DRAFT

Grade 8
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

Overall Description

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

Stimulus Attributes

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

Texts used as stimuli should be interesting and appealing to students at the grades for which the selections are intended. They should be conceptually appropriate and relevant and should reflect literary or real-world settings and events that are interesting to students and 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 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations, or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should emphasize the importance of citing evidence that provides the strongest support possible.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Select textual evidence to support explicit information or an inference drawn from the text.	Multiple Choice • Requires the student to select direct quotes from the text to support explicit or implicit information. Multiselect • Requires the student to select multiple direct quotations to support explicit or implicit information from the text. EBSR • Requires the student to select a correct inference from multiple choice options and then to select a textual detail or details that support the inference. Selectable Hot Text • Requires the student to select words or phrases from the text to answer questions about explicit or implicit information in the text. • Requires the student to select an inference and then to select words or phrases from the text to support the inference. Open Response • Requires the student to identify and then explain in one or two sentences a piece of the text that supports explicit or implicit information. Drag-and-Drop Hot Text • Requires the student to match pieces of textual support with explicit or implicit information from the text.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Assessment Limits	Items may ask the student to determine a theme or central idea from a section of the text or from the entire text. Items may refer to themes and central ideas that are explicit or implicit in the text. Items may focus on the use of characters, setting, and plot in the development of the theme or central idea but should not simply ask students to analyze characters, setting, and plot development. Items may ask students to summarize the text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a theme or central idea and analyze its development, including its relationship to the characters, setting, and plot.	Selectable Hot Text • Requires the student to identify a theme or central idea and then select how that theme or central idea was developed through its characters, setting, or plot. Drag-and-Drop Hot Text • Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of a theme or central idea throughout a text. EBSR • Requires the student to select the theme or central idea and then select words or phrases from the text that contribute to its development. GRID • Requires the student to move words or phrases into a graphic organizer to show the development of a theme.

Grade 8 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Summarize the text.	Multiple Choice • Requires the student to select the best summary of the text. Multiselect • Requires the student to select multiple sentences that could be used to create an accurate summary of the text. Drag-and-Drop Hot Text • Requires the student to place pieces of a summary in the correct order. GRID • Requires the student to move pieces of a summary into a graphic organizer.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.1.3: Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision.
Assessment Limits	Items should focus on specific dialogue or actions that contribute significantly to plot or character development rather than general and overarching questions about a character or plot point. Items may ask the student to identify specific dialogue or actions in the text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze how specific line(s) of dialogue or incidents from the text propel the action, reveal aspects of a character, or provoke a decision.	Multiple Choice • Requires the student to select a correct analysis of how particular lines of dialogue or incidents in a story propel an action, reveal an aspect of a character, or provoke a decision. • Requires the student to select an action, aspect of a character, or decision that has been affected by a line of dialogue or incident in the story. Multiselect • Requires the student to select actions, aspects of a character, or decisions that have been affected by a line of dialogue or incident in the story. Open Response • Requires the student to explain in one or two sentences the impact a particular detail has on character or plot development. Selectable Hot Text • Requires the student to select particular lines of dialogue or descriptions of an incident from the text that provide support for an inference about the text. • Requires the student to select an analysis about the text and then to select particular lines of dialogue or descriptions of an incident from the text as support. EBSR • Requires the student to select an analysis about the text and then to select particular lines of dialogue or descriptions of an incident from the text as support.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. LAFS.8.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). LAFS.8.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Assessment Limits	Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the passage. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the passage. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. Items should not include obscure analogies or allusions.
Text Types	Items assessing these standards may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 8 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Determine the meaning of words or phrases, using context as a clue.	Multiple Choice • Requires the student to select the meaning of a word or phrase from the passage. Multiselect • Requires the student to select multiple correct meanings of a word or phrase from the passage. EBSR • Requires the student to select a word's or phrase's meaning and then to select context clues from the text to support the meaning. Selectable Hot Text • Requires the student to select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
Analyze the impact of word choice on the text's meaning or tone.	Selectable Hot Text • Requires the student to interpret the meaning of words or phrases and then to select the impact they have on the text. • Requires the student to select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning. Multiple Choice • Requires the student to select the impact of word choice on a certain section of the text. Multiselect • Requires the student to select multiple ways in which words or phrases affect a certain section of the text. EBSR • Requires the student to select the text's meaning or tone and then to select words from the text that support that meaning or tone. Open Response • Requires the student to explain in one or two sentences how the impact of word choice affects the text's meaning or tone.
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, using grade-appropriate Greek or Latin affixes and roots.	Multiple Choice • Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.

Grade 8 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Interpret figures of speech in context.	Multiple Choice • Requires the student to select the meaning of figurative language from the passage. EBSR • Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. Selectable Hot Text • Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. Multiselect • Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
Use the relationship between particular words to better understand each of the words.	Multiple Choice • Requires the student to select how a relationship between two words serves as a context clue for the meaning of one of the words. Drag-and-Drop Hot Text • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another.
Distinguish among the connotations of words with similar denotations.	Multiple Choice • Requires the student to select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation. • Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. Multiselect • Requires the student to select multiple ways a different word choice might change the tone or meaning of the text. Drag-and-Drop Hot Text • Requires the student to match words with similar denotations with the change in connotation each word has to the original word.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.2.5: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Assessment Limits	Items should not simply ask the student to describe the structures of the texts but should focus on the way structure influences meaning and style. Items must be intertextual but can focus on one text more than another. Items can refer to the structure of an entire piece or the structure of a particular section. Items may ask about varying form or structure within a text or to identify where a shift in structure occurs. Items may ask about structural elements like verse, rhythm, meter, rhyme, and alliteration.
Text Types	Items assessing this standard may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Compare and contrast the structure of two or more texts and analyze how the different structure of each text contributes to its meaning and style.	Multiple Choice • Requires the student to select how an element of form or structure contributes meaning to the texts. Multiselect • Requires the student to select how multiple elements of form or structure contribute meaning to the texts. Drag-and-Drop Hot Text • Requires the student to drag structural elements of a text into the appropriate boxes on a chart and then to match descriptions of these effects to the corresponding elements. Selectable Hot Text • Requires the student to select an analysis of a text's structure and then to select an analysis of/comparison to another text's structure. GRID • Requires the student to complete a graphic organizer, matching the structural element of each text to the effect those elements have on the text's meaning and style.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.2.6: Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Assessment Limits	Items should not simply ask the student to identify points of view but should focus on how they affect the tone of the text. Items should ask about the interactions of multiple points of view. Items may focus on what the audience knows that the character doesn't know, or what the character knows that the audience doesn't know.
Text Types	Items assessing this standard may be used with one or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze how different points of view of the characters and the audience or reader create different effects.	Multiple Choice • Requires the student to select an analysis about how a difference in points of view affects the text. • Requires the student to select explicit or implicit details that support an inference about how a difference in points of view affects the text. Multiselect • Requires the student to select multiple explicit or implicit details that support an inference about how a difference in points of view affects the text. Selectable Hot Text • Requires the student to determine a difference between two points of view and then select an analysis about how the difference in points of view affects the text.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.3.7: Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Assessment Limits	RL.3.7: Items must ask about the text version and its multimedia counterpart. The item's difficulty may be dependent on the significance and extent of the adaptation's departure from the original text. Items may focus on the effectiveness of the adaptation. SL.1.2: Items may ask students to analyze the purpose of a decision to present the information in diverse media. Items may ask students to evaluate the motives behind the presentation of the content in a particular media format. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	Items assessing these standards may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 8 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.	Selectable Hot Text • 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 selected. • Requires the student to select words or phrases that are similar in both sources and then to select a comparison or analysis of this similarity. EBSR • 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 selected. Multiple Choice • Requires the student to select an analysis or comparison of the sources. • Requires the student to select an analysis of the director's/actor's choice. • Requires the student to select explicit or implicit details that support an analysis of the sources. Multiselect • Requires the student to select explicit or implicit details that support an analysis of the sources.

Grade 8 Reading Standards for Literature

Task Demand	Sample Response Mechanisms
Analyze the purpose of presenting the information in diverse media and format (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Selectable Hot Text • 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 selected. • Requires the student to select an analysis of the purpose of presenting the information in a particular media format and then to select reasons behind its presentation. • Requires the student to select an evaluation of the motives behind the decision to present information in a particular format and then to select details that support the evaluation. EBSR • 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 selected. • Requires the student to select an analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis. • Requires the student to select an evaluation of the motives behind the decision to present information in a particular format and then to select details that support the evaluation. Multiple Choice • Requires the student to select an analysis or comparison of the sources. • Requires the student to select an analysis of the purpose for presenting information in a particular media or format. • Requires the student to select an evaluation of the motives behind the presentation decision. Multiselect • Requires the student to select multiple analyses of the purpose for presenting information in a particular media or format. • Requires the student to select multiple evaluations of the motives behind the presentation decision.

Grade 8 Reading Standards for Literature

Content Standard(s) Assessed	LAFS.8.RL.3.9: Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Assessment Limits	Items should focus primarily on the modern passage, not on the older text. When focusing on the older text, items should hone in on the connection between the two texts (rather than the older text itself) and pertain to matters of theme, pattern, events, or archetypes, rather than the overall meaning or non-essential information found in the older text.
Text Types	Items assessing this standard may be used with two or more grade-appropriate literary texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.	Multiple Choice • Requires the student to select an analysis of how the modern work draws from older sources. • Requires the student to select explicit or implicit details that support an analysis of how the modern work draws from older sources. Multiselect • Requires the student to select multiple explicit or implicit details that support an analysis of how the modern work draws from older sources. Selectable Hot Text • Requires the student to select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected. EBSR • Requires the student to select an analysis or inference and then to select words or phrases from the text to support the analysis or inference selected. Drag-and-Drop Hot Text • Requires the student to compare and contrast the use of a particular element in two or more texts by dragging descriptions or analyses into a graphic organizer.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Assessment Limits	Items may ask for evidence that is directly stated in the text or implied. Items may ask for specific and exact quotations or a summary/description of evidence. Items may require the student to draw inferences from the text. Items should emphasize the importance of citing evidence that provides the strongest support possible.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Select textual evidence to support explicit information or an inference drawn from the text.	Multiple Choice • Requires the student to select direct quotes from the text to support explicit or implicit information. Multiselect • Requires the student to select multiple direct quotations to support explicit or implicit information from the text. EBSR • Requires the student to select a correct inference from multiple choice options provided and then to select a textual detail or details that support the inference. Selectable Hot Text • Requires the student to select words or phrases from the text to answer questions about explicit or implicit information in the text. • Requires the student to select an inference and then to select words or phrases from the text to support the inference. Open Response • Requires the student to identify in one or two sentences a piece of the text that supports explicit or implicit information. Multiple Choice • Requires the student to select a direct quotation or description of textual evidence to support an explicit statement from the text.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Assessment Limits	Items may refer to central ideas that are explicit or implicit in the text. Items may ask the student to determine the central idea from a section of the text or from the entire text. Items may focus on how the central idea of the text relates to supporting ideas. Items may ask the student to distinguish fact from opinion. Items may ask students to summarize the text.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine a central idea and analyze its development, including its relationship to supporting ideas.	Selectable Hot Text • Requires the student to identify a central idea and then select how that central idea was developed through its supporting ideas. Drag-and-Drop Hot Text • Requires the student to drag words or phrases into a graphic organizer to demonstrate the development of a central idea throughout a text. EBSR • Requires the student to select the central idea and then select words or phrases from the text that contribute to its development. GRID • Requires the student to move words or phrases into a graphic organizer to show the development of a central idea.
Summarize the text.	Multiple Choice • Requires the student to select the best summary of the text. Multiselect • Requires the student to select multiple sentences that could be used to create an accurate summary of the text. Drag-and-Drop Hot Text • Requires the student to place pieces of a summary in the correct order. GRID • Requires the student to move pieces of a summary into a graphic organizer.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.1.3: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Assessment Limits	Items should not ask general or overarching questions about individuals, ideas, or events in the text, but rather should ask about the connections and distinctions between them. Items may ask the student to compare, contrast, or categorize individuals, ideas, or events in the text. Items may focus on causes and effects or ask the student to make a prediction. Items may ask about individuals' motivations.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze how a text makes connections among and distinctions between individuals, ideas, or events.	Multiple Choice • Requires the student to select an analysis about the connection or distinction between individuals, ideas, or events in the text. • Requires the student to select an individual, idea, or event in the text that connects to another individual, idea, or event. Multiselect • Requires the student to select individuals, ideas, or events in the text that connect to or are distinct from each other. • Requires the student to select analyses about the connections or distinctions between individuals, ideas, or events in the text. Selectable Hot Text • Requires the student to select words or phrases from the text that provide explicit support for a connection or distinction between individuals, ideas, or events. EBSR • Requires the student to select an analysis about a connection or distinction between individuals, ideas, or events in the text and then to select words or phrases from the text as support. Drag-and-Drop Hot Text • Requires the student to drag options that correctly explain the development of individuals, events, and/or ideas into a graphic organizer of a text or texts.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.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 specific word choices on meaning and tone, including analogies or allusions to other texts. LAFS.8.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede). LAFS.8.L.3.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., verbal irony, puns) in context. b. Use the relationship between particular words to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Assessment Limits	Items should focus on grade-appropriate words. Items should not focus on dictionary word meanings but should focus on how the words and phrases function within the context of the text. Items should focus on words and phrases that have figurative or allusive meanings central to the meaning of the text rather than isolated, incidental vocabulary. Items may ask about words with discrete context clues in close proximity or words whose meaning is conveyed more implicitly throughout the text. Items may ask students to employ various strategies to explore word meaning, including the application of context clues, roots, or affixes. Items may require students to make connections between words and to delve into figurative or connotative meanings. Items should not include obscure analogies or allusions and should only reference grade-appropriate texts.
Text Types	Items assessing these standards may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.

Grade 8 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Determine the meaning of words or phrases, using context as a clue.	Multiple Choice • Requires the student to select the meaning of a word or phrase from the passage. Multiselect • Requires the student to select multiple correct meanings of a word or phrase from the passage. EBSR • Requires the student to select a word's or phrase's meaning and then to select context clues from the text to support the meaning. Selectable Hot Text • Requires the student to select a word's or phrase's meaning and then to select context clues from the text to support the meaning.
Analyze the impact of word choice on the text's meaning or tone.	Selectable Hot Text • Requires the student to interpret the meaning of words or phrases and then to select the impact they have on the text. • Requires the student to select the tone or meaning of the text and then select words or phrases that helped create that tone or meaning. Multiple Choice • Requires the student to select the impact of word choice on a certain section of the text. Multiselect • Requires the student to select multiple ways in which words or phrases affect a certain section of the text. EBSR • Requires the student to select the text's meaning or tone and then to select words from the text that support that meaning or tone. Open Response • Requires the student to explain in one or two sentences how the impact of word choice affects the text's meaning or tone.
Determine or clarify the meaning of unknown and multiple-meaning words or phrases, using grade-appropriate Greek or Latin affixes and roots.	Multiple Choice • Requires the student to determine how common, grade-appropriate Greek or Latin affixes and roots may provide clues to the meaning of a word.

Grade 8 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Interpret figures of speech in context.	Multiple Choice • Requires the student to select the meaning of figurative language from the passage. EBSR • Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. Selectable Hot Text • Requires the student to select the meaning of figurative language and then to select context clues from the text to support the meaning. Multiselect • Requires the student to select multiple pieces of textual evidence that act as context clues when determining the meaning of figurative language.
Use the relationship between particular words to better understand each of the words.	Multiple Choice • Requires the student to select how a relationship between two words serves as a context clue for the meaning of one of the words. Drag-and-Drop Hot Text • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another. GRID • Requires the student to move words into a graphic organizer to demonstrate their relationship with one another.
Distinguish among the connotations of words with similar denotations.	Multiple Choice • Requires the student to select the reason an author chose a particular word or phrase instead of a word or phrase with a similar denotation. • Requires the student to select a different word or phrase that would maintain the connotation of a word or phrase in the text. Multiselect • Requires the student to select multiple ways a different word choice might change the tone or meaning of the text. GRID • Requires the student to match words with similar denotations with the change in connotation each word has to the original word.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.2.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Assessment Limits	Items may focus on a single sentence or the paragraph as a whole. Items should not simply ask the student to describe the structure of the paragraph but should focus on the impact and importance of the structure. Items may focus on organizational structures like cause/effect, compare/contrast, problem/solution, or chronology.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Analyze the structure of a specific paragraph in the text.	**Multiple Choice** • Requires the student to select an analysis about the paragraph's structure and/or the structure's impact on the meaning of the text. • Requires the student to select an analysis about the role of a particular sentence in the paragraph. **Multiselect** • Requires the student to select multiple analyses about the paragraph's structure and/or the structure's impact on the meaning of the text. **Selectable Hot Text** • Requires the student to select words or phrases from the paragraph that explicitly show or highlight its structure. • Requires the student to select words or phrases from the paragraph that explicitly show or highlight its structure and then to select the impact of these words or phrases on the paragraph's meaning. • Requires the student to select an analysis about the paragraph's structure and then to select the structure's impact on the meaning of the text. **Drag-and-Drop Hot Text** • Requires the student to analyze the structure of a paragraph in the text by dragging descriptions, analyses, or elements of structure into a graphic organizer.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.2.6: Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Assessment Limits	Items may ask about how the author develops a point of view or purpose in the text. Items may ask about one or more viewpoints. Items may ask about the author's word choice or use of figurative language. Items may ask about the tone or mood of the author or text. Items may ask about a lack of textual evidence or about inappropriate or unsound evidence.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Determine an author's point of view or purpose and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.	Selectable Hot Text • Requires the student to select the author's point of view and then select how the author responds to conflicting information in the text. Drag-and-Drop Hot Text • Requires the student to place the author's point of view or purpose and ways the author responds to conflicting evidence in a graphic organizer.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.7: Evaluate the advantages and disadvantages of using different media (e.g., print or digital text, video, multimedia) to present a particular topic or idea. LAFS.8.SL.1.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social commercial, political) behind its presentation. LAFS8.SL.1.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Assessment Limits	RI.3.7: Items must ask about two or more media but may focus on one more than another. Items should not ask general or overarching questions about the different media but should focus on their advantages or disadvantages. Items may rely on multiple stimuli that use alternative media or can simply refer to other media and/or hypothetical sources. Items may ask students to analyze the purpose of a decision to present the information in diverse media. SL.1.2: Items may ask students to analyze the purpose of information presented in more than one medium and evaluate the motives behind the presentation of the content in a particular media format. SL.1.3: Items may ask students to delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced. Written transcripts, excerpts, and/or direct quotations from an audio clip should not be provided in item stems or answer options.
Text Types	Items assessing these standards may be used with two or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess these standards (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Evaluate one or more advantage and/or disadvantage of using different media to present a topic or idea.	Selectable Hot Text • Requires the student to select an evaluation of the advantages or disadvantages of using the different media and then to select words or phrases from the text to support the evaluation selected. • Requires the student to select an evaluation of the advantages of using the different media and then to select an evaluation of the disadvantages.

Grade 8 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
	EBSR • Requires the student to select an evaluation of the advantages or disadvantages of using the different media and then to select words or phrases from the text to support the evaluation selected. Drag-and-Drop Hot Text • Requires the student to distinguish between advantages and disadvantages of using different media in table or chart. GRID • Requires the student to distinguish between advantages and disadvantages of using different media in a Venn diagram.
Analyze the purpose of presenting the information in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.	Selectable Hot Text • Requires the student to select a correct analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis. • Requires the student to select a correct evaluation of the motives behind the decision to present the information in a particular format and then to select details that support the evaluation. • Requires the student to select a correct analysis of the purpose of presenting information in a particular format and then to select the motivation for its presentation. EBSR • Requires the student to select a correct analysis of the purpose of presenting the information in a particular media format and then to select details to support the analysis. • Requires the student to select a correct evaluation of the motives behind the decision to present the information in a particular format and then to select details that support the evaluation. Multiple Choice • Requires the student to select an analysis of the purpose of presenting the information in a particular medium or format. • Requires the student to select an evaluation of the motives behind the presentation decision.

Grade 8 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence and identifying when irrelevant evidence is introduced.	**Selectable Hot Text** • Requires the student to identify where irrelevant evidence is introduced. • Requires the student to identify a speaker's argument and then select specific claims that support the argument. **EBSR** • Requires the student to identify a speaker's argument and then select specific claims that support the argument. **Multiple Choice** • Requires the student to identify a speaker's argument. • Requires the student to select a claim that supports the speaker's argument. • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence. • Requires the student to identify when irrelevant evidence is introduced.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Assessment Limits	Items should not ask the student to simply identify the argument or claims in the text. Items may ask the student to trace or evaluate the argument or claims in a section of the text or throughout the whole text. Items may focus on evaluating how effective, persuasive, or biased an argument or claim is. Items may focus on evaluating how relevant, sufficient, or accurate the evidence is, or how credible the sources are, for an argument or claim. Items may focus on irrelevant or inappropriate evidence, or distinguishing fact from opinion. Items may require the student to recognize stereotyping, generalization, emotional appeal, false dilemma, or false analogy.
Text Types	Items assessing this standard may be used with one or more grade-appropriate informational texts. Texts may vary in complexity.
Response Mechanisms	The Technology-Enhanced Item Descriptions section on pages 3 and 4 provides a list of Response Mechanisms that may be used to assess this standard (excluding the Editing Task Choice and Editing Task item types). The Sample Response Mechanisms may include, but are not limited to, the examples below.
Task Demand	Sample Response Mechanisms
Delineate an argument or specific claims, evaluating the soundness of the reasoning, relevance, and sufficiency of the evidence.	Selectable Hot Text • Requires the student to identify a speaker's argument and then select specific claims that support the argument. EBSR • Requires the student to identify a speaker's argument and then select specific claims that support the argument. Multiple Choice • Requires the student to identify a speaker's argument. • Requires the student to select a claim that supports the speaker's argument. • Requires the student to evaluate the soundness of the reasoning, relevance, or sufficiency of the evidence. Multiselect • 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. Drag-and-Drop Hot Text • Requires the student to evaluate the arguments and claims of the text by dragging descriptions, analyses, details, or elements of structure into a graphic organizer.

Grade 8 Reading Standards for Informational Texts

Task Demand	Sample Response Mechanisms
Recognize when irrelevant evidence is introduced.	Selectable Hot Text • Requires the student to select where irrelevant evidence is introduced. Multiple Choice • Requires the student to identify a piece of irrelevant evidence. Multiselect • Requires the student to select multiple pieces of irrelevant evidence.

Grade 8 Reading Standards for Informational Texts

Content Standard(s) Assessed	LAFS.8.RI.3.9: Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Assessment Limits	Items should ask about both texts but may focus on one more than the other. Items should focus on key information, evidence, and facts. Items should focus on the differences between the two texts rather than the similarities.
Text Types	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
Contrast the ways in which the authors provide information, use facts, or interpret details.	Selectable Hot Text • Requires the student to select words or phrases from the text to support an analysis of how the texts conflict or disagree. • Requires the student to select words or phrases from the text that provide conflicting information. • Requires the student to select an analysis of how the texts conflict or disagree and then to select words or phrases from the text to support the analysis selected. • Requires the student to select an analysis of how the texts conflict or disagree and then to select another analysis of how the texts conflict or disagree. EBSR • Requires the student to select an analysis of how the texts conflict or disagree and then to select words or phrases from the text to support the analysis selected. Multiple Choice • Requires the student to select an analysis of how the texts conflict or disagree. • Requires the student to select explicit or implicit details that support an analysis of how the texts conflict or disagree. Multiselect • Requires the student to select explicit or implicit details that support an analysis of how the texts conflict or disagree.

Editing Task Guidelines for Language Standards

Content Standard(s) Assessed	LAFS.8.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. b. Form and use verbs in the active and passive voice. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. d. Recognize and correct inappropriate shifts in verb voice and mood. LAFS.8.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. b. Use an ellipsis to indicate an omission. c. Spell correctly.
Assessment Limits	Items may ask the student to evaluate and correct errors that focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.
Text Types	Items assessing these standards will be used with a three- or four-paragraph text containing possible errors in capitalization, usage, grammar, spelling, and punctuation. The editing task will be similar to a student's essay in quality and difficulty. The text should be accessible for the grade and should assess the student's knowledge of grammar, usage, and language conventions. Texts will be between 200 and 250 words.
Response Mechanisms	These standards will be assessed using the Editing Task Choice and Editing Task Item types. Descriptions of these item types can be found in the Technology-Enhanced Item Descriptions section on pages 3 and 4.
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.

Editing Task Guidelines for Language Standards

Task Demand	Sample Response Mechanisms
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 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 (FLDOE) may require at least two additional sources to verify the information in the text.

Text-Based Writing Stimulus and Prompt Guidelines

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

Grade Level	Minimum Word Count	Maximum Word Count
8	1000	1800

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 6–10).

Assessed Standards

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

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

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

Text-Based Writing Stimulus and Prompt Guidelines

<u>**Directions Template**</u>

Grades 6–10

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

Manage your time carefully so that you can

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

Be sure to

- use evidence from multiple sources; and
- avoid overly relying on one source.

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

-OR-

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

Manage your time carefully so that you can

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

Be sure to

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

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

Text-Based Writing Stimulus and Prompt 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

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/Journeys

Appendix A
Grade 8
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 8 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.8.RL.1.1	Selectable Hot Text
2	LAFS.8.RL.1.2	Evidence-Based Selected Response (EBSR)
3	LAFS.8.RL.1.3	Open Response
4	LAFS.8.RL.2.4	Multiple Choice
5	LAFS.8.RL.2.5	Evidence-Based Selected Response (EBSR)
6	LAFS.8.RL.2.6	Multiple Choice
7	LAFS.8.RL.3.9	Multiselect
8	LAFS.8.RI.1.1	Selectable Hot Text
9	LAFS.8.RI.1.1	Graphic Response Item Display (GRID)
10	LAFS.8.RI.1.2	Evidence-Based Selected Response (EBSR)
11	LAFS.8.RI.1.2	Drag-and-Drop Hot Text
12	LAFS.8.RI.1.3	Multiple Choice
13	LAFS.8.RI.2.4	Selectable Hot Text
14	LAFS.8.RI.2.5	Selectable Hot Text
15	LAFS.8.RI.2.6	Evidence-Based Selected Response (EBSR)
16	LAFS.8.RI.3.7	Multiselect
17	LAFS.8.RI.3.8	Multiple Choice
18	LAFS.8.L.1.2c	Editing Task Choice
19	LAFS.8.L.1.2a	Editing Task Choice
20	LAFS.8.L.1.1b	Editing Task Choice
21	LAFS.8.L.1.1c	Editing Task

Appendix A: Practice Test Information

Paper-Based Practice Test

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

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Appendix B
Grade 8
Change Log

Appendix B: Change Log

Location (Page)	Change	Date
3, 4	TEI Descriptions updated to match current language in the Test Design Summary	May 2016
19, 31	Language of "Standards Assessed" section updated	May 2016
19, 31	Language of "Assessment Limits" section updated	May 2016
41	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