

DRAFT

Grade 7 English Language Arts Item Specifications



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 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.

Acceptable 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 assessed.

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

Sample item stems provide various types of item stems that could be written for the standard assessed.

Reading stimulus guidelines and attributes describe the parameters for developing and selecting the texts students will read and to which items will be written.

Editing task guidelines for language standards and stimulus attributes describe the parameters for developing texts students will read and to which students will respond.

Text-based writing stimulus attributes and prompt guidelines describe the parameters for developing and selecting texts students will read and prompts to which students will respond.

Reading Stimulus Guidelines

Overall Description

A stimulus may consist of one or more texts. The texts may be informational or literary and can 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, can 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 DOE may require at least two additional sources to verify the information in the text.

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

Grade	Range of Number of Words
3	100 - 700
4	100 - 900
5	200 - 1000
6	200 - 1100
7	300 - 1100
8	350 - 1200
9	350 - 1300
10	350 - 1350
11	350 - 1400

Grade 7 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.7.RL.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotations or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should ask for several pieces of evidence.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to support an analysis or inference. Requires the student to select an inference and then to select words or phrases from the text to support the inference [Two-Part Hot Text]. <p>Multi-Select</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.
Task Demand	Response Mechanism
Select several pieces of textual evidence to support a statement from the text where both the statement and support are explicit.	<ol style="list-style-type: none"> Hot Text Multi-Select
Select several pieces of textual evidence to support an inference from the text. The inference is provided.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multi-Select
Select several pieces of textual evidence to support an inference from the text. The student must draw the inference.	<ol style="list-style-type: none"> Two-Part Hot Text Multi-Select

Grade 7 Reading Standards for Literature

Sample Item Stems	Notes
Select two phrases that prove the main character has lost track of time. [Hot Text]	The student must choose two details explicitly stated in the passage that provide evidence to support that the main character has lost track of time.
Which sentences from the text show that the main character is fascinated by the new experience? [Multi-Select]	The student must determine and select sentences in the passage that provide evidence of the main character’s fascination with the new experience.
How can readers tell that the main character is fascinated by the new experience? [Multi-Select]	The student must select multiple examples of textual evidence demonstrating the main character’s fascination with the new experience.
Part A: Select two phrases that reveal the main character has a vivid imagination. Part B: Select the best reason for the main character’s vivid imagination. [Two-Part Hot Text]	The student must select evidence from the text for a provided character’s attribute and then must determine why the character displays this attribute.
[Quotation about emotion] Which sentences from the text highlight the same emotion conveyed in the quotation? [Multi-Select]	The student must determine a character’s emotion from a piece of text and then select textual evidence that emphasizes the same emotion.
Select a sentence that demonstrates the main character’s mood has changed since the beginning of the passage. [Hot Text]	The student must analyze the passage to determine the change in the character’s mood. The student must provide textual evidence to support the analysis.

Grade 7 Reading Standards for Literature

Content Standards Assessed	LAFS.7.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	
Assessment Limits	The item may ask the student to determine a theme or central idea from a section of the passage or from the entire passage. The item may refer to themes and central ideas that are explicit or implicit in the text. Items may ask the student to summarize all or part of the text.	
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state the theme or central idea of the text. Requires the student to select words or phrases from the text that provide explicit support for the theme or central idea. Requires the student to select the theme or central idea and then to select words or phrases from the text to support the theme or central idea selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select the theme or central idea of the text. Requires the student to select explicit or implicit details that support the theme or central idea of the text. Requires the student to select the correct explanation of how a theme or central idea is conveyed in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple pieces of textual evidence to support an explicit or implicit statement about theme or central idea. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to state in words the theme or central idea of the text. 	
Task Demand	Response Mechanism	
Determine a theme or central idea that is explicitly or implicitly stated.	<ol style="list-style-type: none"> Multiple Choice Open Response 	
Analyze how a theme or central idea develops in a particular section of the text or over the course of the text. The theme or central idea is provided.	<ol style="list-style-type: none"> One- and Two- Part Hot Text Multiple Choice Multi-Select 	
Analyze how an element of the text contributes to a theme or central idea's development. The theme, central idea, and/or the text element are provided.	<ol style="list-style-type: none"> One-and Two-Part Hot Text Multiple Choice Multi-Select 	

Grade 7 Reading Standards for Literature

Determine a theme or central idea and analyze how it develops in a particular section of the text or over the course of the text.	1. Two-Part Hot Text
Determine a theme or central idea and analyze how an element of the text contributes to its development. The text element may be provided.	1. Two-Part Hot Text
Sample Item Stems	Notes
[Excerpted text] What theme does this part of the passage convey?	The student must interpret the excerpt to determine a theme.
[Multiple Choice]	
How does the passage reveal that the main character feels like an outsider?	The student must select multiple examples of textual evidence demonstrating the main character feels like an outsider.
[Multi-Select]	
Select two sentences to support the idea that the main character does not want to change.	The student must review explicit and implicit details in the text to determine the sentences that provide evidence the main character does not want to change.
[Hot Text]	
Part A: Select what readers learn about the main character through the description of the visitor.	The student must first recognize that the main character exaggerates in the description of the visitor. The student must make an inference about a character based on the main character’s statement in the passage. Then, the student must choose a phrase from the passage that best supports this inference.
Part B: Select a phrase that best conveys the idea.	
[Two-Part Hot Text]	
Part A: Select the theme of the passage.	The student must analyze the passage to determine its theme. Then, the student must determine which sentences demonstrate the development of the theme across the passage.
Part B: Select two sentences that highlight the development of this theme throughout the passage.	
[Two-Part Hot Text]	

Grade 7 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.7.RL.1.3: Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).	
Assessment Limits	The item should not use general or overarching questions about the elements of the story. The item may ask students to identify the elements of a story. The item may focus on the interaction of two or more story elements. The item may address characterization, including character traits, emotions, and motivations.	
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that provide explicit support for an interaction of text elements. Requires the student to select an element of the text and then to select an analysis of how it interacts with another element [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of how two elements interact in the passage. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple elements of the story that interact. 	
Task Demand	Response Mechanism	
Select textual evidence to support an inference about the interaction of two or more elements in a story. The inference is provided.	<ol style="list-style-type: none"> One-or Two-Part Hot Text Multiple Choice 	
Identify two or more elements of the story that interact in a particular way. The inference about the interaction is provided.	<ol style="list-style-type: none"> Multiple Choice Multi-Select 	
Analyze how two or more elements interact in the story. The specific elements are provided.	<ol style="list-style-type: none"> One-or Two-Part Hot Text Multiple Choice 	
Analyze the way certain elements of a story interact.	<ol style="list-style-type: none"> Hot Text [Two-Part] Multiple Choice 	

Grade 7 Reading Standards for Literature

Sample Item Stems	Notes
Select the description of the landscape that best emphasizes the emptiness the main character feels. [Hot Text]	The student must determine which description of a setting in the text emphasizes the main character's feelings.
Which element of the story establishes an ominous mood? [Multiple Choice]	The student must analyze elements of the story to determine which elements provide evidence of an ominous mood.
[Excerpted text] Part A: Select how being outdoors impacts the main character's mood. Part B: Select a sentence to support your answer. [Two-Part Hot Text]	The student must analyze the provided text to determine the character's mood. The student must determine how the setting has an effect on the character's mood and then provide textual evidence to support this response.
[Description of emptiness/landscape] Part A: Select the main character's mood revealed in the scene. Part B: Select the element of the story that most strongly affects the main character's mood in this scene. [Two-Part Hot Text]	The student must analyze the text to determine the character's mood. The student must then determine which story element affects the character's mood.

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<p>Part A: What reason does the main character give for going to the beach at the beginning of the passage?</p> <p>Part B: What other reasons for going to the beach are conveyed through the main character's actions and thoughts throughout the passage?</p> <p>[Two-Part Hot Text]</p>	<p>The student must identify the main character's explicit reason for going to the beach. The student must then analyze explicit and implicit details in the passage to identify additional reasons for the main character to go to the beach.</p>
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Grade 7 Reading Standards for Literature

<p>Content Standard(s) Assessed</p>	<p>LAFS.7.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.</p> <p>LAFS.7.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
<p>Assessment Limits</p>	<p>The item should focus on grade-appropriate words. The item should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the passage. The item should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. The item should not focus on describing the rhymes or sounds of a verse or drama, but rather how these elements influence a certain section of the passage. The item may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. The item may require students to make connections between words and to delve into figurative or connotative meanings.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.</p>

Grade 7 Reading Standards for Literature

<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide an example of figurative language. • 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 a word’s meaning and then to select context clues from the text to support the meaning [Two-Part Hot Text]. • Requires the student to select an example of figurative language from the text and then to select the impact of that figurative language on the passage [Two-Part Hot Text]. • Requires the student to select an instance of rhyme or repetition of sound and then to select the impact of that rhyme or repetition of sound [Two-Part Hot Text]. • Requires the student to select the impact of rhyme or repetition of sound and then to select another analysis [Two-Part Hot Text]. • Requires the student to select words or phrases from the text that provide support for the connotation of a word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase from the passage. • Requires the student to select the impact of figurative language on a certain section of the text. • Requires the student to select the impact of a rhyme or sound repetition on a certain section of the text. • Requires the student to identify which strategies could best be used to determine the meaning of an unknown word in a particular context. • Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning by identifying words that play similar roles or have similar connotative meanings. • Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.
<p>Task Demand</p>	<p>Response Mechanism</p>
<p>Determine the meaning of a word or phrase as it is used in a text.</p>	<p>1. Multiple Choice</p>
<p>Determine the meaning of a word or phrase and/or select other words or phrases in the text that provide clues to the meaning.</p>	<p>1. One- or Two-Part Hot Text</p>
<p>Analyze the impact of a rhyme or repetition of sound on a particular section of the text. The rhyme or sound is provided.</p>	<p>1. Two-Part Hot Text 2. Multiple Choice</p>

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Analyze the impact of figurative language on the passage.	1. Two-Part Hot Text
Analyze the impact of rhyme or repetition of sound on a particular section of the text.	1. Two-Part Hot Text
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.	1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Sample Item Stems	Notes
What is the meaning of the word “(excerpted text)” as it is used in the passage? [Multiple Choice]	The student must identify the meaning of a word using multiple, explicit context clues.
Part A: Select the meaning of the word “(excerpted text)” as it is used in the passage. Part B: Select two words or phrases in the text that provide clues to the meaning. [Two-Part Hot Text]	The student must identify the meaning of a word and then select words or phrases from the text that provide clues to the word’s meaning.
[Excerpted text] Part A: What does the repetition in these sentences emphasize about the setting? Part B: What does the repetition in these sentences emphasize about the main character? [Two-Part Hot Text]	The student must determine how an author’s use of a stated literary device emphasizes the setting of the story. The student must determine what an author’s use of a stated literary device emphasizes about the main character.

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<p>Part A: Select how personification conveys meaning in the poem.</p> <p>Part B: Select a line from the poem that highlights your answer.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze how personification conveys meaning in the poem. The student must then support the answer with a line from the poem.</p>
<p>[Section of poem with personification]</p> <p>Part A: Select the ways in which the figurative language impacts the poem’s meaning.</p> <p>[Multi-Select]</p> <p>Part B: Select a word or phrase that demonstrates this use of figurative language.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the section of poetry to determine the figurative language used. The student must determine several ways in which figurative language impacts the poem’s meaning. The student must identify a word or phrase in the poem that supports this analysis.</p>

Grade 7 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.7.RL.2.5: Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning.	
Assessment Limits	The item should not simply ask students to describe the structure of the text, but should focus on the way structure influences meaning. The item may refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or to identify where a shift in structure occurs. The item may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.	
Text Types	The sample item stems below may be used with one or more grade-appropriate dramas or poems. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> • Requires the student to drag descriptions, analyses, or elements of a poem’s structure into a graphic organizer. <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly show or highlight the text’s structure. • Requires the student to select words or phrases from the text that exemplify a structural element. • Requires the student to select a word or phrase from the text that signals a significant change in structure. • Requires the student to select words or phrases from the text that exemplify an element and then to select the impact of these words or phrases on the poem’s meaning [Two-Part Hot Text]. • Requires the student to select an analysis about the structure and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select how an element of form or structure contributes meaning to the passage. • Requires the student to select an example of figurative language or a literary device in the passage. 	
Task Demand	Response Mechanism	
Analyze how an element of structure contributes to the text’s meaning. The element of structure is provided.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice 	
Analyze how the text’s meaning has been influenced or created by its structure. An inference about the text’s meaning is provided.	<ol style="list-style-type: none"> 1. Multiple Choice 	

Grade 7 Reading Standards for Literature

Determine the structure of the text, or a part of the text, and analyze how it contributes to the overall meaning of the text.	<ol style="list-style-type: none"> 1. Grid Item 2. Two-Part Hot Text
Sample Item Stems	Notes
How is emphasis created in line 3? [Multiple Choice]	The student must interpret the poet’s writing style. The student must identify an explicit literary technique used by the poet in a specific line of the text.
What effect does the repetition of the phrase at the beginning and end of each stanza have on the poem’s meaning? [Multiple Choice]	The student must determine the connection between the literary device used at both the beginning and end of each stanza and the speaker in the poem. The student must then determine what effect this has on the overall meaning of the poem.
Part A: Select the effect of the literary device used in line 3. Part B: Select two words from line 3 that exemplify this device. [Two-Part Hot Text]	The student must determine the literary device used by the poet in line 3 of the poem. The student must then determine the effect of this device on the poem. The student must identify words from the text that demonstrate the use of the literary device.
Each line in the poem plays a necessary role, and the poet has purposely organized each section. Drag each word or phrase into the section of the poem it describes. [Grid Item]	The student must drag the word or phrase into the particular section of the poem it describes. The student must determine the explicit literary device used by the poet for each section of the poem.
[First stanza provided to student] Part A: Select a line in the poem where repetition occurs. Part B: Select the effect of using repetition to convey the speaker’s point of view. [Two-Part Hot Text]	The student must identify the use of the literary device in the poem. The student must then analyze the poem to determine the effect the device has on the speaker’s point of view.

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<p>Part A: Select the way the poet emphasizes the point of view in the poem.</p> <p>Part B: Select a line in the poem where this emphasis occurs.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the poem and select how the poet emphasizes the speaker's point of view. The student must then provide textual evidence of this emphasis.</p>
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Grade 7 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.7.RL.2.6: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Assessment Limits	The item should not simply ask students to identify points of view, but should focus on how the author develops and contrasts characters' perspectives or viewpoints throughout the text. The item may ask about one or more characters or narrators. The item may ask how different literary elements affect the development of a character's point of view. The item may focus on the creation of mood or tone in a text.
Text Types	The sample item stems below may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state a point of view in the passage. Requires the student to select words or phrases from the text that provide explicit support for a point of view in the passage. Requires the student to select an analysis of a point of view and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select an analysis about how a point of view is developed or contrasted in the text. Requires the student to select explicit or implicit details from the text that support a point of view. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to state in words a point of view in the text, or how a point of view develops in the text.
Task Demand	Response Mechanism
Select textual evidence to support an inference about how the author develops and/or contrasts points of view in the text. The inference is provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice
Analyze how the author develops and/or contrasts the points of view of characters or narrators in the text. One or both points of view are provided.	<ol style="list-style-type: none"> Multiple Choice Open Response
Determine the points of view of two characters and/or narrators and analyze how the author develops these points of view.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice

Grade 7 Reading Standards for Literature

Sample Item Stems	Notes
<p>What does the first line of the passage convey to the reader?</p> <p>[Open Response]</p>	<p>The student must analyze the first line of the text to determine what the first line of text conveys to the reader.</p>
<p>At the beginning of the passage, what mood is suggested through the main character’s point of view?</p> <p>[Multiple Choice]</p>	<p>The student must analyze explicit and implicit details in the beginning of the passage to determine the main character’s point of view. The student must then determine what mood is suggested by the main character’s point of view.</p>
<p>Select the text that shows the main character understands and accepts another character’s point of view.</p> <p>[Hot Text]</p>	<p>The student must analyze the text to provide textual evidence that demonstrates the main character accepts another character’s feelings.</p>
<p>Part A: Select how the main character’s perspective shifts throughout the passage.</p> <p>Part B: Identify the line where the main character’s perspective shifts.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the passage to determine how the main character’s point of view changes over the course of the passage. The student must then provide the line from the text providing evidence of when the character’s point of view shifts.</p>
<p>Part A: Select what the title of the poem reveals about its speaker.</p> <p>Part B: Select a line from the poem that conveys a similar meaning.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the connection between the title of the passage and the speaker and then analyze the poem to find a line with a similar meaning.</p>
<p>[Excerpted text]</p> <p>What does this line reveal about the main character?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the line provided to determine what it reveals about the main character.</p>

Grade 7 Reading Standards for Literature

<p>Content Standard(s) Assessed</p>	<p>LAFS.7.RL.3.7: Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). Also assesses: LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>
<p>Assessment Limits</p>	<p>The item must ask about the text version and its multimedia counterpart. The item should focus on the unique techniques of a medium. The item may focus on one or more techniques and their effects. The item may focus on the effectiveness of the adaptation. The item may ask students to analyze the purpose of a decision to present the information in diverse media. The item may ask students to evaluate the motives behind the presentation of the content in a particular media format.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate literary texts and multimedia versions. Texts may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide explicit support for a comparison of the two sources. • Requires the student to select a comparison or analysis of the two sources and then to select words or phrases from the text to support the analysis [Two-Part Hot Text]. • Requires the student to select an analysis of the main idea presented in diverse media formats and then select details to support the analysis [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an analysis or comparison of the sources. • Requires the student to select a technique or technique’s effect in the multimedia version. • Requires the student to select explicit or implicit details that support an analysis or comparison of the two sources. • Requires the student to select an analysis of the purpose of present information in a particular media or format. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support an analysis or comparison of the two sources.

Grade 7 Reading Standards for Literature

Task Demand	Response Mechanism
Analyze the effect of a technique from the multimedia version. The technique is provided.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice
Analyze how a certain effect is created by a technique in the multimedia version.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice
Select textual evidence to support the techniques used in the two sources.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice 3. Multi-Select
Analyze the effect of a technique from the multimedia version and how it compares or contrasts with the original text. The technique may be provided.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice
Determine which technique creates a certain effect in the multimedia version and how this effect contributes to the two sources' similarities and differences.	<ol style="list-style-type: none"> 1. Hot Text 2. Multiple Choice
Sample Item Stems	Notes
<p>[Audio of poem] How does the speaker convey the meaning of the poem?</p> <p>[Multiple Choice]</p>	The student must identify how the speaker conveys the meaning of the poem.
<p>[Audio of poem] The speaker shifts the tone of voice to convey anger. Select the line in the text where the speaker does this.</p> <p>[Hot Text]</p>	The student must determine when the actor in the audio expresses anger with the tone of voice and then select the line in the text where this occurs.

Grade 7 Reading Standards for Literature

<p>[Audio of poem] Part A: Select how the speaker creates emphasis as the poem is read aloud.</p> <p>Part B: Select a line from the poem where the poem’s speaker creates this emphasis.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the text and audio versions of a poem. The student must recognize that the poem’s speaker in the audio version alters the tone to create emphasis. The student must then identify a line in the poem that provides evidence of the altered tone in the audio version.</p>
<p>How does reading the poem aloud change its intended meaning?</p> <p>[Multiple Choice]</p>	<p>The student must determine the meaning of the text of the poem and then compare it to the reading of the poem. The student must determine how the meaning is changed by the oral reading.</p>
<p>Part A: Select one line from the poem where the speaker disregards the original poem’s punctuation.</p> <p>Part B: Select how this decision alters an element of the original poem.</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare the written text with the oral reading and determine where they depart and how this affects the original intent of the poem.</p>

Grade 7 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.7.RL.3.9: Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.	
Assessment Limits	The item should focus on the time, place, or character of both pieces rather than more general or overarching ideas. The item should focus on the similarities or differences between the two pieces. The item may ask about author’s intent with regard to the use or alteration of history.	
Text Types	The sample item stems below may be used with one or more grade-appropriate fictional portrayals and historical accounts of the same period. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to support an analysis of the texts. • Requires the student to select an analysis and then to select words or phrases from the text to support the analysis [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an analysis of the texts. • Requires the student to select explicit or implicit details that support an analysis of the texts. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support an analysis of the texts. 	
Task Demand	Response Mechanism	
Compare or contrast an element(s) of the texts and analyze how this similarity or difference impacts the fictional text.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select 	
Draw a conclusion about how the fiction author uses or alters history and support this with evidence from both texts.	<ol style="list-style-type: none"> 1. Hot Text 	

Grade 7 Reading Standards for Literature

Sample Item Stems	Notes
<p>How does the poet add a sense of universality to the poem?</p> <p>[Multiple Choice]</p>	<p>The student must analyze the poem and historical account to identify the references in the poem that are not included in the historical account. The student must determine why these references are significant to mankind.</p>
<p>Part A: Which element of the poem is different from the historical account?</p> <p>Part B: What effect does this alteration have on the poem’s theme?</p> <p>[Two-Part Hot Text]</p>	<p>The student must identify the difference between the poem and a historical account. The student must then determine how this difference is reflected in the theme of the poem.</p>
<p>Part A: How does the tone of the poem compare to the tone of the historical account?</p> <p>Part B: Which elements contribute to this effect?</p> <p>[Multi-Select]</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare the tone of the poem and the historical account. The student must then determine which literary elements contribute to the overall effect on tone of each piece.</p>

Grade 7 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.7.RI.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	
Assessment Limits	The item may ask for evidence that is directly stated in the text or implied. The item may ask for specific and exact quotations or a summary/description of evidence. The item may require the student to draw inferences from the text. The item should ask for several pieces of evidence.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text to support an implicit or explicit statement from the text. Requires the student to select an inference and then to select words or phrases from the text to support the inference [Two-Part Hot Text]. <p>Multi-Select</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. 	
Task Demand	Response Mechanism	
Select several pieces of textual evidence to support a statement from the text where both the statement and support are explicit.	<ol style="list-style-type: none"> Hot Text Multi-Select 	
Select several pieces of textual evidence to support a statement from the text where the statement and/or support are implicit.	<ol style="list-style-type: none"> One- and Two-Part Hot Text Multi-Select 	
Select several pieces of textual evidence to support an inference from or about the text.	<ol style="list-style-type: none"> Hot Text Multi-Select 	
Sample Item Stems	Notes	
Which sentences explain why the author of the first text is confused by the brightened night sky? [Multi-Select]	The student must select explicit details to support an explicit statement from the text.	
Which sentences convey how the bystanders feel seeing the night sky? [Multi-Select]	The student must select sentences that provide the implicit and explicit textual evidence for conveying how the bystanders feel seeing the night sky.	

Grade 7 Reading Standards for Informational Texts

<p>[Excerpted text]</p> <p>Select two sentences from the text to support this statement.</p> <p>[Hot Text]</p>	<p>The student must select evidence for an implicit statement from the text.</p>
<p>Part A: Select how the author feels about the lack of scientific explanation for why the event occurs.</p> <p>Part B: Select the sentences in the text that support this statement.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the author’s feelings about a specific idea in the text and then locate two sentences that directly support the inference.</p>
<p>Part A: Select the most likely reason for the title of the first text.</p> <p>Part B: Select two sentences where the author’s description of the scientific event supports your response.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the significance of the article’s title and how it connects to other details and events within the text. The student must then support the analysis by providing textual evidence.</p>

Grade 7 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.7.RI.1.2: Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.	
Assessment Limits	The item may refer to central ideas that are explicit or implicit in the text. The item may ask the student to determine central ideas from a section of the article or from the entire article. The item may ask the student to summarize all or part of the text.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state central ideas in the text. Requires the student to select central ideas and then to select words or phrases from the text to support the central ideas selected [Two-Part Hot Text]. Requires the student to select a central idea in the text and then to select the correct explanation of how ideas are developed in the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select explicit or implicit details that support central ideas in the text. Requires the student to select the correct explanation of how ideas are developed in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select multiple pieces of textual evidence to support an explicit or implicit statement about central ideas in the text. Requires the student to select multiple central ideas in the text. 	
Task Demand	Response Mechanism	
Determine two or more central ideas that are explicitly or implicitly stated in the text.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select 	
Analyze how two or more central ideas develop in a particular section of the text or over the course of the text. The central ideas are provided.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice Multi-Select 	
Determine two or more central ideas and analyze how they develop in a particular section of the text or over the course of the text.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice 	

Grade 7 Reading Standards for Informational Texts

Sample Item Stems	Notes
What are the two central ideas of the first text? [Multi-Select]	The student must determine two explicit central ideas in the text.
Select two sentences in the first text that highlight or present central ideas. [Hot Text]	The student must select the explicit representations of two of the text's central ideas.
How does the author of the first text develop the central idea that we must care for and rejuvenate old plants and trees? [Multiple Choice]	The student must determine an explicit central idea of the text and analyze how it develops in relation to another, provided central idea.
Part A: Select two central ideas of the text. [Multi-Select] Part B: Select two sentences to support the central ideas selected. [Two-Part Hot Text]	The student must identify two central ideas of the text and locate two sentences from the text that provide textual evidence of the ideas.
Part A: What are two central ideas of the text? [Multi-Select] Part B: How do these ideas develop throughout the text? [Two-Part Hot Text]	The student must analyze the text to determine two central ideas. The student must select words or phrases that provide textual evidence for the development of the central ideas.

Grade 7 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.7.RI.1.3: Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Assessment Limits	The item should not use general or overarching questions about individuals, events, or ideas in a text. The item may ask students to identify individuals, events, or ideas that interact in a text. The item may focus on the interaction of two or more individuals, events, or ideas in a text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that provide explicit support for an interaction of individuals, events, or ideas. Requires the student to select an analysis of how individuals, events, or ideas interact in the text and then to select how this interaction impacts the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a correct analysis of how individuals, events, or ideas interact in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires students to select multiple individuals, events, or ideas in the text that interact.
Task Demand	Response Mechanism
Select textual evidence to support how individuals, events, or ideas interact in the text. The inference is provided.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice
Analyze how two or more individuals, events, or ideas interact in the text. One of the individuals, events, or ideas is provided.	<ol style="list-style-type: none"> One- or Two-Part Hot Text Multiple Choice Multi-Select
Analyze the way certain individuals, events, or ideas in the text interact.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice
Sample Item Stems	Notes
<p>What events led to the establishment and countrywide celebration of _____?</p> <p>[Multi-Select]</p>	The student must distinguish and identify particular events in the article that impact another provided event in the article.

Grade 7 Reading Standards for Informational Texts

<p>[Excerpted text] Select an event from the text that helps associate the flag as a symbol of unity.</p> <p>[Hot Text]</p>	<p>The student must analyze the text to identify events associating the flag as a symbol of unity.</p>
<p>How does the group of individuals play a role in the _____ debate?</p> <p>[Multiple Choice]</p>	<p>The student must determine the role of a provided group of individuals in developing the central argument of the text.</p>
<p>Part A: How do Group A and Group B differ in the ways they view the _____?</p> <p>Part B: How do these differing views impact the main idea of the text?</p> <p>[Two-Part Hot Text]</p>	<p>The student must distinguish how two groups of individuals differ in the text and then determine how this difference impacts the text's meaning.</p>
<p>Why do you think the section on the _____ was included at the end of the article?</p> <p>[Multiple Choice]</p>	<p>The student must determine the meaning of an element of the text based on its connection to previous parts of the text.</p>

Grade 7 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.7.RI.2.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>LAFS.7.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases base on grade 7 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).</p> <p>LAFS.7.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p>
<p>Assessment Limits</p>	<p>The item should focus on grade-appropriate words. The item should not focus on dictionary-based word meanings but should focus on how a word or phrase functions within the context of the text. The item should focus on words and phrases that have figurative, connotative, or technical meanings central to the meaning of the text rather than isolated, incidental vocabulary. The item may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. The item may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. The item may require students to make connections between words and to delve into figurative or connotative meanings.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.</p>

Grade 7 Reading Standards for Informational Texts

<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide an example of figurative language. • 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 a word’s meaning and then to select context clues from the text to support the meaning [Two-Part Hot Text]. • Requires the student to select an example or analysis of figurative language from the text and then to select the impact of that figurative language on the text [Two-Part Hot Text]. • Requires the student to select words or phrases from the text that provide support for the connotation of a word. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select the meaning of a word or phrase from the text. • Requires the student to select the impact of figurative, connotative, or technical language on the text. • Requires the student to identify which strategies could best be used to determine the meaning of an unknown word in a particular context. • Requires the student to demonstrate understanding of figurative language, word relationships, and nuances in word meaning by identifying words that play similar roles or have similar connotative meanings. • Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.
Task Demand	Response Mechanism
<p>Determine the meaning of a word or phrase as it is used in the text.</p>	<p>1. Multiple Choice</p>
<p>Determine the meaning of a word or phrase and/or identify other words or phrases in the text that provide clues to the meaning.</p>	<p>1. One- or Two-Part Hot Text</p>
<p>Analyze the impact of word choice on the text’s meaning or tone. Word choice and/or inference are provided.</p>	<p>1. Two-Part Hot Text 2. Multiple Choice</p>
<p>Determine the meaning of a word or phrase and analyze its impact on the text.</p>	<p>1. Two-Part Hot Text</p>

Grade 7 Reading Standards for Informational Texts

Determine or clarify the meaning of unknown and multiple-meaning words or phrases, choosing flexibly from a range of strategies.	<ol style="list-style-type: none"> 1. One-or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	<ol style="list-style-type: none"> 1. One- or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Sample Item Stems	Notes
<p>[Excerpted text]</p> <p>What does the author mean by the phrase (excerpted text)?</p> <p>[Multiple Choice]</p>	The student must determine the meaning of a phrase based on context clues and determine what the phrase reveals about the author’s point of view.
<p>[Excerpted text]</p> <p>Part A: Select the meaning of the word “(excerpted text).”</p> <p>Part B: Select the words or phrases that help determine its meaning.</p> <p>[Two-Part Hot Text]</p>	The student must determine the meaning of a word in the text by using context clues. The student must then select the words or phrases used to help determine the meaning.
<p>[Excerpted text]</p> <p>How does the phrase “(excerpted text)” create a cynical tone in the text?</p> <p>[Multiple Choice]</p>	The student must determine the meaning of a phrase and then select an explanation for how it creates a cynical tone in the text.
<p>[Excerpted text]</p> <p>Part A: What does the phrase “(excerpted text)” mean?</p> <p>Part B: What effect does this word choice have on the author’s tone?</p> <p>[Two-Part Hot Text]</p>	The student must determine the meaning of the phrase and what effect the phrase has on the author’s tone.

Grade 7 Reading Standards for Informational Texts

<p>[Excerpted text]</p> <p>Part A: How does the author use figurative language in this excerpt from the first text?</p> <p>Part B: What is the impact of this language on the text's meaning?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine how the author uses figurative language and then select an explanation for the impact this figurative language has on the overall text.</p>
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Grade 7 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.7.RI.2.5: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Assessment Limits	The item should focus on the way that structure develops ideas or influences meaning. The item may refer to the structure of an entire piece or the structure of a particular section. The item may ask about varying form or structure within a text or may ask the student to identify where a shift in structure occurs.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Grid Item</p> <ul style="list-style-type: none"> • Requires the student to drag descriptions, analyses, or elements of the text’s structure into a graphic organizer. <p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that explicitly show or highlight the text’s structure. • Requires the student to select an analysis about structure and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. • Requires the student to select an analysis or description of the text’s structure and then to select how this structure impacts the text [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select a description of the text’s structure. • Requires the student to select how the text’s structure contributes to the development of ideas in the text. • Requires the student to select how a section of the text contributes to the text as a whole. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple elements or descriptions of the text’s structure. • Requires the student to select multiple explanations of how the text’s structure contributes to the development of ideas in the text. • Requires the student to select multiple explanations of how a section of the text contributes to the text as a whole.

Grade 7 Reading Standards for Informational Texts

Task Demand	Response Mechanism
Determine the structure or structural elements of the text.	<ol style="list-style-type: none"> 1. Grid Item 2. Hot Text 3. Multiple Choice
Analyze how structure contributes to the text’s meaning. An inference about the text’s meaning or structure is provided.	<ol style="list-style-type: none"> 1. One-or Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Determine the structure of the text, or a part of the text, and analyze how it contributes to the overall meaning of the text.	<ol style="list-style-type: none"> 1. Grid Item 2. Two-Part Hot Text 3. Multiple Choice
Sample Item Stems	Notes
How does the author structure the text? [Multiple Choice]	The student must analyze the text to determine the implicit structure.
The author has deliberately structured the text to help develop a central idea. Analyze the structure of the text by dragging and dropping each word or phrase into the section of the text it describes. [Grid Item]	The student must label the introduction and conclusion accordingly, as well as the body paragraphs (evidence, support, etc.). The student must analyze the text’s structure by determining and describing the roles of sentences and paragraphs in the text.
How does the author use a cause-and-effect structure to develop ideas? [Multi-Select]	The student must analyze the development of ideas in the text to determine how the author uses a cause-and-effect structure to develop ideas.
Part A: How does the first author organize information in the text? Part B: What does the final paragraph contribute to the text? [Two-Part Hot Text]	The student must determine the implicit structure of the text and then make an inference about how a section of the text impacts the text as a whole.

Grade 7 Reading Standards for Informational Texts

<p>Part A: How does the author structure the text?</p> <p>Part B: How does the author use this structure to develop ideas?</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the implicit structure of the text and then determine how the author’s structural choices impact the text.</p>
<p>Part A: Select the way in which the author uses structure to develop ideas.</p> <p>Part B: Select a sentence from the article that signals or exemplifies the text’s structure.</p> <p>[Two-Part Hot Text]</p>	<p>The student must analyze the implicit structure of the text and then support the analysis by selecting a sentence from the text that reveals the structure.</p>

Grade 7 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.7.RI.2.6: Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Assessment Limits	The item may ask about one or more viewpoints. The item may ask about how the author develops a point of view or purpose in the text. The item may ask about the tone or mood of the author or text.
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> Requires the student to select words or phrases from the text that explicitly state a point of view in the article. Requires the student to select words or phrases from the text that provide explicit support for a point of view in the article. Requires the student to select an analysis of a point of view and then to select words or phrases from the text to support the analysis selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> Requires the student to select a description of the author’s point of view or purpose in the text. Requires the student to select an analysis about how a point of view is distinguished in the text. Requires the student to select explicit or implicit details that support a point of view from the article. <p>Multi-Select</p> <ul style="list-style-type: none"> Requires the student to select explicit or implicit details that support a point of view from the article. <p>Open Response</p> <ul style="list-style-type: none"> Requires the student to state in words a point of view or purpose in the text.
Task Demand	Response Mechanism
Select textual evidence to support an inference about the author’s point of view or purpose in the text. The inference is provided.	<ol style="list-style-type: none"> Hot Text Multiple Choice Multi-Select
Determine the author’s point of view or purpose in the text.	<ol style="list-style-type: none"> Multiple Choice Open Response
Determine the author’s point of view or purpose and how the author distinguishes his or her position from others.	<ol style="list-style-type: none"> Two-Part Hot Text Multiple Choice

Grade 7 Reading Standards for Informational Texts

Sample Item Stems	Notes
<p>The author is concerned about the loss of _____ in our society.</p> <p>Select a line in the first paragraph that demonstrates how the author distinguishes the point of view.</p> <p>[Hot Text]</p>	<p>The student must select explicit evidence from a section of the text to support a provided inference about the author's point of view.</p>
<p>What is the author's purpose for writing this text?</p> <p>[Multiple Choice]</p>	<p>The student must determine the author's purpose.</p>
<p>[Provided inference]</p> <p>What aspects of the text support this statement?</p> <p>[Multi-Select]</p>	<p>The student must locate implicit evidence to support a provided inference about the author's point of view.</p>
<p>[Paragraph provided]</p> <p>Part A: Select the author's purpose for writing this text.</p> <p>Part B: Select a sentence that supports this purpose.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the author's purpose and then locate evidence from within the entire text to support the inference.</p>
<p>Part A: Select the author's purpose for writing this text.</p> <p>Part B: Select a sentence from the text that supports this purpose.</p> <p>[Two-Part Hot Text]</p>	<p>The student must determine the author's purpose and then locate evidence within the entire text to support the inference.</p>
<p>Select a sentence where the author uses an external viewpoint to distinguish and reveal his or her own.</p> <p>[Hot Text]</p>	<p>The student must determine the author's point of view and select a sentence where this point of view is revealed through a comparison to an external viewpoint.</p>

Grade 7 Reading Standards for Informational Texts

<p>Content Standard(s) Assessed</p>	<p>LAFS.7.RI.3.7: Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). Also assesses: LAFS.7.SL.1.2: Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. LAFS.7.SL.1.3: Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>
<p>Assessment Limits</p>	<p>The item must ask about the text version and its multimedia counterpart. The item should focus on the unique techniques of each medium. The multimedia source does not have to be a “version” of the text but can simply involve similar subject matter. The item may focus on the effectiveness of the adaptation. The item may ask students to analyze the purpose of decision to present the information in diverse media. The item may ask students to evaluate the motives behind the presentation of the content in a particular media format.</p>
<p>Text Types</p>	<p>The sample item stems below may be used with one or more grade-appropriate informational texts and audio or multimedia versions. Texts may vary in complexity.</p>
<p>Acceptable Response Mechanisms</p>	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text that provide explicit support for a comparison of the two sources. • Requires the student to select a comparison of the two sources and then to select an analysis of the comparison [Two-Part Hot Text]. • Requires the student to select words or phrases from the text to support a comparison of the two sources and then to select an analysis of the comparison [Two-Part Hot Text]. • Requires the student to select an analysis of the main idea presented in diverse media formats and then select details to support the analysis [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an analysis or comparison of the two sources. • Requires the student to select explicit or implicit details that support an analysis or comparison of the two sources. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support an analysis or comparison of the two sources. • Requires the student to select multiple analyses or comparisons of the two sources.

Grade 7 Reading Standards for Informational Texts

Task Demand	Response Mechanism
Analyze a text and its multimedia equivalent by comparing and contrasting each medium's portrayal of the subject.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Sample Item Stems	Notes
How do the article and the slideshow differ in their portrayal of the subject matter? [Multiple Choice]	The student must contrast the general portrayals by two media of the same subject.
Part A: Select a section of the text that is not portrayed in the slideshow. Part B: Select the best reason for why the slideshow left out this information. [Two-Part Hot Text]	The student must analyze two pieces of media to determine the discrepancy between them. The student must then provide an explanation for the discrepancy.
Part A: What is an advantage of using images to portray information about the subject? Part B: What aspect of the text version is lost in the slideshow version? [Two-Part Hot Text]	The student must evaluate the two media to determine the advantage and disadvantage of each.

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Content Standard(s) Assessed	LAFS.7.RI.3.8: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	
Assessment Limits	The item should not ask the student to simply identify the argument or claims in the text. The item may ask students to trace the argument or specific claims in a section of the text or throughout the whole text. The item may focus on evaluating how effective, persuasive, or biased an argument or claim is. The item may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. The item should not focus on irrelevant or inappropriate evidence.	
Text Types	The sample item stems below may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to trace an argument or claim. • Requires the student to select words or phrases from the text to support an evaluation of an argument or claim. • Requires the student to select an evaluation of the text and then to select words or phrases from the text to support the evaluation selected [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an evaluation of an argument or claim in the text. • Requires the student to select an analysis of an argument or claim in the text. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support the evaluation of an argument or claim in the text. • Requires the student to select multiple evaluations of an argument or claim in the text. 	
Task Demand	Response Mechanism	
Analyze an assessment of the author’s reasoning or use of evidence in the text. The assessment is provided.	1. Multiple Choice	
Select textual evidence to trace an explicit argument or claim in the text. The argument or claim may be identified.	1. One- or Two-Part Hot Text 2. Multiple Choice	

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Determine whether reasoning is sound and/or evidence is relevant and sufficient in the text. Evidence/reasoning may be identified.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select
Sample Item Stems	Notes
How does the author ensure sound reasoning throughout the text? [Multiple Choice]	The student must analyze a text to identify how the author ensures that the reasoning is sound.
Trace the author’s argument throughout the text by selecting two sentences from two different paragraphs that express a central idea. [Hot Text]	The student must trace the text’s central argument by locating two sentences from different paragraphs that express the central ideas.
[Excerpted text] Part A: What is the central claim of the paragraph? Part B: How does the author develop this claim throughout the paragraph? [Two-Part Hot Text]	The student must determine a paragraph’s central claim and analyze its development within the paragraph.
Part A: Select how the author develops an argument throughout the text. Part B: Select a sentence where the author uses relevant and sufficient evidence to support the argument. [Two-Part Hot Text]	The student must determine the author’s central argument and analyze how it develops throughout the text. The student must then support the analysis by evaluating and selecting relevant textual evidence.
How does the author support the claim that the digital issue is not minor? [Multiple Choice]	The student must determine meaning from the provided claim and analyze its development in the text by evaluating the evidence used to support it.

Grade 7 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.7.RI.3.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.	
Assessment Limits	The item should ask about both texts, but may focus on one more than the other. The item should focus on key information, evidence, and facts. The item should focus on the differences between the two texts rather than the similarities.	
Text Types	The sample item stems below may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.	
Acceptable Response Mechanisms	<p>Hot Text</p> <ul style="list-style-type: none"> • Requires the student to select words or phrases from the text to support an analysis of how the authors present key information, emphasize evidence, or interpret facts. • Requires the student to select a comparison of the two texts and then to select how the differing presentations of information impact each text [Two-Part Hot Text]. • Requires the student to select words or phrases from the text to show a difference between the two texts and then to select an analysis of the comparison [Two-Part Hot Text]. <p>Multiple Choice</p> <ul style="list-style-type: none"> • Requires the student to select an analysis of how the authors present key information, emphasize evidence, or interpret facts. • Requires the student to select explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts. <p>Multi-Select</p> <ul style="list-style-type: none"> • Requires the student to select multiple explicit or implicit details that support an analysis of how the authors present key information, emphasize evidence, or interpret facts. • Requires the student to select multiple analyses of how the authors present key information, emphasize evidence, or interpret facts. 	
Task Demand	Response Mechanism	
Contrast the authors' emphasis of evidence and/or interpretation of facts and analyze how this impacts each author's presentation of the same information.	<ol style="list-style-type: none"> 1. Two-Part Hot Text 2. Multiple Choice 3. Multi-Select 	

Grade 7 Reading Standards for Informational Texts

Sample Item Stems	Notes
<p>Part A: How does the first author’s use of anecdotal and nonscientific evidence differ from the second author’s use of evidence?</p> <p>Part B: How does this difference impact each author’s presentation of key information?</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare and contrast two authors’ use of evidence and determine the impact their choices have on their text’s meaning.</p>
<p>How does a differing emphasis of evidence impact each author’s presentation of key information?</p> <p>[Multiple Choice]</p>	<p>The student must interpret a provided inference about the authors’ use of evidence and analyze the impact this use has on each text.</p>
<p>The authors have different interpretations of some of the same facts.</p> <p>Part A: Show a difference by selecting two sentences, one from each text, in which the authors interpret the same fact in different ways.</p> <p>Part B: What impact does this difference in interpretation have on the authors’ presentation of the information?</p> <p>[Two-Part Hot Text]</p>	<p>The student must compare the authors’ interpretations of the same fact and analyze how this difference in interpretation uniquely impacts each text.</p>

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.7.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. LAFS.7.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
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Overall Task Description

The editing task will include a three- or four-paragraph passage with five to six grammar, spelling, and punctuation errors. The first and the last sentences in the passage will not include errors. Students will edit the passage for grammar, spelling, and punctuation errors. The word(s) or phrases to be edited will be indicated by a highlight in the passage.

For each grade level, the editing task will be similar to a student’s essay in quality and difficulty. The complexity of the texts used as stimuli should be accessible for the applicable grade and assess the student's knowledge of grammar, usage, and language conventions.

Acceptable Word Count Ranges by Grade:

Grade Band	Word Count Range
6–8	200–250

The topics should be varied both within and across grades. Topics should be literary and informational.

Editing Task Errors

Each error will be aligned to one of two Language Standards—standard L.1.1, which focuses on grammar and usage, and standard L.1.2, which focuses on capitalization, punctuation, and spelling. The goal is to test 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.

Editing Tasks with Choices (ETCs)

Students will select the correct edit from a drop-down menu of four options. One of the options will be the word or phrase as it appears in the paragraphs. The other three options should contain common usage errors—errors authentic to student work.

Directions Template (ETCs)

Five highlights in the text show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Editing Tasks without Choices (ETs)

Students will type in the correct edit.

Directions Template (ETs)

Five highlights in the text show which word or phrase may be incorrect. For each highlight, type in the correction.

Text-based Writing Stimulus and Prompt Guidelines
Writing Prompt Specifications

Overall Task Description

Students will read a stimulus about a single topic. A stimulus consists of several texts written on a single topic. The stimulus should consist of informational or literary fiction or nonfiction texts and can 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 can be included with the stimuli. The graphics used, however, must be purposeful to the task and should supplement the student’s understanding of the topic. During the text review process, Florida educators use professional judgment and experience to determine whether the reading level of each selection is suitable for the grade level.

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

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect real-world settings and events that are interesting to students and are not limited to classroom or school-related situations. Texts with controversial or offensive content should not be included. Confusing or emotionally charged subjects should also be avoided. References to trademarks, commercial products, and brand names should be checked by the contractor’s legal department for permission to use. If there is any question about the accuracy of content, the Florida Department of Education 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
7	1000	1700

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 text sets and must cite specific evidence from the texts to support their ideas.

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

For the **opinion/argumentative** writing prompts, students will be required to synthesize and analyze ideas and evidence from stimuli. They will use these ideas to present and support an opinion (grades 4–5) or to argue and support a claim (grades 6–11).

Assessed Standards

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

LAFS.W.1.1 or LAFS.W.1.2

LAFS.L.1.1

LAFS.W.2.4

LAFS.L.1.2

LAFS.W.2.5

LAFS.L.2.3

LAFS.W.2.6

LAFS.L.3.4

LAFS.W.3.8

LAFS.L.3.5

LAFS.W.3.9

LAFS.L.3.6

Text-based Writing Stimulus and Prompt Guidelines

Directions Template

Grades 6–11

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 texts in your essay.

Manage your time carefully so that you can

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

Be sure to

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

Type your response in the space provided.

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

Text-based Writing Stimulus and Prompt 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

Text-based Writing Stimulus and Prompt Guidelines

Possible Topics

Essential Skills

- Literacy
- Communication
- Teamwork
- Leadership

Science, Technology, Engineering, and

Mathematics

- Earth/Space Science
- Life Science
- Physical Science
- Concepts of Technology
- Computer Technology
- Information Technology
- Technology Processes
- Concepts of Engineering
- Engineering Tools
- Engineering Design and Testing
- Mathematics

Health and Physical Education

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

Business Management and Administration

- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing

- Agriculture
- Hospitality Industry
- Tourism Industry

Social Studies

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

World Languages

- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts

- Dance
- Music
- Theater
- Visual Arts

Interests

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