⓒ She describes the role of men and then shows how they can help the movement.
- Ⓓ She stresses the importance of communication and then describes what it can accomplish.

Appendix A: Sample Passages and Items – Informational

Sample Item 4
LAFS.910.RI.2.4

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

Part A

Read this excerpt from Passage 2.

11 But neither the advice to go to Paris nor the suggestion of disguise tempted me for a moment. It was to my mind a moral crusade on which I had entered, a course of justice and common sense, and it must be pursued in the light of day, and with public sanction, in order to accomplish its end.

Based on the phrase public sanction, in what way was Blackwell determined to accomplish her goals?

- (A) without criticism
- (B) without attention
- (C) without hesitation
- (D) without deception

Part B

Which phrase from the excerpt provides a clue to the meaning of the phrase public sanction?

- (A) "the advice to go to Paris"
- (B) "a moral crusade"
- (C) "in the light of day"
- (D) "to accomplish its end"

Appendix A: Sample Passages and Items – Informational

Sample Item 5
LAFS.910.RI.2.6

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

Part A

What is Blackwell’s purpose for describing her experiences in Passage 2?

- Ⓐ to show how she handled the obstacles in the way of her goals
- Ⓑ to criticize the physicians who discouraged her interest in medicine
- Ⓒ to illustrate how effective women could be in traditional male roles
- Ⓓ to argue that medicine would benefit if more women were involved

Part B

Which phrase does Blackwell use to help emphasize this purpose?

- Ⓐ “curiously unanimous” (paragraph 6)
- Ⓑ “long and expensive” (paragraph 6)
- Ⓒ “absorbing occupation” (paragraph 7)
- Ⓓ “cautiously but persistently” (paragraph 9)

Appendix A: Sample Passages and Items – Informational

Sample Item 6
LAFS.910.RI.3.7

Both Elizabeth Blackwell in Passage 2 and Mary Ellen Avery in Passage 3 emphasize their efforts to be admitted to medical school. Complete the table below to show which details match each passage.

Details	Passage
Received help from a mentor	
Was criticized for being too ambitious	
Was discouraged from pursuing goals	
Found choice of schools limited	

Passages: Drag the options into their correct locations in the boxes above.

Passage 2	Passage 3
Both passages	Neither passage

Appendix A: Sample Passages and Items – Informational

Sample Item 7
LAFS.910.RI.3.8

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

Part A

How are Mott’s and Blackwell’s perspectives similar?

- Ⓐ Both view women’s rights as an ethical issue.
- Ⓑ Both think intellect can conceal destructive ideas.
- Ⓒ Both recognize positive signs in women’s progress.
- Ⓓ Both emphasize the importance of self-confidence.

Part B

Select **two** quotations that support the answer in Part A.

- “. . . a more elevated position than that which custom for ages has allotted to her.” (paragraph 2)
- “I regretted the more that these sentiments should be presented with such intellectual vigor. . . .” (paragraph 2)
- “A new generation of women is now upon the stage, improving the increased opportunities. . . .” (paragraph 4)
- “. . . the idea was a good one, but that it was impossible to accomplish it.” (paragraph 6)
- “. . . rather an encouragement than otherwise to a young and active person. . . .” (paragraph 7)
- “It was to my mind a moral crusade on which I had entered, a course of justice and common sense, . . .” (paragraph 11)

Appendix A: Sample Passages and Items – Informational

Answer Key

Sample Item 1: D

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

Sample Item 3: B

Sample Item 4: Part A: D; Part B: C

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

Sample Item 6: The student places the passages in the chart in the correct order.

Details	Passage
Received help from a mentor	Passage 3
Was criticized for being too ambitious	Neither passage
Was discouraged from pursuing goals	Passage 2
Found choice of schools limited	Both passages

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

Appendix A: Sample Passages and Items – Editing Task

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

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in people awe, wonder, and even delight. Some of the Sun’s optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn’t make them any less breathtaking.

Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun’s light rays are bent, reflected, and they split into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.

Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called parhelia, mock suns, or referred to as sundogs. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the halo; these bright spots are known as sundogs.

As it sets, the Sun can also experience a green flash that was once thought by sailors to be a myth, like sea serpents or mermaids. In his novel *Le Rayon Vert* (The Green Ray), writer Jules Verne described the unique event as “a green which no artist could ever obtain on his palette.” But far from being mythical or fictitious, the green flash is also a product of refraction as the light of the setting Sun passes through the atmosphere.

Appendix A: Sample Passages and Items – Editing Task

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

Sample Item 1
LAFS.910.L.1.2b

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in **people** awe, wonder, and even delight. Some of the Sun’s optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn’t make them any less breathtaking.

Sample Item 2
LAFS.910.L.1.1a

Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun’s light rays are bent, reflected, and **they split** into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.

Sample Item 3
LAFS.910.L.1.1a and LAFS.910.L.1.2a

Other optical effects are rarer because they require more **specific circumstances**. One such phenomenon is variously called parhelia, mock suns, or **referred to as sundogs**. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the **halo**; these bright spots are known as sundogs.

Appendix A: Sample Passages and Items – Editing Task

Sample Item 4
LAFS.910.L.1.2c

As it sets, the Sun can also experience a green flash that was once thought by sailors to be a myth, like sea serpents or mermaids. In his novel *Le Rayon Vert* (The Green Ray), writer Jules Verne described the unique event as “a green which no artist could ever obtain on his palette.” But far from being mythical or **fictitious**, the green flash is also a product of refraction as the light of the setting Sun passes through the atmosphere.

Appendix A: Sample Passages and Items – Editing Task

Answer Key

Sample Item 1: The student types “people:” in the text box.

Sample Item 2: The student types “split” in the text box.

Sample Item 3: The student types “sundogs” in the first text box AND “halo;” in the second text box.

Sample Item 4: The student types “fictitious” in the text box.