**Grades 9-10 English Language Arts Standards**
**Reading, Language, and Listening Component**

| Reporting Category | Genre | Standards Assessed | Percentage of Assessment |
|---|---|---|---|
| Key Ideas and Details | Literature | LAFS.910.RL.1.1<br>LAFS.910.RL.1.2<br>LAFS.910.RL.1.3 | 15-25% |
| | Informational | LAFS.910.RI.1.1<br>LAFS.910.RI.1.2<br>LAFS.910.RI.1.3 | |
| Craft and Structure | Literature | LAFS.910.RL.2.4<br>LAFS.910.L.3.4<br>LAFS.910.L.3.5<br>LAFS.910.RL.2.5<br>LAFS.910.RL.2.6 | 25-35% |
| | Informational | LAFS.910.RI.2.4<br>LAFS.910.L.3.4<br>LAFS.910.L.3.5<br>LAFS.910.RI.2.5<br>LAFS.910.RI.2.6 | |
| Integration of Knowledge and Ideas | Literature | LAFS.910.RL.3.7<br>LAFS.910.SL.1.2<br>LAFS.910.RL.3.9 | 20-30% |
| | Informational | LAFS.910.RI.3.7<br>LAFS.910.SL.1.2<br>LAFS.910.SL.1.3<br>LAFS.910.RI.3.8<br>LAFS.910.RI.3.9 | |
| Language and Editing* | Literature or Informational | LAFS.910.L.1.1<br>LAFS.910.L.1.2 | 15-25% |

**\*Language and Editing**
Items may ask the student to evaluate and correct errors which focus on grammar and usage or capitalization, punctuation, and spelling. Items should assess on-grade-level errors; however, once a Language Standard is introduced, grade-appropriate items may be written to assess continued mastery of standard conventions of English.

**Note:** Because the English Language Arts Florida Standards operate in a 9-10 grade band, increased text complexity at grade 10 will be implemented to denote a difference between these assessments.

**Grades 9-10 English Language Arts Standards**
**Writing Component**

In Grades 4-10, the FSA ELA Writing component contributes 10 raw score points to the overall FSA ELA total raw score; however, the raw score is not the most important score when considering a student's overall performance.

FSA, like other Florida statewide assessments past and present, is not scored using a percent-correct or number-correct scoring method. Students correctly answering the more-difficult items receive more credit than students answering less-challenging items. In other words, the scoring model involves both the number and the difficulty of questions a student answers correctly. As indicated by numerous publications in the field of educational measurement, this type of scoring—pattern scoring—produces a more accurate scale score for individual students than the number-correct scoring method does. Pattern scoring is used widely across this country and around the world because of its accuracy in measuring students' knowledge and skills. Because each test item, including the writing prompt, has a different effect in scoring depending on its level of challenge, no definitive percentage of a student's scale score is derived from the FSA ELA Writing component.

| Reporting Category | Text Types and Purposes | Standards Assessed |
|---|---|---|
| **Text-Based Writing** | **Argumentation or Informative/Explanatory** | **LAFS.910.W.1.1** |
| | | **LAFS.910.W.1.2** |
| | | **LAFS.910.W.2.4** |
| | | **LAFS.910.W.2.5** |
| | | **LAFS.910.W.2.6** |
| | | **LAFS.910.W.3.8** |
| | | **LAFS.910.W.3.9** |
| | | **LAFS.910.L.1.1** |
| | | **LAFS.910.L.1.2** |
| | | **LAFS.910.L.2.3** |
| | | **LAFS.910.L.3.4** |
| | | **LAFS.910.L.3.5** |

## Percentage of Points by Depth of Knowledge Level

| Grade | DOK Level 1 | DOK Level 2 | DOK Level 3 |
|:---:|:---:|:---:|:---:|
| 3-10 | 10%-20% | 60%-80% | 10%-20% |

CPALMS coordinated the development of common definitions using Dr. Norman Webb's model for Depth of Knowledge. These definitions serve as the cornerstone for the rating of the Mathematics and English Language Arts Standards available on CPALMS.

Because the DOK model of content complexity was designed primarily as a framework for aligning content standards and assessments, it is important to distinguish between the DOK rating for a given standard and the possible DOK ratings for assessment items designed to address the standard. The DOK level for an individual content standard is intended to represent the typical performance level of cognitive complexity that a learning activity or assessment item associated with that standard might entail. This is particularly important for assessment purposes, since 50% or more of assessment items associated with a given standard should meet or exceed the DOK level of the standard.

For information about content complexity rating, please visit CPALMS at http://www.cpalms.org/standards/dok.aspx.

For information about the content complexity rating for each standard, please visit CPALMS and click the applicable content area by grade at http://www.cpalms.org/Public/search/Standard#0. A drop-down menu for each strand and cluster includes the content complexity rating for each standard.

**Note: The Text-Based Writing component at grades 4-10 is a DOK level 3 task.**