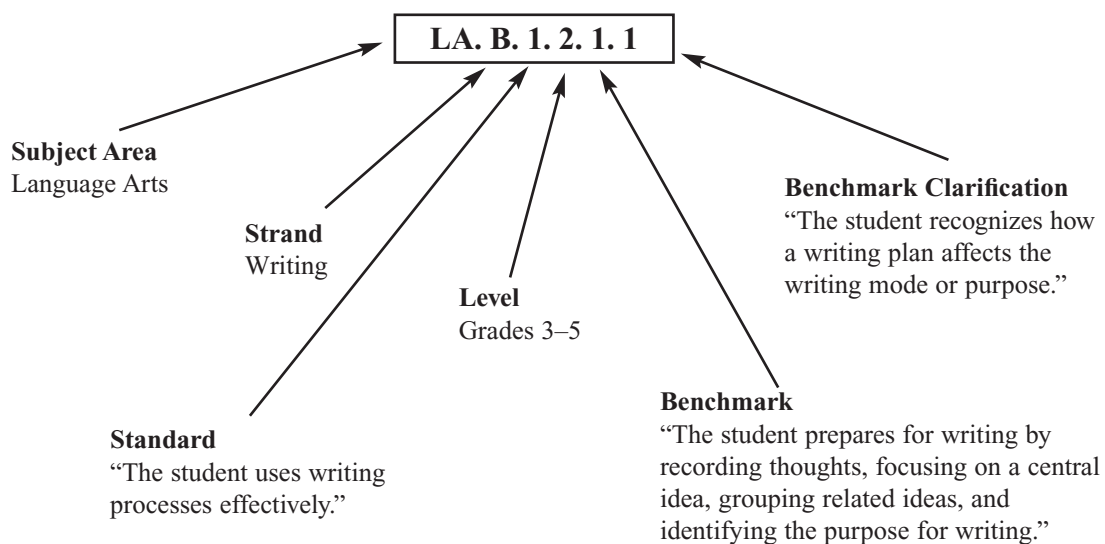


Benchmark Classification System

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 4

SUNSHINE STATE STANDARDS BENCHMARK	ITEM FORMAT
STRAND B: WRITING	
<p>LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.</p> <p>LA.B.1.2.1 Benchmark Clarifications</p> <p>Focus</p> <p style="padding-left: 20px;">Clarification 1.2.1.1 The student recognizes how a writing plan affects the writing mode or purpose.</p> <p style="padding-left: 20px;">Clarification 1.2.1.2 The student uses the writing plan as a tool for maintaining the focus.</p> <p>Organization</p> <p style="padding-left: 20px;">Clarification 1.2.1.3 The student understands how a writing plan is used as an organizational tool.</p>	MC4
<p>LA.B.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice; generally has correct subject/verb agreement; generally has correct verb and noun forms; with few exceptions, has sentences that are complete, except when fragments are used purposefully; uses a variety of sentence structures; and generally follows the conventions of punctuation, capitalization, and spelling.</p> <p>Note: The conventions portion of this benchmark is assessed by LA.B.1.2.3. (Also assesses LA.B.2.2.3, LA.B.2.2.5, and LA.B.2.2.6)</p> <p>LA.B.1.2.2 Benchmark Clarifications</p> <p>Focus</p> <p style="padding-left: 20px;">Clarification 1.2.2.1 The student demonstrates knowledge of how to maintain focus.</p> <p style="padding-left: 20px;">Clarification 1.2.2.2 The student demonstrates knowledge of the mode or purpose for writing.</p> <p>Organization</p> <p style="padding-left: 20px;">Clarification 1.2.2.3 The student uses an organizational pattern to establish a logical progression of ideas.</p> <p style="padding-left: 20px;">Clarification 1.2.2.4 The student demonstrates knowledge of effective use of transitional devices.</p> <p>Support</p> <p style="padding-left: 20px;">Clarification 1.2.2.5 The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.</p> <p style="padding-left: 20px;">Clarification 1.2.2.6 The student recognizes how word choice affects the quality of a response.</p>	MC4, WP

MC3: three-option multiple-choice

MC4: four-option multiple-choice

WP: writing prompt

BENCHMARKS ASSESSED AT GRADE 4 (CONTINUED)

SUNSHINE STATE STANDARDS BENCHMARK	ITEM FORMAT
STRAND B: WRITING	
<p>LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns; correct paragraph indentation; correct usage of subject/verb agreement, verb and noun forms, and sentence structure; and correct formatting according to instructions.</p> <p>Note: This benchmark assesses the conventions portion of LA.B.1.2.2. Correct formatting according to instructions is not assessed.</p> <p>LA.B.1.2.3 Benchmark Clarifications</p> <p>Conventions</p> <p>Clarification 1.2.3.1 The student demonstrates knowledge of spelling conventions.</p> <p>Clarification 1.2.3.2 The student demonstrates knowledge of punctuation conventions.</p> <p>Clarification 1.2.3.3 The student demonstrates knowledge of correct capitalization.</p> <p>Clarification 1.2.3.4 The student demonstrates knowledge of standard English usage.</p> <p>Clarification 1.2.3.5 The student demonstrates knowledge of sentence structure.</p>	MC3, WP
LA.B.2.2.1 The student writes notes, comments, and observations that reflect comprehension of content and experiences from a variety of media.	Not assessed
LA.B.2.2.2 The student organizes information using alphabetical and numerical systems.	Not assessed
LA.B.2.2.3 The student writes for a variety of occasions, audiences, and purposes.	Assessed with LA.B.1.2.2
LA.B.2.2.4 The student uses electronic technology, including word processing software and electronic encyclopedias, to create, revise, retrieve, and verify information.	Not assessed
LA.B.2.2.5 The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.	Assessed with LA.B.1.2.2
LA.B.2.2.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.	Assessed with LA.B.1.2.2

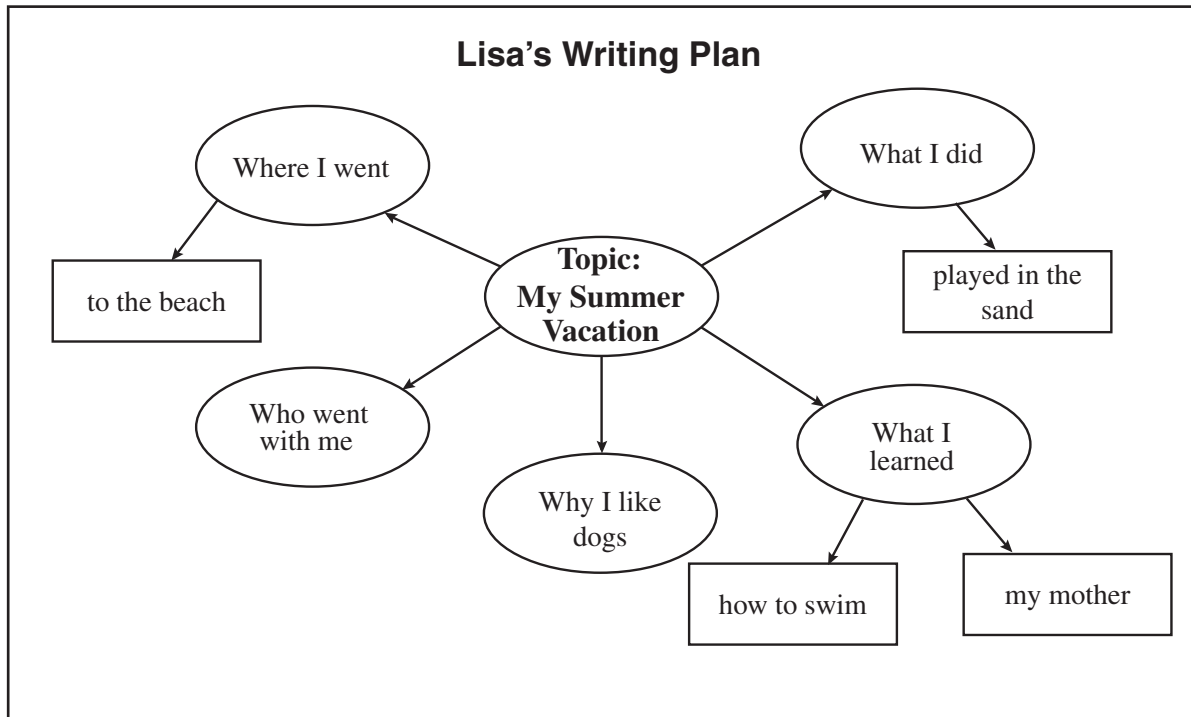
- MC3:** three-option multiple-choice
MC4: four-option multiple-choice
WP: writing prompt

BENCHMARK LA.B.1.2.1

Strand	B Writing
Standard	1 The student uses writing processes effectively.
Benchmark	LA.B.1.2.1 The student prepares for writing by recording thoughts, focusing on a central idea, grouping related ideas, and identifying the purpose for writing.
Benchmark Clarifications and Content Codes	<p>Content Code: Provided in parentheses below.</p> <p>Clarification 1.2.1.1 The student recognizes how a writing plan affects the writing mode or purpose. (Planning for a purpose: PP)</p> <p>Clarification 1.2.1.2 The student uses the writing plan as a tool for maintaining the focus. (Topic Awareness: TA)</p> <p>Clarification 1.2.1.3 The student understands how a writing plan is used as an organizational tool. (Organizational Plan: OP)</p>
Content Limits	Focus and organization are assessed by this benchmark.
	<p>Focus</p> <p>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. <p>Organization</p> <p>Organization items ask students to identify</p> <ul style="list-style-type: none"> • 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 4, this benchmark is assessed using four-option multiple-choice (MC4) items.
Stimulus Attributes	<p>The writing plan should be tested within the purview of Grade 4 composition experience. Writing plans can include graphic organizers, such as webs, lists, or story maps. Topics and information used on writing plans should be considered common knowledge for Grade 4 students. Short phrases are preferred over complete sentences.</p> <p>Writing plans must contain sufficient context to enable the student to identify the purpose for writing.</p>
Response Attributes	<p>Distractors may include, but are not limited to</p> <p>Focus</p> <ul style="list-style-type: none">• details that cannot be added to or deleted from a subtopic;• details that cannot be grouped;• subtopics that cannot be added;• titles that are inappropriate for the composition that is being planned;• purposes for which the writing is not intended; <p>Organization</p> <ul style="list-style-type: none">• subtopics or details from the writing plan that are correctly placed;• subtopics or details that, if selected, would result in faulty organization; and• organizational plans for which the writing is not intended.

Sample items #1–4 are based on “Lisa’s Writing Plan.”



Sample Item 1 (Focus)

Clarification 1.2.1.2 The student uses the writing plan as a tool for maintaining the focus.

Which subtopic from Lisa’s Writing Plan is off topic and should be crossed off the plan?

- A. What I did
- B. What I learned
- ★ C. Why I like dogs
- D. Who went with me

The correct answer is C. The subtopic “Why I like dogs” is clearly not related to the topic “My Summer Vacation.”

Distractor Rationale

- A. The subtopic “What I did” would indicate the writer’s activities during her summer vacation.
- B. The subtopic “What I learned” could be developed to include what the writer learned on her summer vacation.
- D. The subtopic “Who went with me” would add information about who went with the writer on her summer vacation.

Sample Item 2 (Focus)**Clarification 1.2.1.2** The student uses the writing plan as a tool for maintaining the focus.

Based on the information in Lisa’s Writing Plan, which idea below is on topic and should be added to the plan?

- A. Why I like to sing
- B. When school starts
- C. Where my dad works
- ★ D. What I enjoyed most

The correct answer is D. Based on the information in the writing plan, Lisa should add the idea “What I enjoyed most” because it maintains the focus of the topic “My Summer Vacation.”

Distractor Rationale

- A. “Why I like to sing” is off topic because it is not specific to summer vacation.
- B. “When school starts” is off topic because it is not directly related to summer vacation.
- C. “Where my dad works” is off topic because it is not directly related to the writer’s experience on her summer vacation.

Sample Item 3 (Focus)

Clarification 1.2.1.1 The student recognizes how a writing plan affects the writing mode or purpose.

Based on the information in Lisa's Writing Plan, what kind of paper is Lisa planning to write?

- A. a paper that tells a story about summer weather
- B. a paper that describes her favorite meal at camp
- ★ C. a paper that explains what her vacation was like
- D. a paper that answers questions about her teacher's vacation

The correct answer is C. The subtopics and details in Lisa's Writing Plan clearly demonstrate her intention to provide an explanation about her vacation.

Distractor Rationale

- A. Lisa's Writing Plan does not include characters or events to indicate that she will write a story about summer weather. The subtopics in the plan are all related to a summer vacation.
- B. Lisa's Writing Plan does not include references or sensory details to indicate that she will describe a meal at camp. The subtopics in the plan are all related to a summer vacation.
- D. Lisa's Writing Plan does not include details about her teacher's vacation. The subtopics in the plan are all related to Lisa's summer vacation.

Sample Item 4 (Organization)

Clarification 1.2.1.3 The student understands how a writing plan is used as an organizational tool.

Which idea in Lisa’s Writing Plan should be moved because it is out of place?

- A. to the beach
- B. played in the sand
- C. how to swim
- ★ D. my mother

The correct answer is D. The phrase “my mother” refers to a person and belongs under the subtopic “Who went with me.”

Distractor Rationale

- A. The phrase “to the beach” is a location and belongs under the subtopic “Where I went.”
- B. The phrase “played in the sand” is an action that belongs under the subtopic “What I did.”
- C. The phrase “how to swim” is something that is learned and belongs under the subtopic “What I learned.”

Sample items #5–7 are based on the writing stimulus “Andy’s List.”

Andy’s List

Playground Problems	
Problems My Parents Saw	Problems I Saw
There is a lot of litter and trash.	There are no trash cans.
Tables and benches are broken and ugly.	There are no flowers.
There are broken branches and piles of leaves.	The playground sign is missing.
The building next door used to be a store.	

Sample Item 5 (Focus)

Clarification 1.2.1.2 The student uses the writing plan as a tool for maintaining the focus.

Which statement below should be added to the list to focus on the topic?

- ★ A. The grass needs to be cut.
- B. There was a squirrel in the tree.
- C. My friend lives near the playground.
- D. The playground belongs to the community.

The correct answer is A. A note about the grass needing to be cut is directly related to the topic of problems Andy could see at the playground.

Distractor Rationale

- B. “There was a squirrel in the tree” is an observation, but it is not a problem.
- C. The fact that his “friend lives near the playground” is not a problem.
- D. “The playground belongs to the community” is general information, but it is not a problem.

Sample Item 6 (Focus)

Clarification 1.2.1.2 The student uses the writing plan as a tool for maintaining the focus.

Which statement below is off topic and should be taken off the list?

- A. There are no trash cans.
- B. The playground sign is missing.
- ★ C. The building next door used to be a store.
- D. There are broken branches and piles of leaves.

The correct answer is C. A detail about how the building next door to the playground used to be a store is not a playground problem.

Distractor Rationale

- A. The absence of trash cans is a problem that promotes littering at the park.
- B. The missing sign is a problem that shows the poor conditions at the park.
- D. The broken branches and piles of leaves are problems that show the park is not being kept clean.

Sample Item 7 (Focus)

Clarification 1.2.1.1 The student recognizes how a writing plan affects the writing mode or purpose.

Based on Andy's List, what kind of paper is Andy planning to write?

- ★ A. a paper that explains the problems he and his parents saw
- B. a paper that gives opinions about the causes for and solutions to the problems
- C. a paper that tells a story about a time Andy played on a playground
- D. a paper that describes why he and his parents should fix the problems they saw

The correct answer is A. Andy's List contains subtopics and details outlining the problems he and his parents saw at the playground. The plan provides the information he needs to write an expository paper about the problems he and his parents saw.

Distractor Rationale

- B. The writer's plan does not list causes for or solutions to the problems.
- C. The writer's plan does not present a sequence of events to indicate that he will write a narrative.
- D. The writer's plan does not indicate that the writer feels responsible for describing improvements to the park.

BENCHMARK LA.B.1.2.2

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.1.2.2 The student drafts and revises writing in cursive that focuses on the topic; has a logical organizational pattern, including a beginning, middle, conclusion, and transitional devices; has ample development of supporting ideas; demonstrates a sense of completeness or wholeness; demonstrates a command of language, including precision in word choice (See Appendix B for the full text of this benchmark.) Note: The conventions portion of this benchmark is assessed by LA.B.1.2.3.</p> <p>Also assesses LA.B.2.2.3 The student writes for a variety of occasions, audiences, and purposes.</p> <p>Also assesses LA.B.2.2.5 The student creates narratives in which ideas, details, and events are in a logical order and are relevant to the story line.</p> <p>Also assesses LA.B.2.2.6 The student creates expository responses in which ideas and details follow an organizational pattern and are relevant to the purpose.</p>
Benchmark Clarifications and Content Codes	<p>Content Code: Provided in parentheses below.</p> <p>Clarification 1.2.2.1 The student demonstrates knowledge of how to maintain focus. (Central Idea: CI)</p> <p>Clarification 1.2.2.2 The student demonstrates knowledge of the mode or purpose for writing. (Writer’s Purpose: WP)</p> <p>Clarification 1.2.2.3 The student uses an organizational pattern to establish a logical progression of ideas. (Logical Order: LO)</p> <p>Clarification 1.2.2.4 The student demonstrates knowledge of effective use of transitional devices. (Transitional Devices: TD)</p>

Clarification 1.2.2.5 The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing. (Development of Support: DS)

Clarification 1.2.2.6 The student recognizes how word choice affects the quality of a response. (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 establish an effective organizational pattern and to achieve unity;
- 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.

Item Types

This benchmark is assessed using four-option multiple-choice (MC4) items.

Stimulus Attributes To meet the goals of the test, samples are designed to test students' knowledge of

- a clearly expressed or implied topic and central idea;
- characteristics of writing that identify the intended 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; and
- precise word choice.

Response Attributes Distractors for multiple-choice items may include, but are not limited to

Focus

- 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;
- characteristics of the writing that do not identify the writer's mode or purpose;
- 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;
- invalid reasons for including information intended to present or maintain the central idea or purpose;

Organization

- 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;
- invalid organizational patterns;
- organizational patterns that are not present in the writing stimulus;

Support

- words, phrases, or sentences that are not precise;
- sentences that cannot be added to the sample or a paragraph 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 word choice or the development of support.

Sample items #1–4 are based on the writing sample “Dear Tony.”

Janet wrote the letter below to her friend Tony. The letter contains mistakes. Read the letter to answer questions xx–xx.

1639 Pinto Pony Lane
Tampa, FL 33615
August 22, 2004

Dear Tony,

→ [1] I hope you like your new house, but it's too bad you didn't stay in Grove City one more weekend. [2] The whole soccer team missed you on Saturday. [3] The Comets were the hardest team we have played all year.

→ [4] Here's how the game started. [5] Our team kicked the ball. [6] Penny kicked the ball to Matt. [7] Matt gave it a strong kick. [8] The Comets kicked it right back. [9] They kicked it down the field and into the net. [10] Our player at the net didn't see the ball until it was too late.

→ [11] At the end of the first half, Coach Brown told us not to be afraid of the other team. [12] He said we had beaten better teams before, but I couldn't remember any. [13] His talk cheered me up anyway.

→ [14] The second half was better. [15] Carlos ran around the other team and kicked the ball. [16] It went past their players into the net for our first point. [17] Then, Harvey kicked the ball to Megan, who kicked the ball into the net for another point. [18] I even kicked the ball into the net once! [19] No one has moved into your house.

→ [20] The game ended with both teams having the same score. [21] We might have won the game if you had been here. [22] Anyway, we still have the best team in town.

→ [23] Have you joined a new team yet? [24] I hope so. [25] Everyone misses you, so come back and visit us soon.

From an old friend,
Janet

Sample Item 1 (Focus)**Clarification 1.2.2.1** The student demonstrates knowledge of how to maintain focus.

Which sentence is off topic and should be taken out of the fourth paragraph?

- A. sentence 14
- B. sentence 15
- C. sentence 17
- ★ D. sentence 19

The correct answer is D. In the fourth paragraph, the writer presents the sequence of events during a soccer game. The detail “No one has moved into your house” should be deleted from the paragraph because it is unrelated to the topic.

Distractor Rationale

- A. Sentence 14 tells the reader that the second half of the soccer game was better than the first half. Since the fourth paragraph is about what happened in the second half of the soccer game, sentence 14 is directly related to the topic.
- B. Sentence 15 tells what happened first in a series of events that took place in the second half of the soccer game. Since the fourth paragraph is about what happened in the second half of the soccer game, sentence 15 is directly related to the topic.
- C. Sentence 17 tells about certain events that took place in the second half of the soccer game. Since the fourth paragraph is about what happened in the second half of the soccer game, sentence 17 is directly related to the topic.

Sample Item 2 (Organization)

Clarification 1.2.2.4 The student demonstrates knowledge of effective use of transitional devices.

Which transition should be added to the beginning of sentence **15** to help connect the ideas in the paragraph?

- A. Also
- ★ B. First
- C. Furthermore
- D. However

The correct answer is B. Adding “First” to sentence **15** is one way to show that it is the first event in a series of events, cueing the reader to the organization of the paragraph.

Distractor Rationale

- A. “Also” indicates that the sentence will further explain an idea. Using this transition will miscue the reader as to what information is to follow in the sentence.
- C. “Furthermore” indicates that the sentence will further explain an idea. Using this transition will miscue the reader as to what information is to follow in the sentence.
- D. “However” indicates that the sentence will present a counter example. Using this transition will miscue the reader as to what information is to follow in the sentence.

Sample Item 3 (Organization)

Clarification 1.2.2.3 The student uses an organizational pattern to establish a logical progression of ideas.

The writer wants to add the following sentence to the letter:

He made us think we could win if we tried.

Where should this detail be added to correctly organize the ideas?

- A. after sentence 4
- B. after sentence 9
- ★ C. after sentence 13
- D. after sentence 14

The correct answer is C. In the third paragraph, Janet writes about her coach encouraging the team not to be afraid. She adds, “His talk cheered me up anyway.” The detail “He always made us think we could win if we tried” is directly related to the ideas in the third paragraph.

Distractor Rationale

- A. A sentence about the coach making the team believe they could win would not make sense after sentence 4.
- B. A sentence about the coach making the team believe they could win would not make sense after sentence 9.
- D. A sentence about the coach making the team believe they could win would not make sense after sentence 14.

Sample Item 4 (Support)

Clarification 1.2.2.5 The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.

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

- A. I learned soccer rules two years ago.
- B. Moving to another city is probably fun.
- C. Saturday is my favorite day of the week.
- ★ D. We were proud because we worked as a team.

The correct answer is D. The paragraph is about the results of the soccer game. A sentence about pride in working as a team adds support to this idea.

Distractor Rationale

- A. A detail about when Janet learned the rules of soccer does not add support for the ideas in the fifth paragraph about the results of the soccer game.
- B. A detail about how fun it would be to move to another city does not add support in a paragraph about the results of the soccer game.
- C. A detail about Janet’s favorite day of the week does not add support in a paragraph about the results of the soccer game.

Sample items #5–8 are based on the writing sample “Dinner with Suki.”

The story below is a first draft that Brianna wrote for school. The story contains mistakes. Read the story to answer questions xx-xx.

Dinner with Suki

- [1] Linda was going to have a special dinner with her friend Suki.
[2] Linda was wearing a new dress, and her hair was tied with a ribbon.
[3] Linda’s mother drove to Suki’s house, and Linda ran inside. [4] Their car was shiny blue.
- [5] Suki showed her house to Linda. [6] Linda thought it was pretty.
[7] Pleasant smells came from the kitchen and made Linda hungry.
- [8] Soon they sat down at the table to eat. [9] Linda looked at the dishes of food. [10] The food looked different from any other she had ever seen. [11] Still, she smiled. [12] First, there was soup served in a hand-painted bowl. [13] Next, she ate some long, flat noodles covered with brown sauce.
- [14] The last dish was squid. [15] Linda was nervous about tasting it. [16] In school, she had learned that squid is seafood. [17] She knew many people liked to eat it. [18] Still, she had never tried eating it. [19] As it was placed on her plate, she wondered if she would like it. [20] The first bite was good. [21] The next bite was not as hard to chew. [22] The third bite was even easier! [23] Linda liked the entire meal. [24] She had a great new friend, and she had discovered a new food.



Sample Item 5 (Focus)**Clarification 1.2.2.1** The student demonstrates knowledge of how to maintain focus.

Which sentence contains a detail that is unimportant to the story?

- A. sentence 1
- ★ B. sentence 4
- C. sentence 7
- D. sentence 8

The correct answer is B. The main idea of the story is about Linda eating new food while visiting her friend. “Their car was shiny blue” is not important to the story, thus creating a lack of focus.

Distractor Rationale

- A. Sentence 1 helps to maintain the focus of the story by sharing that Linda was going to have a special dinner with her friend Suki.
- C. Sentence 7 helps to maintain the focus of the story by describing the smells in Suki’s home.
- D. Sentence 8 helps to maintain the focus of the story by telling that Linda and Suki soon sat down to eat.

Sample Item 6 (Organization)

Clarification 1.2.2.3 The student uses an organizational pattern to establish a logical progression of ideas.

The writer wants to add the following sentence to the third paragraph of the story:

She enjoyed the tastes of the new foods.

Where should this be added to keep the events of the story in order?

- A. after sentence 8
- B. after sentence 9
- C. after sentence 11
- ★ D. after sentence 13

The correct answer is D. This item requires the reader to recognize that events in the third paragraph are listed in chronological order. The sentence about enjoying the tastes and textures of the new food should be added after Linda has eaten the food.

Distractor Rationale

- A. Because sentence 8 is about sitting down at the table, adding a sentence about enjoying the tastes before she has done so is illogical.
- B. Because sentence 9 is about looking at the foods, adding a sentence about enjoying the tastes before she has done so is illogical.
- C. Because sentence 11 is about Linda's feelings upon seeing the new foods, adding a sentence about enjoying the tastes before she has done so is illogical.

Sample Item 7 (Support)

Clarification 1.2.2.5 The student recognizes supporting ideas that clarify, explain, or define, contributing to a sense of completeness or wholeness in draft writing.

Which sentence below should be added after sentence to develop support in the fourth paragraph?

- A. She had never eaten squid before.
- ★ B. It was hard to chew, yet she liked it.
- C. She wondered how this new dish would taste.
- D. It was kind of chewy, and she stopped eating it.

The correct answer is B. “It was hard to chew, yet she liked it” provides a detail to explain what Linda is thinking after she takes her first bite of squid.

Distractor Rationale

- A. “She had never eaten squid before” repeats an idea and would be ineffective support after sentence .
- C. “She wondered how this new dish would taste” repeats an idea and would be ineffective support after sentence .
- D. “It was kind of chewy, and she stopped eating it” would not support sentence in the context of the fourth paragraph.

Sample Item 8 (Focus)**Clarification 1.2.2.1** The student demonstrates knowledge of how to maintain focus.

The writer wants to add a new paragraph to the story. Which event below should be added after the last paragraph to keep the story focused?

- A. Suki going to bed early
- B. Linda tying her hair with a red ribbon
- ★ C. Linda describing the meal to her mother at home
- D. Suki waving good-bye to Linda's mother and showing Linda around the house

The correct answer is C. This item requires the reader to recognize that the events of the story are listed in the order they occurred, and that the main idea is about Linda eating a new food while visiting her friend. A paragraph about Linda's description of the meal to her mother would keep the story focused on Linda's experience.

Distractor Rationale

- A. A paragraph about Suki going to bed early does not make sense as a final paragraph to the story. A large gap in time would be created, and the story would lose focus.
- B. A paragraph about Linda tying her hair with a red ribbon would shift the focus away from the main idea of the story.
- D. A paragraph about Suki showing Linda around the house would make sense after the first paragraph, but it would create confusion and a lack of focus if added to the end of the story.

BENCHMARK LA.B.1.2.3

Strand	B Writing
Standard	1 The student uses writing processes effectively.
Benchmark	LA.B.1.2.3 The student produces final documents that have been edited for correct spelling; correct use of punctuation, including commas in series, dates, and addresses, and beginning and ending quotation marks; correct capitalization of proper nouns . . . correct usage of subject/verb agreement, verb and noun forms, and sentence structure . . . (See Appendix B for the full text of this benchmark.) Note: This benchmark assesses the conventions portion of LA.B.1.2.2. Correct formatting according to instructions is not assessed.
Benchmark Clarifications and Content Codes	<p>Content Code: Provided in parentheses below.</p> <p>Clarification 1.2.3.1 The student demonstrates knowledge of spelling conventions. (Spelling: SP)</p> <p>Clarification 1.2.3.2 The student demonstrates knowledge of punctuation conventions. (Punctuation: P)</p> <p>Clarification 1.2.3.3 The student demonstrates knowledge of correct capitalization. (Capitalization: C)</p> <p>Clarification 1.2.3.4 The student demonstrates knowledge of standard English usage. (Usage: U)</p> <p>Clarification 1.2.3.5 The student demonstrates knowledge of sentence structure. (Sentence Structure: SS)</p>
Content Limits	<p>Spelling Test spelling of commonly used words with an emphasis on 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); • commas in appositives; • colons, semicolons, dashes, or parentheses; • apostrophes in the possessive forms of two or more persons possessing something; • the punctuation of A.M. or P.M.; or • the use of italics.

Capitalization

Test commonly used rules of capitalization.

Do not test the capitalization of religions or religious denominations.

Usage

Test common standard English usage.

Do not test

- use of the possessive forms of indefinite pronouns (e.g., somebody's car), hyphenated words, or two or more persons possessing something;
- intensive or reflexive pronouns (e.g., herself, myself);
- *who* and *whom* construction; or
- the use of pronouns in the avoidance of sexist language.

Sentence Structure

Test commonly used devices for combining short, related sentences.

Test common structures used to construct grammatically correct sentences.

Do not test

- parallel construction; or
- the identification of names of sentence structures (i.e., simple, compound, complex).

Item Types

This benchmark is assessed using

- three-option, stand-alone, multiple-choice items (punctuation, capitalization, spelling, usage, and sentence structure); and
- three-option, cloze-based, multiple-choice items (spelling and usage).

Stimulus Attributes

Cloze selections with numbered 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 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 non-standard 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 or 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, or
- sentences that fail to communicate the intended meaning.

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

Read the story “A Hidden Surprise.” Choose the word or words that correctly complete questions xx-xx and mark your answers on the Answer Sheet on page xx.

A Hidden Surprise

Mom asked Megan and Jacob to rake the leaves. She handed rakes to (15). She gave a smaller one to (16) little brother, William. She said that a surprise was hidden in the leaves.

Megan and Jacob raked a large pile of leaves onto a blanket.

William fell back into the pile of leaves. Jacob started to get mad, but Megan just laughed. William (17) in the middle of the pile of leaves on the blanket. Megan and Jacob pulled the blanket to the backyard.

William found a blue piece of paper in the leaves. He handed the paper to Megan. She read, “We will go to Pizza World tonight! Love, Mom.”



Sample Item 1 (Conventions)**Clarification 1.2.3.4** The student demonstrates knowledge of standard English usage.

Which answer should go in blank (15)?

- A. him
- ★ B. them
- C. they

The correct answer is B. The objective form of the plural pronoun “them” is correct because it refers to two or more people.

Distractor Rationale

- A. Since the antecedent is plural, the singular pronoun “him” is incorrect.
- C. Since the correct answer is the object of the preposition “to,” the subject “they” is incorrect.

Sample Item 2 (Conventions)**Clarification 1.2.3.4** The student demonstrates knowledge of standard English usage.

Which answer should go in blank (16)?

- ★ A. their
- B. there
- C. they’re

The correct answer is A. This is the correct possessive pronoun form.

Distractor Rationale

- B. “There” is not a possessive pronoun.
- C. “They’re” is a contraction of “they are” and not a possessive form.

Sample Item 3 (Conventions)

Clarification 1.2.3.4 The student demonstrates knowledge of standard English usage.

Which answer should go in blank (17)?

- ★ A. sat
- B. set
- C. sit

The correct answer is A. The actions in the sample are in the past tense. The correct past tense form of the verb “sit” is “sat.”

Distractor Rationale

- B. “Set” can be used as a verb that means “to put” or “to place,” which is not correct for this context.
- C. “Sit” is the present tense form of the verb and is not correct for this context.

Sample items #4–9 are stand-alone items.

Sample Item 4 (Conventions)

Clarification 1.2.3.2 The student demonstrates knowledge of punctuation conventions.

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

- A. My favorite fruit’s are apples, pears, and watermelons.
- B. My favorite fruits are apples pears, and watermelons?
- ★ C. My favorite fruits are apples, pears, and watermelons.

The correct answer is C. There is a period at the end of the declarative sentence. The words “apples,” “pears,” and “watermelons” are items in a series, and the commas are in the correct places.

Distractor Rationale

- A. Adding an apostrophe to “fruits” makes the word possessive, which is incorrect for this sentence.
- B. The use of the question mark for end punctuation is incorrect because the sentence is not a question. Additionally, a comma is missing after “apples” in the series.

Sample Item 5 (Conventions)**Clarification 1.2.3.3** The student demonstrates knowledge of correct capitalization.

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

- A. Melinda’s mom reminded us, “be sure to wear your helmets while riding your bikes on Elm street.”
- ★ B. Melinda’s mom reminded us, “Be sure to wear your helmets while riding your bikes on Elm Street.”
- C. Melinda’s mom reminded us, “be sure to wear your helmets while riding your Bikes on elm Street.”

The correct answer is B. This item requires application of capitalization rules. The first word of the direct quotation and the proper noun, “Elm Street,” should both be capitalized.

Distractor Rationale

- A. The first word of the direct quotation is not capitalized, and the word “street” should be capitalized as part of a proper noun.
- C. The first word of the direct quotation is not capitalized, and “elm” should be capitalized as part of a proper noun.

Sample Item 6 (Conventions)**Clarification 1.2.3.3** The student demonstrates knowledge of correct capitalization.

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

- ★ **A.** On the last Friday in June, Dr. Smith leaves for vacation.
- B.** On the last Friday in June, Dr. smith leaves for Vacation.
- C.** On the last Friday in june, dr. Smith leaves for vacation.

The correct answer is A. Capitalization is accurate in this sentence; days of the week, months, titles (with names), and names are all capitalized.

Distractor Rationale

- B.** Last names, such as “Smith,” should be capitalized, and common nouns, such as “vacation,” should not be capitalized.
- C.** The names of months should be capitalized as well as abbreviations of professional titles, such as “Dr.”

Sample Item 7 (Conventions)**Clarification 1.2.3.5** The student demonstrates knowledge of sentence structure.**Example of a Parts Item**

Combine all the ideas in the box to create one sentence that makes sense.

her backpack
from school
Sally unpacked
when she got home

Which sentence below correctly combines the ideas from the box?

- ★ **A.** Sally unpacked her backpack when she got home from school.
- B.** Sally unpacked when she got home from school her backpack.
- C.** When she got home her backpack, Sally unpacked from school.

The correct answer is A. This sentence correctly combines the words in the box to create a complete, meaningful sentence.

Distractor Rationale

- B.** The word order makes the meaning of this sentence confusing.
- C.** The word order makes the meaning of this sentence confusing.

Sample Item 8 (Conventions)

Clarification 1.2.3.5 The student demonstrates knowledge of sentence structure.

Example of a Combining Item

Combine all the ideas in the box to make one sentence that makes sense.

Carla told a joke.
It was very funny.
She told it on the playground.

Which sentence below correctly combines the ideas from the box?

- ★ **A.** Carla told a very funny joke on the playground.
- B.** Carla told a very funny joke she told it on the playground.
- C.** Carla told a joke and it was very funny on the playground.

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

Distractor Rationale

- B.** This answer choice incorrectly combines the sentences by failing to use a connecting word or punctuation between them.
- C.** This answer choice incorrectly combines the sentences by changing the meaning of the sentences in the box.

Sample Item 9 (Conventions)**Clarification 1.2.3.2** The student demonstrates knowledge of punctuation conventions.

Read the sentence below.

The teacher asked the students to take out their pencils papers, and math books.

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

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

The correct answer is C. A comma should be placed after *pencils* since *pencils, papers, and math books* are items in a series.

Distractor Rationale

- A. No spelling error appears in the underlined section of the sentence.
- B. No capitalization error appears in the underlined section of the sentence.