DRAFT

Grade 4
English Language Arts
Item Specifications

Florida
Standards Assessments

The contents of the draft Florida Standards Assessments (FSA) *Test Item Specifications (Specifications)* are based upon the Florida Standards and the Florida Course Descriptions as provided in CPALMs. The *Specifications* define the content and format of the test and test items for item writers and reviewers. Each grade-level and course *Specifications* document indicates the alignment of items with the Florida Standards and provides stakeholders with information about the scope and function of the FSA.

Item Specifications Definitions

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

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

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

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

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

Florida Standards Assessments
Technology-Enhanced Item Descriptions

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

Currently, there are eight types of TEIs that may appear on FSA English Language Arts assessments. For Grade 3 assessments, which will be paper-based tests in 2015-2017, and for students with an IEP or 504 plan that specifies a paper-based accommodation, TEIs will be modified or replaced with test items aligned to the same standard/reporting category that can be scanned and scored electronically.

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

For samples of each of the item types described below, see the FSA Practice Tests.

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

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

Technology-Enhanced Item Types for English Language Arts

1. **Editing Task Choice** - The student clicks a highlighted word or phrase, which reveals a drop-down menu containing options for correcting an error as well as the highlighted word or phrase as it is shown in the sentence to indicate that no correction is needed. The student then selects the correct word or phrase from the drop-down menu. For paper-based assessments, the item is modified so that it can be scanned and scored electronically. The student fills in a circle to indicate the correct word or phrase.

2. **Editing Task** - The student clicks on a highlighted word or phrase that may be incorrect, which reveals a textbox. The directions in the text box direct the student to replace the highlighted word or phrase with the correct word or phrase. For paper-based assessments, this item type will be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.

3. **Hot Text** -
   a. **Selectable Hot Text** - Excerpted sentences from the text are presented in this item type. When the student hovers over certain words, phrases, or sentences, the options highlight. This indicates that the text is selectable ("hot"). The student can then click on an option to select it. These items may have one or two parts. In a two-part hot text item, Part A might ask the student to make an analysis or an inference, and Part B might require the student to use the text to support the answer in Part A.

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

b. **Drag-and-Drop Hot Text** - Certain words, phrases, or sentences may be designated "draggable" in this item type. When the student hovers over these areas, the text highlights. The student can then click on the option, hold down the mouse button, and drag the option to a graphic organizer or other format. For paper-based assessments, drag-and-drop hot text items will be modified or replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.

4. **Open Response** - The student uses the keyboard to enter a response into a text field. These items can usually be answered in a sentence or two. For accommodated paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically. (Please note that while the Grade 3 FSA ELA will not be administered online until 2017-18, it is possible to include the Open-Response item type for this paper-based assessment.)

5. **Multiselect** - The student is directed to select a specific number of correct answers from among the options provided. These items are different from multiple-choice items, which allow the student to select only one correct answer. These items appear in the online and paper-based assessments.

6. **Evidence-Based Selected Response (EBSR**) - In this two-part item, the student is directed to select the correct answers from Part A and Part B. Typically Part A is multiple-choice, whereas Part B may be either multiple-choice or multiselect. Part A often asks the student to make an analysis or an inference, and Part B requires the student to use the text to support the answer in Part A. These items appear in the online and paper-based assessments.

7. **Graphic Response Item Display (GRID)** - The student may select words, phrases, or images and use the drag-and-drop feature to place them into a graphic organizer or other format. For paper-based assessments, this item type may be replaced with another item type that assesses the same standard/reporting category and can be scanned and scored electronically.

8. **Multimedia** - Technology-enhanced content may include multimedia elements such as audio clips, slideshows, or animations. Multimedia elements may appear within passages (stimuli) or test items. Any of the item types described above may be used to assess the multimedia content. For paper-based assessments, multimedia content may be modified or replaced by paper-based items or stimuli that assess the same reporting category. Beginning in 2015-16, listening items (audio clips) may be included in the paper-based, accommodated version of the ELA Reading assessments in Grades 4-10. (For Grade 3, listening items will be included when the assessment is administered online.)

Reading Stimuli Guidelines

<u>Overall Description</u>

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

<u>Stimulus Attributes</u>

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

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

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

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

English Language Arts Florida Standards   Grade: K12*

Strand LAFS.K12: Reading

Cluster 1 LAFS.K12.R.1: Key Ideas and Details

LAFS.K12.R.1.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

LAFS.K12.R.1.2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

LAFS.K12.R.1.3
Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Cluster 2 LAFS.K12.R.2: Craft and Structure

LAFS.K12.R.2.4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

LAFS.K12.R.2.5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

LAFS.K12.R.2.6
Assess how point of view or purpose shapes the content and style of a text.

Cluster 3 LAFS.K12.R.3: Integration of Knowledge and Ideas

LAFS.K12.R.3.7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

LAFS.K12.R.3.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

LAFS.K12.R.3.9
Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Cluster 4 LAFS.K12.R.4: Range of Reading and Level of Text Complexity

LAFS.K12.R.4.10
Read and comprehend complex literary and informational texts independently and proficiently.

Strand LAFS.K12.SL: Standards for Speaking and Listening

Cluster 1 LAFS.K12.SL.1: Comprehension and Collaboration

LAFS.K12.SL.1.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

LAFS.K12.SL.1.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

LAFS.K12.SL.1.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Cluster 2 LAFS.K12.SL.2: Presentation of Knowledge and Ideas

LAFS.K12.SL.2.4
Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

LAFS.K12.SL.2.5
Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

LAFS.K12.SL.2.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Strand LAFS.K12.W: Writing

Cluster 1 LAFS.K12.W.1: Text Types and Purposes

LAFS.K12.W.1.1
Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

LAFS.K12.W.1.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

LAFS.K12.W.1.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Cluster 2 LAFS.K12.W.2: Production and Distribution of Writing

LAFS.K12.W.2.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LAFS.K12.W.2.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

LAFS.K12.W.2.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Cluster 3 LAFS.K12.W.3: Research to Build and Present Knowledge

LAFS.K12.W.3.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

LAFS.K12.W.3.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

LAFS.K12.W.3.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Cluster 4 LAFS.K12.W.4.10: Range of Writing

LAFS.K12.W.4.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Strand LAFS.K12.L: Language Standards

Cluster 1 LAFS.K12.L.1: Conventions of Standard English

LAFS.K12.L.1.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

LAFS.K12.L.1.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Cluster 2 LAFS.K12.L.2: Knowledge of Language

LAFS.K12.L.2.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cluster 3 LAFS.K12.L.3: Vocabulary Acquisition and Use

LAFS.K12.L.3.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

LAFS.K12.L.3.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

LAFS.K12.L.3.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

*NOTE: For specific grade-level standards assessed within the English Language Arts Florida Standards Assessments (FSA), refer to the ELA Test Design Summary and Blueprint and the Test Item Specifications.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The items may require the student to draw inferences from the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Identify text-based support for a statement about what the text says explicitly or implicitly.	Selectable Hot Text • Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. • Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. EBSR • Requires the student to select an inference about the text and then to select a detail or details from the text to support the inference. Multiple Choice • Requires the student to select quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. Multiselect • Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. GRID • Requires the student to drag words or phrases that support an explicit statement or an inference from the text into appropriate areas of a graphic organizer.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.1.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
Assessment Limits	Items may ask the student to use details from a text to determine the theme. The theme may be explicitly or implicitly stated. Items may ask the student to summarize the text as a whole or to identify key events as part of a summary.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a theme of a text.	Selectable Hot Text • Requires the student to select the theme of the passage and then to choose textual evidence to support the answer. Multiple Choice • Requires the student to select the theme of the passage. Open Response • Requires the student to state the theme of a passage.
Provide a summary of the text.	Selectable Hot Text • Requires the student to select details from the text that are necessary for a summary. Drag-and-Drop Hot Text • Requires the student to correctly place details from the text that are necessary for a summary in the correct order. Multiple Choice • Requires the student to identify the correct summary of the text. Multiselect • Requires the student to select multiple details from the text that are necessary for a summary.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.1.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to describe in depth a character, setting, or event. The items may require the student to draw inferences from the text. Items should not focus on pure comprehension of details. Rather, the items should focus on how the details describe a character, setting, or event in depth.
Text Types	The items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Interpret details from the text to make a statement about a character, setting, or event.	Selectable Hot Text • Requires the student to select a description of a character, setting, or event and to select a detail or details from the text to support that description. EBSR • Requires the student to select a description of a character, setting, or event and then select a detail or details from the text to support that description. Multiselect • Requires the student to select multiple details from the text that support an inference about a character, setting, or event.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.2.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). LAFS.4.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). LAFS.4.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Also assesses: LAFS.4.RF.3.3 and LAFS.4.RF.4.4.
Assessment Limits	Items may ask the student to use the text to determine the meanings of words and phrases, especially those that allude to mythological characters. Items may ask the student to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items may ask the student to explain the meaning of a simile or metaphor in the context of the text. Items may ask the student to explain the meaning of common idioms, adages, and proverbs. Items may ask the student to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meaning of basic, everyday words and phrases that commonly appear in spoken language.
Text Types	The items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 4 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Determine the meaning of a word or phrase by using context clues.	Selectable Hot Text • Requires the student to select details from the text that show the meaning of a word or phrase used in the text. EBSR • Requires the student to select a meaning of a word or phrase and then to select details from the text that support that meaning. Multiselect • Requires the student to correctly identify multiple words or phrases that illustrate the meaning of a word in the text.
Determine the meaning of a word or phrase using grade-appropriate Greek and Latin roots or affixes.	Multiple Choice • Requires the student to select the correct meaning of a word from the text that contains a Greek or Latin root or affix. Open Response • Requires the student to explain the meaning of a word from the text that contains a Greek or Latin affix or root.
Explain the meaning of a simile or metaphor in the context of the text.	Selectable Hot Text • Requires the student to select words or phrases that illustrate the meaning of a simile or metaphor. Multiple Choice • Requires the student to select an explanation of a simile or metaphor found in the text. Multiselect • Requires the student to select multiple words or phrases that contribute to an explanation of a simile or metaphor found in the text.
Explain the meaning of common idioms, adages, and proverbs found in the text.	Multiple Choice • Requires the student to select an explanation of an idiom, adage, or proverb found in the text. Multiselect • Requires the student to select multiple words or phrases that contribute to an explanation of an idiom, adage, or proverb found in the text.

Grade 4 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Relate words to their antonyms and synonyms.	Selectable Hot Text • Requires the student to select a word or words from the text that are antonyms or synonyms to a specific word from the text. Drag-and-Drop Hot Text • Requires the student to correctly place words in a chart to show their antonym or synonym relationship to a specific word from the text. Multiple Choice • Requires the student to select an antonym or synonym to a specific word from the text. Multiselect • Requires the student to select multiple words that function as antonyms or synonyms to a specific word from the text.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.2.5: Explain major differences between poems, drama, and prose, and refer to structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about texts.
Assessment Limits	Items may ask the student to refer to structural elements when contrasting different types of literary texts. Items should ask about specific text sets and should not ask about only one type of literary text.
Text Types	The 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
Contrast two or more literary texts to analyze how their structural elements make them different.	EBSR • Requires the student to select a description of the difference or differences between two or more texts and then to select words or phrases from the text that show the difference from another text. Multiple Choice • Requires the student to select a description of the difference or differences between the structures of two or more texts. GRID • Requires the student to place structural elements of a text into a graphic organizer, such as a Venn Diagram.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.2.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
Assessment Limits	Items may ask the student to compare and/or contrast the points of view in two or more texts. Items may ask the student to explain differences between first- and third-person points of view. Items should not ask about a singular literary text and should be used with text sets.
Text Types	The 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
Describe similarities and/or differences in the points of view or the narration of two or more texts.	EBSR - Requires the student to select a description of the similarities or differences between the points of view in two texts and then to select words or phrases from the text that support that description. Multiple Choice - Requires the student to select similarities and differences between the points of view of multiple texts. Multiselect - Requires the student to select multiple similarities or differences between the points of view of multiple texts.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.3.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Also assesses: LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Assessment Limits	RL.3.7: Items may ask the student to make connections between two versions of a story. Items may ask the student to identify details to discuss how the presentation draws on the original text. Items should not ask about a singular literary text and should be used with a pairing of a text and an oral/visual presentation of that text. SL.1.2: Items may ask the student to paraphrase portions of text read aloud or presented in a multimedia format. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	The items assessing these standards may be used with two or more grade-appropriate literary texts. Passages may consist of text, visuals, multimedia, or audio presentations. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms

Determine connections between the text of a story and the visual, multimedia, or oral presentation of the same story, using details to describe the connection.	EBSR
	  • Requires the student to select an explanation of the connection between a text and a visual, multimedia, or oral presentation of a text and then to select words and phrases from the text to support that explanation.
	Multiple Choice
	  • Requires the student to select a description of the connection between the text of a story and a presentation of the text.
	Multiselect
	  • Requires the student to select multiple descriptions of the connection between the text of a story and a presentation of the text.

Grade 4 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Paraphrase sections of an audio or multimedia presentation.	Multiple Choice • Requires the student to select words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format. Multiselect • Requires the student to select multiple words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format.

Grade 4 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.4.RL.3.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Assessment Limits	Items may ask the student to compare and/or contrast similar themes, topics, and patterns of events from two or more texts. Items may require the student to use key details from the texts to illustrate these similarities and differences. The themes may be explicitly or implicitly stated. Items should not ask about a singular literary text and should be used with text sets.
Text Types	The items assessing this standard may be used with two or more grade-appropriate literary texts that are stories, poems, myths, or traditional literature, including those from different cultures. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and/or contrast how similar themes, topics, and patterns of events are treated in two or more texts from different cultures.	Selectable Hot Text • Requires the student to select words and phrases that show similarities and differences in the treatment of topics, patterns of events, and themes. EBSR • Requires the student to select a theme, topic, or pattern of events found in two or more texts and to select words and phrases from the text that show how the authors treat the theme, topic, or pattern of events. Multiple Choice • Requires the student to select a description of similarities or differences in the treatment of the same theme, topic, or pattern of events in two or more texts. Multiselect • Requires the student to select multiple similarities or differences in the treatment of the same theme, topic, or pattern of events in two or more texts.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.1.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
Assessment Limits	Items may ask the student to use details from the text to explain what the text says explicitly or implicitly. The items may require the student to draw inferences from the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Identify text-based support for a statement about what the text says explicitly or implicitly.	Selectable Hot Text • Requires the student to select words or phrases from the text to answer questions about what the text says explicitly or implicitly. • Requires the student to select a statement about what the text says explicitly or implicitly and then to select words or phrases to support the statement. EBSR • Requires the student to select an inference and then to select a detail or details from the text to support the inference. Multiple Choice • Requires the student to select direct quotations or descriptions of textual evidence to support an explicit or implicit statement from the text. Multiselect • Requires the student to select multiple details or quotations to support an explicit or implicit statement from the text. GRID • Requires the student to drag into appropriate areas of a graphic organizer words or phrases that support an explicit statement or an inference from the text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.1.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
Assessment Limits	Items may ask the student to determine the main idea and which details support the main idea. The main idea may be explicitly or implicitly stated. Items may ask the student to summarize the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a main idea of a text and explain how it is supported by key details.	Selectable Hot Text • Requires the student to select the main idea of the text and then to select details from the text that support the main idea. Open Response • Requires the student to state the main idea of the text and to provide supporting details.
Provide a summary of the text.	Selectable Hot Text • Requires the student to select details from the text that are necessary for a summary. Drag-and-Drop Hot Text • Requires the student to correctly place in the correct order details from the text that are necessary for a summary. Multiple Choice • Requires the student to identify the correct summary of the text. Multiselect • Requires the student to select multiple details from the text that are necessary for a summary.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.1.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Assessment Limits	Items may ask the student to use explicit and implicit details from the text to explain events, procedures, ideas, or concepts. The items may require the student to draw inferences from the text. Items should not focus on comprehension of details. Rather, the items should focus on how specific details contribute to the explanation of events, procedures, ideas, or concepts.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain events, procedures, ideas, or concepts in a text using specific information in a text.	EBSR • Requires the student to select an explanation of an event, procedure, idea, or concept from the text and then to select a detail or details from the text to support that explanation. Multiple Choice • Requires the student to select an explanation of an event, procedure, idea, or concept from the text. Open Response • Requires the student to explain an event, procedure, idea, or concept using specific details from the text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.2.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. LAFS.4.L.3.4: Determine or clarify the meaning of unknown or multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatement in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). LAFS.4.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). Also assesses: LAFS.4.RF.3.3 and LAFS 4.RF.4.4.
Assessment Limits	Items may ask the student to use the text to determine the meanings of academic and domain-specific words and phrases. Items may ask the student to use contextual clues or Greek and Latin affixes and roots to determine the meaning of a word. Items may ask the student to explain the meaning of a simile or metaphor in the context of the text. Items may ask the student to explain the meaning of common idioms, adages, and proverbs. Items may ask the student to relate words to their antonyms and synonyms. Items should not exclusively ask the student to determine the meanings of basic, everyday words and phrases that commonly appear in spoken language.
Text Types	The items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Determine the meaning of a word or phrase by using context clues.	Selectable Hot Text • Requires the student to select details from the text that show the meaning of a word or phrase used in the text. EBSR • Requires the student to select a meaning of a word or phrase and then to select details from the text that support that meaning. Multiselect • Requires the student to correctly identify multiple words or phrases that illustrate the meaning of a word in the text.
Determine the meaning of a word or phrase using grade-appropriate Greek and Latin roots or affixes.	Multiple Choice • Requires the student to select the correct meaning of a word from the text that contains a Greek or Latin root or affix. Open Response • Requires the student to explain in words the meaning of a word from the text that contains a Greek or Latin affix or root.
Explain the meaning of a simile or metaphor in the context of the text.	Selectable Hot Text • Requires the student to select words or phrases that illustrate the meaning of a simile or metaphor. Multiple Choice • Requires the student to select an explanation of a simile or metaphor found in the text. Multiselect • Requires the student to select multiple words or phrases that contribute to an explanation of a simile or metaphor found in the text.
Explain the meaning of common idioms, adages, and proverbs found in the text.	Multiple Choice • Requires the student to select an explanation of an idiom, adage, or proverb found in the text. Multiselect • Requires the student to select multiple words or phrases that contribute to an explanation of an idiom, adage, or proverb found in the text.

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Relate words to their antonyms and synonyms.	Selectable Hot Text • Requires the student to select a word or words from the text that are antonyms or synonyms to a specific word from the text. Drag-and-Drop Hot Text • Requires the student to correctly place words in a chart to show their antonym or synonym relationship to a specific word from the text. Multiple Choice • Requires the student to select an antonym or synonym to a specific word from the text. Multiselect • Requires the student to select multiple words that function as antonyms or synonyms to a specific word from the text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.2.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
Assessment Limits	Items may ask the student to refer to structural elements when explaining events, ideas, concepts, or information in a text. Items may ask the student to identify and describe the particular structure (chronology, comparison, cause/effect, problem/solution) used in a text or part of a text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Describe the overall structure of events, ideas, concepts, or information in a text or portion of a text.	Selectable Hot Text • Requires the student to select a description of the structure of events, ideas, concepts, or information within a text and then to select a detail or details from the text that supports that description. EBSR • Requires the student to select a description of the structure of a text and then to select a detail or details from the text that show the development of that structure. Multiple Choice • Requires the student to select a description of the overall structure of events, ideas, concepts, or information within a text. Open Response • Requires the student to explain the structure of events, ideas, concepts, or information within a text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.2.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Assessment Limits	Items may require the student to compare and/or contrast firsthand and secondhand accounts within the same text. Items may ask the student to compare and/or contrast firsthand and secondhand accounts in multiple texts. Items may ask the student to identify the differences in focus and information provided by a firsthand and a secondhand account of the same event or topic.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine similarities and/or differences between firsthand and secondhand accounts of the same event or topic.	Selectable Hot Text • Requires the student to select details from each text that show a similarity or difference in the firsthand and secondhand accounts of the same event or topic. EBSR • Requires the student to select a description of the similarities or differences between firsthand and secondhand accounts of the same event or topic and then to select details from one or more texts that support that description. Multiple Choice • Requires the student to select a description of the similarities or differences between firsthand and secondhand accounts of the same event or topic. Multiselect • Requires the student to select multiple similarities or differences in the firsthand and secondhand accounts of the same event or topic. Open Response • Requires the student to describe the similarities or differences between a firsthand and a secondhand account of the same event or topic.

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Describe the differences in focus of or information provided by a firsthand and a secondhand account of the same event or topic.	Selectable Hot Text • Requires the student to select details from each text that show a difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic. EBSR • Requires the student to select a description of the difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic and then to select details from one or more texts that support that description. Multiple Choice • Requires the student to select a difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic. Multiselect • Requires the student to select multiple differences in the focus of or information provided by firsthand and secondhand accounts of the same event or topic. Open Response • Requires the student to describe the difference in the focus of or information provided by firsthand and secondhand accounts of the same event or topic.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.3.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Also assesses: LAFS.4.SL.1.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. LAFS.4.SL.1.3: Identify the reasons and evidence a speaker provides to support particular points.
Assessment Limits	RI.3.7: Items may ask the student to interpret information presented visually, orally, or quantitatively and to explain how the information contributes to understanding. SL.1.2: Items may ask the student to paraphrase portions of a text read aloud or presented in diverse media and formats. SL.1.3: Items may ask the student to identify the reasons and evidence a speaker provides as support for particular points. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	The items assessing these standards may be used with two or more grade-appropriate informational texts. Passages may consist of text, visuals, multimedia, or audio presentations. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Interpret information presented visually, orally, or qualitatively and explain how the information contributes to understanding.	EBSR • Requires the student to select an interpretation of information presented visually, orally, or quantitatively and then to select an explanation of how that information contributes to an understanding of the text in which it appears. Open Response • Requires the student to explain his/her interpretation of information presented visually, orally, or quantitatively and how the information contributes to understanding.

Grade 4 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Paraphrase sections of an audio or multimedia presentation.	Multiple Choice • Requires the student to select words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format. Multiselect • Requires the student to select multiple words or phrases that paraphrase portions of a text read aloud or presented in a multimedia format.
Identify the reasons and evidence a speaker provides to support particular points.	EBSR • Requires the student to select a particular point made in the text and then to select reasons and evidence from the text that support that particular point. Multiple Choice • Requires the student to select description of the reasons and evidence a speaker provides to support a particular point. Multiselect • Requires the student to select multiple descriptions of the reasons and evidence a speaker provides to support a particular point. Drag-and-Drop Hot Text • Requires the student to pair descriptions of the points made in the text with reasons and evidence from the text.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.3.8: Explain how an author uses reasons and evidence to support particular points in a text.
Assessment Limits	Items may require the student to identify the ways an author uses evidence or details to support key points in the text. Items may require the student to describe how or why an author uses evidence or details to support key points in the text.
Text Types	The items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Explain how an author uses reasons or evidence to support a particular point from the text.	Selectable Hot Text • Requires the student to select an explanation of how an author supports a particular point in the text and then to select reasons and evidence from the text used to support that point. EBSR • Requires the student to select a particular point made in the text and then to select reasons and evidence from the text that support that particular point. Multiple Choice • Requires the student to select an explanation of how an author uses reasons and evidence in a text to support a particular point.

Grade 4 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.4.RI.3.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
Assessment Limits	Items may ask the student to synthesize information from two texts on the same topic. Items may require the student to understand connections between texts that are implicitly or explicitly stated. Items should be used with text sets and should not ask about a single informational text.
Text Types	The items assessing this standard may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Synthesize information from two texts on the same topic.	Open Response • Requires the student to explain a particular subject or point, drawing on information from two texts on the same topic.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.4.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Demonstrate legible cursive writing skills. b. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*when, where, why*). c. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses. d. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions. e. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag rather than a red small bag*). f. Form and use prepositional phrases. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. h. Correctly use frequently confused words (e.g., *to, too, two; there, their*). LAFS.4.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use correct capitalization. b. Use commas and quotation marks to mark direct speech and quotations from a text. c. Use a comma before a coordinating conjunction in a compound sentence. d. Spell grade-appropriate words correctly, consulting references as needed.
Assessment Limits	Items may ask the student to evaluate and correct errors that focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.
Text Types	Items assessing these standards will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student's essay in quality and difficulty. The text should be accessible for the grade and should assess the student's knowledge of grammar, usage, and language conventions. Texts will be between 100 and 200 words.
Response Mechanisms	These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4.

Editing Task Guidelines for Language Standards

Task Demand	Sample Response Mechanisms
Apply standard English grammar and usage.	Editing Task Choice • Requires the student to select the appropriate replacement for an ungrammatical word or phrase. • Requires the student to select the correct version of a word or phrase to be used in a sentence. Editing Task • Requires the student to replace an incorrect word or phrase by typing in a corrected response.
Apply standard English capitalization, punctuation, and spelling.	Editing Task Choice • Requires the student to select the appropriate usage of grade-appropriate conventions. • Requires the student to select the correct spelling of a word. Editing Task • Requires the student to replace a word or phrase with the correct spelling of the word by typing it in a text box.

Text-Based Writing Stimulus and Prompt Guidelines

Writing Prompt Specifications

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
4	800	1300

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

Text-Based Writing Stimulus and Prompt Guidelines

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

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

Assessed Standards

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

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

Text-Based Writing Stimulus and Prompt Guidelines

Directions Template

Grades 4-5

Write an informative essay about . . . . Use information from the passages in your essay.

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

Be sure to include
- an introduction;
- information from the passages as support; and
- a conclusion that is related to the information presented.

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

-OR-

Write an essay in which you give your opinion about . . . . Use information from the passages in your essay.

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

Be sure to include
- an introduction;
- support for your opinion using information from the passages; and
- a conclusion that is related to your opinion.

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

ELA Reading and Writing Stimulus Guidelines

Acceptable Text Types

Informational Text	Literary Text
Primary Sources/Nonfiction • Historical documents (e.g., Bill of Rights) • Essays (e.g., informational, persuasive, analytical, historical, scientific) • Letters, journals, diaries Secondary Sources/Nonfiction • Magazine articles • Newspaper articles • Editorials • Encyclopedia articles Functional Materials • Consumer documents (e.g., warranties, manuals, contracts, applications) • Embedded in text (e.g., tables, charts, maps, graphs, illustrations, photographs, captions, text boxes) • How-to articles • Brochures, fliers • Schedules • Website pages Literary Nonfiction • Biographical and autobiographical sketches • Diaries, memoirs, journals, letters • Essays (e.g., personal and classical narratives) • Critiques	Literary Fiction • Short stories • Poetry • Historical fiction • Fables • Folk tales, tall tales • Legends • Myths • Drama • Fantasy • Excerpts from longer works

ELA Reading and Writing Stimulus Guidelines

Possible Topics

Essential Skills
- Literacy
- Communication
- Teamwork
- Leadership

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

Health and Physical Education
- Movement Competency
- Cognitive Abilities
- Lifetime Fitness
- Personal Health
- Health Care

Business Management and Administration
- Finance
- Financial Literacy
- Business Plans
- Marketing
- Entrepreneurship
- Transportation of Goods
- Manufacturing
- Agriculture
- Hospitality Industry
- Tourism Industry

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

World Languages
- Cultural Perspectives
- Cultural Comparisons
- Cultural Communities

Arts
- Dance
- Music
- Theater
- Visual Arts

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

Appendix A
Grade 4
Practice Test Information

Appendix A: Practice Test Information

This appendix contains information about the standard alignment and item types for the items found in the grade 4 FSA Practice Test and Practice Test Answer Key at this URL: http://fsassessments.org/students-and-families/practice-tests/.
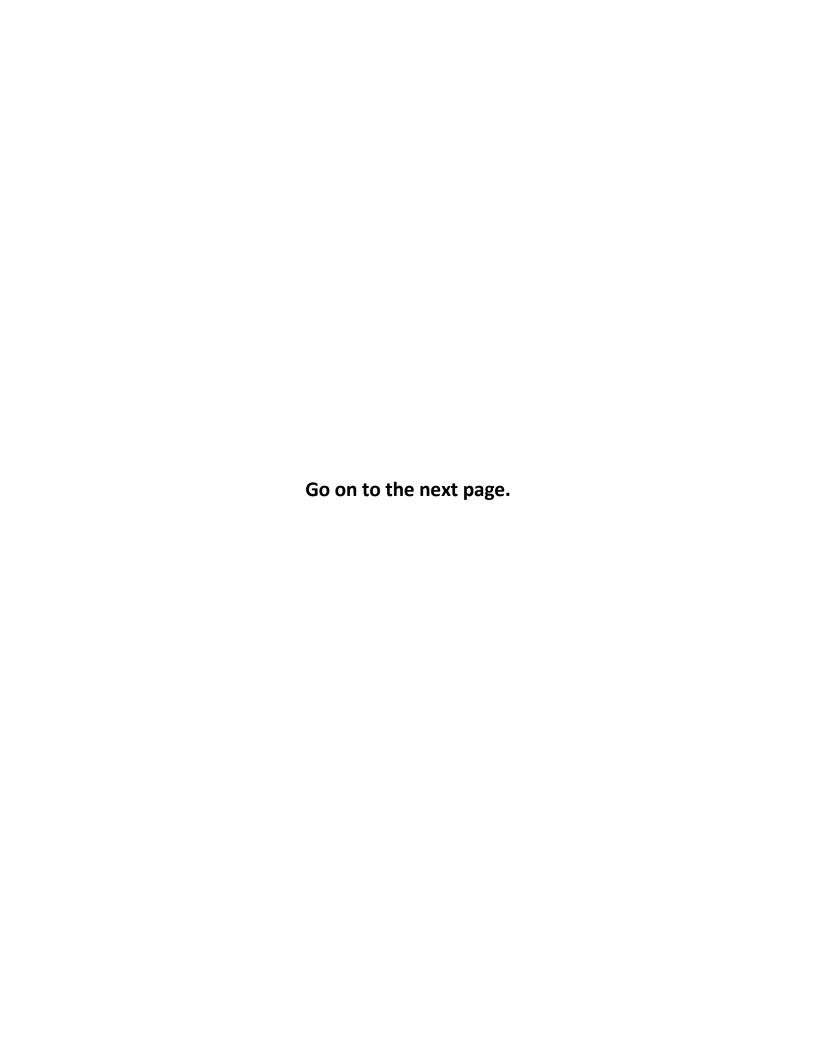
Computer-Based Practice Test

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

Appendix A: Practice Test Information

Paper-Based Practice Test

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

Go on to the next page.

Appendix B
Grade 4
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
2	Definitions updated to include "Assessment Limits"	May 2016
3, 4	TEI Descriptions updated to match current language in the Test Design Summary	May 2016
18, 30	Language of "Assessment Limits" section updated	May 2016
20	Language of "Text Types" section updated	May 2016
22	Language of "Task Demand" section updated	May 2016
38	Language of writing prompt "Directions Template" updated	May 2016
A-1, A-2	Appendix updated to include a link to the online practice test and information about practice test standards alignment and item types	May 2016