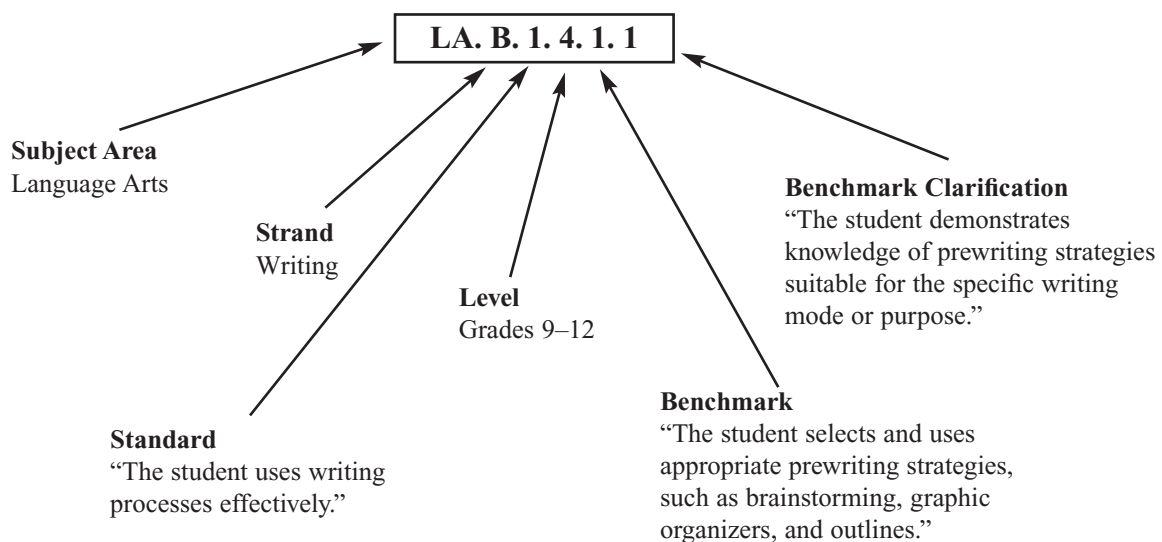


Benchmark Classification System

Each benchmark in the Sunshine State Standards is coded with a system of numbers and letters.

- The first two letters in the *first two positions* of the code identify the **subject area** (e.g., LA for Language Arts).
- The letter in the *third position* (third letter) represents the **strand**, or category of knowledge, to which the benchmark belongs. There are five strands in Language Arts: Reading (A); Writing (B); Listening, Viewing, and Speaking (C); Language (D); and Literature (E). FCAT Writing+ only assesses Writing (B).
- The number in the *fourth position* represents the **standard** for the benchmark.
- The number in the *fifth position* shows the **developmental level** of the benchmark:
 - 1 indicates PreK–2
 - 2 indicates Grades 3–5
 - 3 indicates Grades 6–8
 - 4 indicates Grades 9–12
- The number in the *sixth position* indicates the specific **benchmark** which falls under the specified grade cluster and within the standard.
- The number in the *last position* represents the **benchmark clarification** statement that describes how students will demonstrate achievement of the benchmark. Note that this number is not a part of the Sunshine State Standards and has been assigned for FCAT Writing+ assessment purposes only.



BENCHMARKS ASSESSED AT GRADE 10

SUNSHINE STATE STANDARDS BENCHMARK	ITEM FORMAT
STRAND B: WRITING	
<p>LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.</p> <p>LA.B.1.4.1 Benchmark Clarifications</p> <p>Focus</p> <p style="padding-left: 20px;">Clarification 1.4.1.1 The student demonstrates knowledge of prewriting strategies suitable for the specific writing mode or purpose.</p> <p style="padding-left: 20px;">Clarification 1.4.1.2 The student demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.</p> <p>Organization</p> <p style="padding-left: 20px;">Clarification 1.4.1.3 The student uses prewriting to establish an effective organizational structure based on the central idea and purpose for writing.</p>	MC4
<p>LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purpose of the paper; demonstrates a mature command of language with freshness of expression; has varied sentence structure; and has few, if any, convention errors in mechanics, usage, punctuation, and spelling.</p> <p>Note: The conventions portion of this benchmark is assessed by LA.B.1.4.3. (Also assesses LA.B.2.4.3)</p> <p>LA.B.1.4.2 Benchmark Clarifications</p> <p>Focus</p> <p style="padding-left: 20px;">Clarification 1.4.2.1 The student demonstrates knowledge of the relevance of written content to the central idea or topic.</p> <p style="padding-left: 20px;">Clarification 1.4.2.2 The student demonstrates knowledge of compositional elements that depict the mode or achieve the purpose for writing.</p> <p>Organization</p> <p style="padding-left: 20px;">Clarification 1.4.2.3 The student demonstrates knowledge of how the organization of writing affects the logical presentation of ideas and the unity of the piece.</p> <p style="padding-left: 20px;">Clarification 1.4.2.4 The student identifies appropriate compositional techniques for establishing relationships between and among ideas.</p>	MC4, WP

- MC3:** three-option multiple-choice
MC4: four-option multiple-choice
WP: writing prompt

BENCHMARKS ASSESSED AT GRADE 10 (CONTINUED)

SUNSHINE STATE STANDARDS BENCHMARK	ITEM FORMAT
STRAND B: WRITING	
<p>LA.B.1.4.2 Benchmark Clarifications (continued) Support</p> <p>Clarification 1.4.2.5 The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.</p> <p>Clarification 1.4.2.6 The student demonstrates knowledge of how a command of the language affects the quality of writing.</p>	MC4, WP
<p>LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect; and correct formatting that appeals to readers, including appropriate use of a variety of graphics, tables, charts, and illustrations in both standard and innovative forms. Note: This benchmark assesses the conventions portion of LA.B.1.4.2. Correct formatting and use of graphics are not assessed.</p> <p>LA.B.1.4.3 Benchmark Clarifications Conventions</p> <p>Clarification 1.4.3.1 The student demonstrates knowledge of spelling conventions.</p> <p>Clarification 1.4.3.2 The student demonstrates knowledge of punctuation conventions.</p> <p>Clarification 1.4.3.3 The student demonstrates knowledge of correct capitalization.</p> <p>Clarification 1.4.3.4 The student demonstrates knowledge of standard English usage.</p> <p>Clarification 1.4.3.5 The student demonstrates knowledge of sentence structure.</p>	MC3, WP
<p>LA.B.2.4.1 The student writes text, notes, outlines, comments, and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.</p>	Not assessed
<p>LA.B.2.4.2 The student organizes information using appropriate systems.</p>	Not assessed
<p>LA.B.2.4.3 The student writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p>	Assessed with LA.B.1.4.2
<p>LA.B.2.4.4 The student selects and uses a variety of electronic media, such as the Internet, information services, and desktop publishing software programs, to create, revise, retrieve, and verify information.</p>	Not assessed

MC3: three-option multiple-choice

MC4: four-option multiple-choice

WP: writing prompt

BENCHMARK LA.B.1.4.1

Strand	B Writing
Standard	1 The student uses writing processes effectively.
Benchmark	LA.B.1.4.1 The student selects and uses appropriate prewriting strategies, such as brainstorming, graphic organizers, and outlines.
Benchmark Clarifications and Content Codes	<p>Content Code: Provided in parentheses below.</p> <p>Clarification 1.4.1.1 The student demonstrates knowledge of prewriting strategies suitable for the specific writing mode or purpose. (Planning for a purpose: PP).</p> <p>Clarification 1.4.1.2 The student demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic. (Topic Awareness: TA)</p> <p>Clarification 1.4.1.3 The student uses prewriting to establish an effective organizational structure based on the central idea and purpose for writing. (Organizational Plan: OP)</p>
Content Limits	<p>Focus and organization are assessed by this benchmark.</p> <p>Focus Focus items ask students to identify</p> <ul style="list-style-type: none"> • subtopics or details that can be added to a writing plan; • subtopics or details that are repetitive or extraneous to the topic; • an appropriate title of the composition for which the writing plan is being developed; and • characteristics that indicate the intended purpose for which the writing plan is being developed.

Organization

Organization items ask students to identify

- details that should be rearranged in a writing plan to facilitate an effective organizational plan;
- the best location for new details to be added to a writing plan; and
- the intended organizational plan indicated by the writing plan.

Item Types

At Grade 10, this benchmark is assessed using four-option multiple-choice (MC4) items.

Stimulus Attributes

The writing plan should be within the scope of Grade 10 composition experience. Writing plans must contain sufficient context to enable the student to identify the purpose for writing. Short phrases are preferred over complete sentences.

The writing plan should contain a topic, subtopics, and/or supporting details. The writing plan can be missing a topic, subtopic, or detail that should be identified by the student. The writing plan can also be partially complete, and the student might be asked which detail or subtopic should be added, deleted, or rearranged in the writing plan.

Response Attributes

Distractors may include, but are not limited to

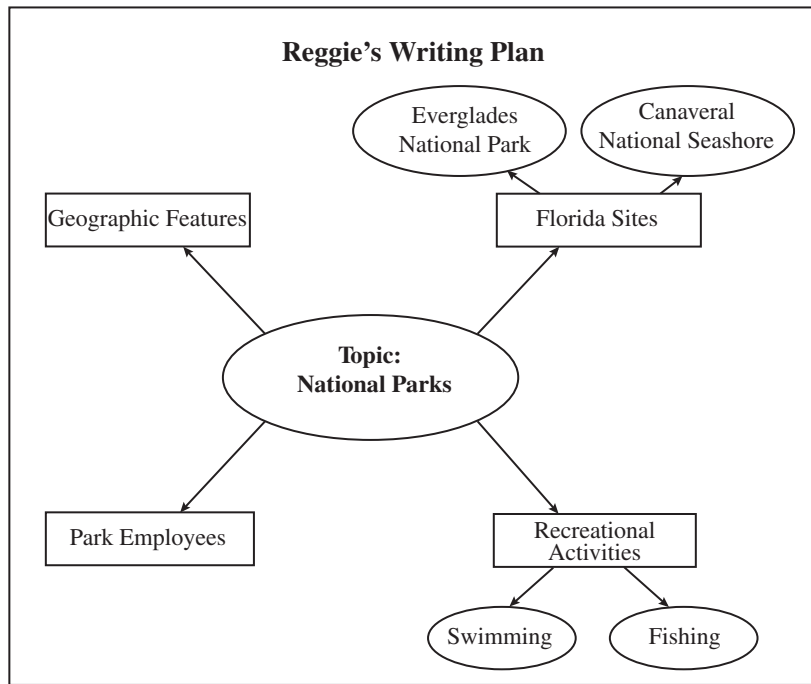
Focus

- subtopics to which a detail should not be added;
- details that cannot be grouped;
- subtopics that are not related to the topic;
- purpose or mode for which the writing is not intended;
- titles that are inappropriate for the composition that is being planned;
- details that should not be added to or deleted from a subtopic;

Organization

- subtopics or details from the writing plan that are correctly placed;
- subtopics or details that, if selected, would result in faulty organization; and
- organizational patterns for which the writing is not intended.

Sample items #1–3 are based on the writing stimulus “Reggie’s Writing Plan.”



Sample Item 1 (Focus)

Clarification 1.4.1.2 The student demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.

Under which subtopic should the writer add information about tour guides?

- A. Florida Sites
- ★ B. Park Employees
- C. Geographic Features
- D. Recreational Activities

The correct answer is B. Tour guides are employed to lead tours of the park. Details about tour guides should be added under the subtopic “Park Employees.”

Distractor Rationale

- A. The subtopic “Florida Sites” refers to different places of interest in Florida.
- C. The subtopic “Geographic Features” refers to land formations and topography of national parks.
- D. The subtopic “Recreational Activities” refers to activities in which people can participate for fun or relaxation.

Sample Item 2 (Focus)

Clarification 1.4.1.1 The student demonstrates knowledge of prewriting strategies suitable for the specific writing mode or purpose.

Based on the information in the writing plan, what type of writing is Reggie planning to do?

- ★ A. expository writing about selected national parks
- B. narrative writing asking for directions to national parks in Florida
- C. descriptive writing about wildlife in the mountains of a national park
- D. persuasive writing about donating money to national park employees

The correct answer is A. Based on the subtopics in the writing plan, Reggie's writing will include factual information about different parks, park features, and activities in the parks; therefore, Reggie is planning to write an expository essay.

Distractor Rationale

- B. Based on the information in the writing plan, Reggie will not be writing a narrative about asking for directions to two national parks in Florida.
- C. Based on the information in the writing plan, Reggie will not be writing specifically to describe the wildlife in the mountains of a national park.
- D. Based on the information in the writing plan, Reggie will not be writing to persuade the reader to donate money to national park employees.

Sample Item 3 (Focus)

Clarification 1.4.1.2 The student demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.

Which detail below supports the subtopic “Geographic Features”?

- A. a museum of pioneer history
- ★ B. many miles of sandy seashore
- C. the childhood home of a famous writer
- D. an eight-foot statue of a past president

The correct answer is B. Because “Geographic Features” refers to land formations and topography, the detail “many miles of sandy seashore” should be added under the subtopic “Geographic Features.”

Distractor Rationale

- A. A detail about “a museum of pioneer history” should be added under the subtopic, “Florida Sites,” but the detail is not a geographic feature and should not be added to the subtopic “Geographic Features.”
- C. A detail about “the childhood home of a famous writer” should be added under the subtopic, “Florida Sites,” but the detail is not a geographic feature and should not be added to the subtopic “Geographic Features.”
- D. A detail about “an eight-foot statue of a past president” should be added under the subtopic, “Florida Sites,” but the detail is not a geographic feature and should not be added to the subtopic “Geographic Features.”

Sample items #4–6 are based on the writing stimulus “Tyler’s Notes.”

Tyler’s Notes

1. In 1839, at the age of four, Samuel Clemens’ family moved to Hannibal, Missouri.
2. After his father’s death in 1847, he became a printer’s assistant and then worked as a printer for his brother, Orion.
3. In 1852, when Samuel was seventeen, he left Hannibal to see the world.
4. After wandering around out West for a few years, he became a riverboat pilot and worked in that trade until the Civil War forced boat traffic on the Mississippi River to stop in 1861.
5. In 1865, he became famous for his story “The Notorious Jumping Frog of Calaveras County.”
6. In 1867, he traveled to other countries.
7. At the age of seventy-five, he died when he had predicted he would—when Halley’s Comet returned in 1910.

Sample Item 4 (Focus)

Clarification 1.4.1.2 The student demonstrates knowledge of how the selection and modification of information during prewriting affect the presentation and maintenance of the topic.

Based on the notes, which sentence below should the writer add to the list?

- ★ A. Samuel Clemens (Mark Twain) was born in 1835.
- B. Mark Twain's home in Hartford, Connecticut, is a tourist attraction.
- C. My favorite Mark Twain novel is *The Adventures of Huckleberry Finn*.
- D. Hannibal, Missouri, was also the birthplace of Molly Brown, who survived the sinking of the *Titanic*.

The correct answer is A. Based on Tyler's notes, a detail that includes a date should be added.

Distractor Rationale

- B. Tyler's notes include details with dates. Adding a detail about Mark Twain's home being a tourist attraction does not add a detail with a date; therefore, this detail should not be added to the list.
- C. Tyler's notes include details with dates. A detail about the writer's favorite Mark Twain book is not a detail that includes a date; therefore, this detail should not be added to the list.
- D. Tyler's notes include details with dates. Information about a *Titanic* survivor's birthplace is not a detail that includes a date; therefore, this detail should not be added to the list.

Sample Item 5 (Organization)

Clarification 1.4.1.3 The student uses prewriting to establish an effective organizational structure based on the central idea and purpose for writing.

The writer wants to add the following detail to the notes:

Clemens started using the pen name “Mark Twain” in 1862 when he began writing books and stories.

Based on the organization of the notes, where should this detail be added?

- A. after number 3
- ★ B. after number 4
- C. after number 5
- D. after number 6

The correct answer is B. A note referring to the year 1862 would fit chronologically here.

Distractor Rationale

- A. A note referring to the year 1862 does not fit chronologically before an event in 1861.
- C. A note referring to the year 1862 does not fit chronologically between events in 1865 and 1867.
- D. A note referring to the year 1862 does not fit chronologically between events in 1867 and 1910.

Sample Item 6 (Focus)

Clarification 1.4.1.1 The student demonstrates knowledge of prewriting strategies suitable for the specific writing mode or purpose.

Based on the information in the notes, what will be the purpose of Tyler's paper?

- A. He will persuade the reader to buy Clemens' novels.
- ★ B. He will inform the reader about important events in Clemens' life.
- C. He will describe for the reader the sights and sounds of the print shop.
- D. He will tell a story about a family who moved to Hannibal, Missouri.

The correct answer is B. This option requires the recognition that Tyler's notes indicate the intent to inform the reader about important events in Clemens' life.

Distractor Rationale

- A. Because Tyler's notes do not indicate that he plans to share an opinion, argue a point, or call a reader to action, the purpose of his paper is not to persuade.
- C. Because Tyler's notes are factual and lack sensory details, there is no indication that he plans to focus on description.
- D. Although one entry in Tyler's notes mentions the Clemens family moving to Missouri, the rest of the notes lack any indication that a narrative about the family will be developed.

BENCHMARK LA.B.1.4.2

Strand	B Writing
Standard	<p>1 The student uses writing processes effectively.</p> <p>2 The student writes to communicate ideas and information effectively.</p>
Benchmark	<p>LA.B.1.4.2 The student drafts and revises writing that is focused, purposeful, and reflects insight into the writing situation; has an organizational pattern that provides for a logical progression of ideas; has effective use of transitional devices that contribute to a sense of completeness; has support that is substantial, specific, relevant, and concrete; demonstrates a commitment to and involvement with the subject; uses creative writing strategies as appropriate to the purposes of the paper; demonstrates a mature command of language with freshness of expression. . . . (See Appendix B for the full text of this benchmark.) Note: The conventions portion of this benchmark is assessed by LA.B.1.4.3.</p> <p>Also assesses LA.B.2.4.3 The student writes fluently for a variety of occasions, audiences, and purposes, making appropriate choices regarding style, tone, level of detail, and organization.</p>
Benchmark Clarifications and Content Codes	<p>Content Code: Provided in parentheses below.</p> <p>Clarification 1.4.2.1 The student demonstrates knowledge of the relevance of written content to the central idea or topic. (Central Idea: CI)</p> <p>Clarification 1.4.2.2 The student demonstrates knowledge of compositional elements that depict the mode or achieve the purpose for writing. (Writer’s Purpose: WP)</p> <p>Clarification 1.4.2.3 The student demonstrates knowledge of how the organization of writing affects the logical presentation of ideas and the unity of the piece. (Logical Order: LO)</p> <p>Clarification 1.4.2.4 The student identifies appropriate compositional techniques for establishing relationships between and among ideas. (Transitional Devices: TD)</p>

Clarification 1.4.2.5 The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing. (Development of Support: DS)

Clarification 1.4.2.6 The student demonstrates knowledge of how a command of the language affects the quality of writing. (Word Choice: WC)

Content Limits

Focus, organization, and support are assessed by this benchmark.

Focus

Focus items ask students to identify

- details that are repetitive, extraneous, or unimportant to the topic or central idea;
- ideas that effectively advance, maintain, or summarize the central idea and purpose of the draft; and
- characteristics in the writing that promote the intended mode or purpose.

Notes

- Items should not directly ask students to identify the main idea.
- In the writing sample, repetitive information should be redundant and ineffective and should be in close proximity to what is being repeated.

Organization

Organization items ask students to identify

- material that should be rearranged in a text to provide a logical progression of ideas;
- the best location in a specific paragraph or section of the text for new details to be added;
- the appropriate modification or addition of transitional devices; and
- the basis of the organizational pattern or text structure.

Support

Support items ask students to identify

- details that can be added to a text to enhance the sense of completeness; and
- effective word choice, including style, tone, and specificity.

Item Types	At Grade 10, this benchmark is assessed using four-option multiple-choice (MC4) items.
Stimulus Attributes	<p>To meet test goals, samples are designed to test students' knowledge of</p> <ul style="list-style-type: none"> • a clearly expressed or implied topic, theme, or central idea; • characteristics of writing that identify the intended mode or purpose, and the appropriateness of the writing for the audience and occasion; • relevant and non-repetitive details; • a logical organizational pattern; • effective transitions; • ideas or details supporting the topic; • precise word choice; and • effective use of style and tone.
Response Attributes	<p>Distractors for multiple-choice items may include, but are not limited to</p> <p>Focus</p> <ul style="list-style-type: none"> • sentences that cannot be added to the sample because they are not related to the topic; • sentences that cannot be added to or deleted from the sample because they are or are not redundant; • sentences from the sample that cannot be deleted; • titles or concluding statements or paragraphs that are not effective; • presentation of paragraph topic ideas that, if developed, would not maintain the focus; • characteristics of writing that do not identify the writer's mode or purpose; • invalid reasons for including information intended to present or maintain the central idea or purpose; <p>Organization</p> <ul style="list-style-type: none"> • sentences from the sample that are correctly placed; • sentences that, if selected, would result in faulty organization; • transitional devices that are not accurate or effective; • organizational patterns that are not present in the writing sample; • invalid organizational purposes; <p>Support</p> <ul style="list-style-type: none"> • words, phrases, or sentences that are not precise or are not consistent with the style and tone; • sentences that cannot be added to the sample because they do not develop support; • techniques that do not develop support in the writing sample; and • reasons for revising that are not based on improving the command of language or the development of support.

Sample items #1–5 are based on the writing sample “Summer Volunteer.”

The article below is a first draft that Caira wrote for a class at school. The article contains errors. Read the article to answer questions XX-XX.

Summer Volunteer

[1] Last spring when I signed up to volunteer at Blaire Memorial Children’s Hospital, I thought it would impress the college I might someday attend. [2] Surprisingly, being a volunteer for the last three months has significantly changed my life. [3] Now I want to pursue an education and career in nursing. [4] I know that working with children is a job I love.

[5] I volunteered in the hospital much of the summer, from 10:00 A.M. until 12:00 P.M., Monday through Friday. [6] On a typical day, I walked down the children’s hallway and visited the patients. [7] I delivered messages and gifts, like flowers or balloons, to the patients. [8] I took them drinks or other things they needed. [9] Sometimes I helped them carry their things when they were leaving the hospital.

[10] My favorite part of the experience was entertaining the young children. [11] I brought some books from home and read stories and nursery rhymes to the children. [12] Sometimes we sang songs together. [13] I know this helped the children forget about their situation for a while. [14] Helping to bring some comfort and happiness to them made me happy, too.

[15] Even though school has started again, I will continue to be a volunteer and work at the hospital on Saturday mornings. [16] On Saturday afternoons, I enjoy visiting my grandparents. [17] I want to keep helping these children in any way that I can. [18] This is the most satisfying work I have ever done.

[19] I have received many letters and smiles from the children and lots of praise from the people who work in the hospital. [20] This experience has helped me realize how much I enjoy making other people happy. [21] I never knew I was a “people person,” but now I see what a difference I have made for so many during their time in the hospital.

Sample Item 1 (Focus)

Clarification 1.4.2.1 The student demonstrates knowledge of the relevance of written content to the central idea or topic.

Which sentence below is off topic and should be removed from the fourth paragraph?

- A. sentence 15
- ★ B. sentence 16
- C. sentence 17
- D. sentence 18

The correct answer is B. The fourth paragraph is about how the writer enjoys volunteering so much that she wants to keep doing it. Sentence 16 (“On Saturday afternoons, I enjoy visiting my grandparents.”) should be deleted because it is unrelated to the topic of the paragraph.

Distractor Rationale

- A. Sentence 15 is related to the topic and indicates that the writer plans to continue volunteering even though school has started.
- C. Sentence 17 is related to the topic and indicates that the writer wants to continue volunteering because she helps the children.
- D. Sentence 18 is related to the topic and indicates that the writer finds that volunteering is the most satisfying work she has ever done.

Sample Item 2 (Organization)

Clarification 1.4.2.4 The student identifies appropriate compositional techniques for establishing relationships between and among ideas.

Which transition should be added to the beginning of sentence to show a connection to the previous sentence?

- A. Therefore
- B. As a result
- ★ C. In addition
- D. Consequently

The correct answer is C. “In addition” provides an appropriate transition from sentence to sentence because the transition denotes the addition of related information.

Distractor Rationale

- A. “Therefore” is not an appropriate transition because it indicates cause-and-effect. There is no cause-and-effect relationship between sentences and .
- B. “As a result” is not an appropriate transition because it indicates cause-and-effect. There is no cause-and-effect relationship between sentences and .
- D. “Consequently” is not an appropriate transition because it indicates cause-and-effect. There is no cause-and-effect relationship between sentences and .

Sample Item 3 (Support)

Clarification 1.4.2.6 The student demonstrates knowledge of how a command of the language affects the quality of writing.

Read the sentence below from the essay:

9 Sometimes I helped them carry their things when they were leaving the hospital.

Which words should replace the word “things” so that the reader knows specifically what was being carried?

- ★ A. heavy bags
- B. various junk
- C. personal stuff
- D. assorted items

The correct answer is A. The word “things” is vague and does not let the reader know specifically what the writer carried. “Heavy bags” is more specific than the word “things.”

Distractor Rationale

- B. “Various junk” is vague, just as “things” is vague.
- C. “Personal stuff” is vague, just as “things” is vague.
- D. “Assorted items” is vague, just as “things” is vague.

Sample Item 4 (Support)

Clarification 1.4.2.5 The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.

Which sentence below should be added after sentence **10** to support the ideas in the paragraph?

- A. I remember when I was in the hospital.
- ★ B. I enjoyed teaching them new games and crafts.
- C. I always found lots of small jobs to do at the hospital.
- D. I met two nurses who volunteered when they were my age.

The correct answer is B. Sentence **10** is about the writer’s favorite experience as a volunteer, entertaining the patients. “I enjoyed teaching them new games and crafts” should be added because it adds depth of support about the patients being entertained.

Distractor Rationale

- A. The writer’s memory of her stay in the hospital does not develop support for the patients being entertained.
- C. The writer’s statement that she “always found lots of small jobs to do at the hospital” is related to the topic of the article, but it does not develop support for the patients being entertained.
- D. The writer’s statement that she met two former volunteers is related to the topic of this article, but it does not develop support for the patients being entertained.

Sample Item 5 (Support)

Clarification 1.4.2.5 The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.

Which sentence below should be added to the fifth paragraph to develop the support?

- A. My aunt is a nurse who loves her job, and she once worked as a summer volunteer in a hospital too.
- B. Many workers made the hospital a very clean place to work, and they smiled as they kept it that way.
- C. Working for free at the hospital meant that I didn't receive any pay, so I wrote a letter expressing my concern.
- ★ D. Many patients and nurses made cards, drew pictures, or wrote poems to express their gratitude for my work.

The correct answer is D. The fifth paragraph is about the positive rewards of volunteering at the hospital. The sentence "Many patients and nurses made cards, drew pictures, or wrote poems to express their gratitude for my work" provides specific details that develop support and enhance the sense of wholeness in the paragraph.

Distractor Rationale

- A. The detail about the writer's aunt being a nurse does not explain, clarify, or define the positive rewards of volunteering at the hospital. This detail should not be added to the fifth paragraph.
- B. The detail about the workers keeping the hospital clean does not explain, clarify, or define the positive rewards of volunteering at the hospital. This detail should not be added to the fifth paragraph.
- C. The detail about the writer working for free at the hospital does not explain, clarify, or define the positive rewards of volunteering at the hospital. This detail should not be added to the fifth paragraph.

Sample items #6–9 are based on the writing sample “Dear School Board.”

Gabriel wrote the letter below to the school board. This letter contains errors. Read the letter to answer questions xx—xx.

3630 Ridge Street
Miami, FL 33190
April 4, 2004

Dear School Board,

[1] I recommend Mrs. Santos for our school’s Teacher of the Year award. [2] No teacher deserves it more. [3] She is one of the best teachers in our school.

[4] My first reason for recommending Mrs. Santos is because she is very good. [5] She is energetic and caring. [6] She relates well to the students. [7] She has made Spanish exciting. [8] My number one goal is to speak Spanish because I hope to visit Mexico this summer. [9] Mrs. Santos makes Spanish interesting and fun—even for those who have little or no Spanish-speaking ability. [10] Mrs. Santos speaks only in Spanish from the first day of class, but she does it in such a way that we can always understand her. [11] She shares stories and brings Spanish souvenirs to class.

[12] Mrs. Santos has a very deep respect for her students. [13] Mrs. Santos helps even the shyest students have confidence in their individual abilities. [14] She gently but firmly urges students to make new discoveries. [15] She has a unique teaching method that challenges students to link their personal interests with Spanish. [16] She even allows students to lead the class in certain units of study.

[17] Finally, Mrs. Santos is a great communicator. [18] She talks with parents and is available to help students after school. [19] She has high expectations, and she is always encouraging. [20] Her enthusiasm is accompanied by creative ideas. [21] She develops skits, songs, and short plays performed in Spanish and invites everyone to attend these after-school presentations.

[22] She is a great teacher; please give her a great honor by presenting her with the Teacher of the Year award.

Sincerely,
Gabriel Rodriguez

Sample Item 6 (Focus)

Clarification 1.4.2.2 The student demonstrates knowledge of compositional elements that depict the mode or achieve the purpose for writing.

How does the writer show that he is writing to persuade?

- A. He emphasizes his number one goal for the summer.
- B. He argues in favor of the importance of after-school presentations.
- C. He contrasts the positive and negative aspects of Mrs. Santos' class.
- ★ D. He supports his position with positive characteristics about Mrs. Santos.

The correct answer is D. The writer states his opinion in the first paragraph and then maintains his persuasive focus by providing details that convince.

Distractor Rationale

- A. The writer's statement that his number one goal is to speak Spanish before he goes to Mexico is used as a loosely-related, supporting detail but is not used to persuade.
- B. The writer mentions the after-school presentations, but his position throughout the letter is not one in favor of the after-school presentations.
- C. The writer never mentions any negative aspects of Mrs. Santos' class because doing so would weaken his position.

Sample Item 7 (Support)

Clarification 1.4.2.6 The student demonstrates knowledge of how a command of the language affects the quality of writing.

Read the sentence below from the letter:

4 My first reason for recommending Mrs. Santos is because she is very good.

Which revision of the sentence provides the most specific word choice?

- ★ **A.** First, I would like to recommend Mrs. Santos because she is a diligent and talented Spanish teacher.
- B.** Most importantly, I am writing this because I want to recommend Mrs. Santos because she is a cool teacher.
- C.** To begin with, my first reason for recommending Mrs. Santos is because she is a great teacher with true qualities.
- D.** My first reason for recommending Mrs. Santos is because of the fact that she is a real good teacher, and I like her.

The correct answer is A. The words “diligent” and “talented” in this answer option are more specific than the words “cool,” “great,” and “good” in the other answer options.

Distractor Rationale

- B.** This sentence is too general and redundant. The writer refers to the teacher’s qualities in a vague way (“she is a cool teacher”).
- C.** It is unnecessary and redundant to use “To begin with” and “my first reason” in the same sentence. This sentence also contains the vague description “she is a great teacher with true qualities.”
- D.** This sentence contains vague language (“real good teacher”). It also contains the unnecessary words “because of the fact that.”

Sample Item 8 (Support)

Clarification 1.4.2.6 The student demonstrates knowledge of how a command of the language affects the quality of writing.

Which sentence below contains style and tone suitable for Gabriel’s letter to the school board?

- A. Mrs. Santos is so much nicer than any other teacher around.
- B. Mrs. Santos should get something for teaching a certain way.
- ★ C. Her dedication to her students and to the subject matter qualifies her for the award.
- D. Mastering a foreign language is not an effortless task and should not be underestimated by exuberant or apathetic students.

The correct answer is C. This sentence contains word choice and style suitable for Gabriel’s letter of recommendation.

Distractor Rationale

- A. This sentence contains vague word choice (“so much nicer”) and informal style unsuitable for a letter of recommendation.
- B. This sentence contains word choice that is vague (“get something” and “a certain way”) and style that is not purposeful for a letter of recommendation.
- D. This sentence contains elevated word choice and a showy style (“effortless task” and “underestimated by exuberant or apathetic students”) that is unsuitable for a letter of recommendation.

Sample Item 9 (Support)

Clarification 1.4.2.5 The student demonstrates knowledge of how the depth of support, including ideas that clarify, explain, or define, affects the sense of completeness or wholeness in writing.

Which kind of detail should the writer add to develop support in the third paragraph?

- A. a definition of “shyness”
- B. a detail about Mrs. Santos’ class schedule
- C. a sentence about Mrs. Santos’ grading system
- ★ D. an example of Mrs. Santos’ unique teaching method

The correct answer is D. An example of Mrs. Santos’ unique teaching method would provide support to explain and clarify how Mrs. Santos interacts with her students.

Distractor Rationale

- A. A definition of “shyness” would not provide support for how Mrs. Santos interacts with her students.
- B. Information about her class schedule would not provide support for how Mrs. Santos interacts with her students.
- C. A sentence about her grading system would not provide support for how Mrs. Santos interacts with her students.

BENCHMARK LA.B.1.4.3

Strand	B Writing
Standard	1 The student uses writing processes effectively.
Benchmark	<p>LA.B.1.4.3 The student produces final documents that have been edited for correct spelling; correct punctuation, including commas, colons, and common use of semicolons; correct capitalization; correct sentence formation; correct instances of possessives, subject/verb agreement, instances of noun/pronoun agreement, and the intentional use of fragments for effect. . . . (See Appendix B for the full text of this benchmark.) Note: This benchmark assesses the conventions portion of LA.B.1.4.2. Correct formatting and use of graphics is not assessed.</p>
Benchmark Clarifications and Content Codes	<p>Content Code: Provided in parentheses below.</p> <p>Clarification 1.4.3.1 The student demonstrates knowledge of spelling conventions. (SP)</p> <p>Clarification 1.4.3.2 The student demonstrates knowledge of punctuation conventions. (P)</p> <p>Clarification 1.4.3.3 The student demonstrates knowledge of correct capitalization. (C)</p> <p>Clarification 1.4.3.4 The student demonstrates knowledge of standard English usage. (U)</p> <p>Clarification 1.4.3.5 The student demonstrates knowledge of sentence structure. (SS)</p>
Content Limits	<p>Spelling Test spelling of commonly used words with an emphasis on the application of commonly used rules.</p> <p>Punctuation Test commonly used rules for punctuation.</p> <p>Do not test</p> <ul style="list-style-type: none"> • a comma where its use is optional (e.g., before the coordinating conjunction in a compound sentence or before the <i>and</i> in a series); • a colon between independent clauses; or • dashes or parentheses.

Capitalization

Test commonly used rules of capitalization.

Do not test the capitalization of religions or religious denominations.

Usage

Test common standard English usage.

Test common uses of constructions using *who* or *whom*.

Do not test the use of pronouns in the avoidance of sexist language.

Sentence Structure

Test commonly used devices for combining short, related sentences.

Test the imitation of the intended meaning, or of the structure of an original sentence.

Do not test the identification of the names of the types of sentence structures (i.e., simple, compound, complex).

Item Type

At Grade 10, this benchmark is assessed using three-option multiple-choice (MC3) items.

Stimulus Attributes

Cloze selections with blanks will be used to test the conventions of spelling and usage.

Stand-alone contexts presenting a sentence with an underlined section containing an error will be used to test the conventions of spelling, capitalization, punctuation, and usage.

Stand-alone contexts containing three identically-worded sentences, but with variations in capitalization or punctuation, will be used to test the conventions of capitalization or punctuation.

Stand-alone contexts that contain sentences to be combined or a sentence that must be replicated in meaning or structure will be used to test the convention of sentence structure.

**Response
Attributes****Spelling, Usage, Punctuation, or Capitalization**

Distractors for stand-alone contexts containing an underlined section with an embedded error include options that incorrectly identify the type of error presented. Distractors may include, but are not limited to

Spelling

- options with misspelled words;

Usage

- options with incorrect word usage (e.g., homophones and nonstandard English);
- options with incorrect tense;
- options with incorrect verb form;
- options with incorrect subject-verb agreement;
- options with incorrect pronoun-antecedent agreement;
- options with incorrect use of possessive forms;
- options with incorrect comparative and superlative forms;

Punctuation

- sentences that contain incorrect punctuation;

Capitalization

- sentences that contain incorrect capitalization;

Sentence Structure

- sentences that are not correctly combined:
 - sentences with misplaced modifiers,
 - sentences that lack parallel construction,
 - sentence fragments,
 - sentences that are redundant,
 - sentences with nonstandard word order,
- sentences that fail to communicate the intended meaning; or
- sentences that fail to replicate the structure of the original sentence.

Sample items # 1–3 are based on the cloze selection “A Popular Dance.”

Read the article “A Popular Dance.” Choose the word or words that correctly complete questions XX–XX.

A Popular Dance

In the early part of the (1) century, a popular dance called *Jarabe Tapatio* developed in Mexico. The dance tells a story of romance (2) a man and a woman.

The dancers tap and stamp their feet in a rhythmic pattern as they weave around each other, always a little distance apart. Toward the end of the dance, the male dancer throws down a large hat called a sombrero, and the female dancer dances around it. This part of the dance is called “The Dove” because the two dancers’ steps (3) like doves chasing each other.

Finally, the female dancer picks up the hat and puts it on her head, thus letting the male dancer know she likes him. The *Jarabe Tapatio* was proclaimed the national dance of Mexico in 1920.



Sample Item 1 (Conventions)**Clarification 1.4.3.1** The student demonstrates knowledge of spelling conventions.

Which answer should go in blank (1)?

- A. twentieth
- ★ B. twentieth
- C. twentyeth

The correct answer is B. The rule for adding a suffix to a word ending in *y* has been correctly applied. For words ending in *y* preceded by a consonant, change the *y* to *i* before adding a suffix that does not begin with *i*. (This does not apply to some one-syllable words, such as “dry” and “shy.”)

Distractor Rationale

- A. In this option the *y* should have been changed to an *i* prior to adding the suffix.
- C. In this option the *y* should have been changed to an *i* prior to adding the suffix.

Sample Item 2 (Conventions)**Clarification 1.4.3.4** The student demonstrates knowledge of standard English usage.

Which answer should go in blank (2)?

- A. among
- ★ B. between
- C. toward

The correct answer is B. “Between” is used to refer to two people (or things) at a time.

Distractor Rationale

- A. “Among” is used to show a relationship involving all members of a group.
- C. “Toward” is used to show direction.

Sample Item 3 (Conventions)

Clarification 1.4.3.4 The student demonstrates knowledge of standard English usage.

Which answer should go in blank (3)?

- ★ A. look
- B. looks
- C. looked

The correct answer is A. Since the article is written in present tense, the verb must be in present tense. Additionally, the subject and verb must agree. Since the subject is “steps,” the plural verb “look” must be used.

Distractor Rationale

- B. The word “looks” does not correctly complete the sentence because “looks” is a singular verb.
- C. The word “looked” does not correctly complete the sentence because “looked” is the past tense of the verb. Since the article is written in present tense, the verb must be in present tense.

Sample items #4–8 are stand-alone structures.

Sample Item 4 (Conventions)

Clarification 1.4.3.3 The student demonstrates knowledge of correct capitalization.

Read the sentence below:

The daughters of the American revolution are a group of women who can trace their families through many generations of U.S. history.

Which type of error appears in the underlined section of the sentence?

- A. Spelling error
- ★ B. Capitalization error
- C. Punctuation error

The correct answer is B. *Daughters of the American Revolution* is the name of an organization and should be capitalized.

Distractor Rationale

- A. No spelling errors occur in the underlined section of the sentence.
- C. No punctuation errors occur in the underlined section of the sentence.

Sample Item 5 (Conventions)**Clarification 1.4.3.2** The student demonstrates knowledge of punctuation conventions.

In which sentence below is all **punctuation** correct?

- A. Amie needs to buy the following supplies for her trip a camera, a journal, a compass, and hiking boots.
- ★ B. Amie needs to buy the following supplies for her trip: a camera, a journal, a compass, and hiking boots.
- C. Amie needs to buy the following supplies for her trip; a camera, a journal, a compass, and hiking boots.

The correct answer is B. The sentence is correctly punctuated. The first part of the sentence introduces a list of items. A colon is used to introduce a list.

Distractor Rationale

- A. The first part of the sentence introduces a list of items. The lack of punctuation introducing the list causes confusion.
- C. The first part of the sentence introduces a list of items. A semicolon is incorrectly used to introduce the list. Semicolons are commonly used to join two sentences, not to introduce lists.

Sample Item 6 (Conventions)**Clarification 1.4.3.3** The student demonstrates knowledge of correct capitalization.

In which sentence below is all **capitalization** correct?

- A. Kodiak island is off the Coast of Alaska.
- B. Kodiak Island is off the coast of alaska.
- ★ C. Kodiak Island is off the coast of Alaska.

The correct answer is C. Rules for capitalization are correctly applied in the sentence; proper nouns are capitalized.

Distractor Rationale

- A. The word “island” is part of a proper noun and should be capitalized. “Coast” is not a proper noun in this sentence and should not be capitalized.
- B. The word “alaska” is a proper noun and should be capitalized.

Sample Item 7 (Conventions)**Clarification 1.4.3.5** The student demonstrates knowledge of sentence structure.**Example of a Replication Item**

Read the sentence in the box:

John, after giving Megan a book for her birthday, said she could exchange it if she wanted.

Which sentence below expresses the same meaning as the sentence in the box?

- A. John said she could exchange it, if she wanted, after giving Megan a book for her birthday.
- ★ B. After giving Megan a book for her birthday, John said she could exchange it if she wanted.
- C. If she wanted, after giving Megan a book for her birthday, John said she could exchange it.

The correct answer is B. This sentence maintains the meaning of the sentence in the box.

Distractor Rationale

- A. The word order in this sentence is ineffective and does not maintain the meaning of the sentence in the box.
- C. The word order in this sentence is ineffective and does not maintain the meaning of the sentence in the box.

Sample Item 8 (Conventions)**Clarification 1.4.3.5** The student demonstrates knowledge of sentence structure.**Example of a Combining Item**

Combine all the ideas in the box to create one logical sentence.

Daryl stood in the park waiting for his friends.

He saw a brown hawk.

The hawk was flying in circles above the park.

Which sentence below correctly combines the sentences from the box?

- A. Daryl waited for his friends at the park, a brown hawk flew in circles above the park.
- ★ B. While waiting for his friends at the park, Daryl saw a brown hawk circling above.
- C. Watching a brown hawk circling the park above him while Daryl was waiting for his friends.

The correct answer is B. This answer choice correctly combines the ideas in the box to create one complete sentence.

Distractor Rationale

- A. This answer choice incorrectly combines sentences with a comma.
- C. This answer choice fails to provide a complete sentence.